

RESEARCH ARTICLE (ORIGINAL)

Experiences of Siblings of Children with Autism Spectrum Disorder During the COVID-19 Pandemic

Vivências de Irmãos de Crianças com Perturbação do Espectro do Autismo Durante a Pandemia COVID-19

Experiencias de Los Hermanos de Niños con Trastorno del Espectro Autista Durante la Pandemia de COVID-19

Giordanna Nayara Chagas e Silva ¹ <https://orcid.org/0000-0001-6167-8382>Victoria Beatriz Trevisan Nóbrega Martins Ruthes ² <https://orcid.org/0000-0003-1525-580X>Gustavo Selenko de Aquino ³ <https://orcid.org/0000-0002-1952-4416>Manuela Kaled ³ <https://orcid.org/0000-0001-9760-1029>Francieli Brito da Fonseca Soppa ³ <https://orcid.org/0000-0001-7382-3794>Verônica de Azevedo Mazza ³ <https://orcid.org/0000-0002-1264-7149>

¹ Pinhais Municipal Government –
Pinhais, Paraná, Brazil

² Paraná Federal University, Family,
Health, and Development Research
Group, Curitiba, Paraná, Brazil

³ Paraná Federal University, Nursing
Postgraduate Program, Curitiba, Paraná,
Brazil

Corresponding author

Francieli Brito da Fonseca Soppa
E-mail: britofrancieli@gmail.com

Received: 09.01.26

Accepted: 27.05.26

Abstract

Background: The COVID-19 pandemic intensified caregiving demands, making daily routines within sibling relationships more challenging and increasing conflict, rivalry, and jealousy associated with changes in routine.

Objective: To describe the experiences of siblings of children with autism spectrum disorder during the COVID-19 pandemic.

Methodology: A multiple-case study of families of children with special needs, excluding younger family members or those with communication limitations. Data collection was conducted through semi-structured interviews from May 2021 to September 2022, and thematic analysis was performed using WebQDA.

Results: Thirteen family members were interviewed, all mothers of children with autism spectrum disorder. The interviews focused on potential and feelings related to changes in routines, school difficulties, sibling conflicts, and the division of parental attention.

Conclusion: Motherhood experiences were marked by the coexistence of challenges, potential, and ambivalent feelings, highlighting family adaptation, mutual support, and the strengthening of the fraternal bond.

Keywords: sibling relations; autism spectrum disorder; family nursing; child; mothers

Resumo

Enquadramento: A pandemia de COVID-19 intensificou as exigências do cuidado, tornando a rotina desafiadora nas relações fraternas, com o aumento de conflitos, rivalidade e ciúmes, associados às mudanças na rotina.

Objetivo: Descrever as vivências de irmãos de crianças com Perturbação do Espectro do Autismo no período da pandemia de COVID-19.

Metodologia: Estudo de casos múltiplos com famílias de crianças com necessidades especiais, excluindo familiares menores de idade ou com limitações de comunicação. A colheita de dados foi realizada por meio de entrevistas semiestruturadas, entre maio de 2021 e setembro de 2022; o software WebQDA foi utilizado para a análise temática.

Resultados: Foram entrevistados 13 familiares, nomeadamente mães de crianças com Perturbação do Espectro do Autismo. Predominaram as potencialidades e os sentimentos relativos à mudança de rotinas, às dificuldades escolares, aos conflitos entre irmãos e à divisão da atenção parental.

Conclusão: As vivências maternas foram marcadas pela coexistência de desafios, potencialidades e sentimentos ambivalentes, destacando-se a adaptação familiar, o apoio mútuo e o fortalecimento do vínculo fraterno.

Palavras-chave: relação fraterna; transtorno do espectro autista; enfermagem da família; criança; mãe

Resumen

Marco contextual: La pandemia de COVID-19 ha intensificado las exigencias del cuidado, lo que ha convertido la rutina en un reto para las relaciones entre hermanos, con un aumento de los conflictos, la rivalidad y los celos, asociados a los cambios en la rutina.

Objetivo: Describir las experiencias de los hermanos de niños con trastorno del espectro autista durante la pandemia de COVID-19.

Metodología: Estudio de casos múltiples con familias de niños con necesidades especiales, en el que se excluyó a los familiares menores de edad o con dificultades de comunicación. La recopilación de datos se llevó a cabo mediante entrevistas semiestructuradas, entre mayo de 2021 y septiembre de 2022, y se realizó un análisis temático de los datos mediante el WebQDA.

Resultados: Se entrevistó a 13 familiares, todas ellas madres de niños con trastorno del espectro autista. Predominaron las capacidades y los sentimientos relacionados con el cambio en la rutina, las dificultades escolares, los conflictos entre hermanos y la distribución de la atención parental.

Conclusión: Las experiencias maternas se caracterizaron por la coexistencia de retos, posibilidades y sentimientos ambivalentes, entre los que destacan la adaptación familiar, el apoyo mutuo y el fortalecimiento del vínculo fraterno.

Palabras clave: relaciones entre hermanos; trastorno del espectro autista; enfermería de la familia; niño; madre



Escola Superior de
Enfermagem de Coimbra

fct

Fundação
para a Ciência
e a Tecnologia

How to cite this article: Silva, G. N., Ruthes, V. B., Aquino, G. S., Kaled, M., Soppa, F. B., & Mazza, V. A. (2026). Experiences of Siblings of Children with Autism Spectrum Disorder During the COVID-19 Pandemic. *Revista de Enfermagem Referência*, 6(5), e44902. <https://doi.org/10.12707/RVI26.4.44902>



Introduction

Global epidemiological estimates indicate that autism spectrum disorder (ASD) affects a substantial proportion of children worldwide (World Health Organization, 2025). In Brazil, approximately 2.4 million people are estimated to be living with ASD (Instituto Brasileiro de Geografia e Estatística, 2023).

The complexity of ASD and its diverse manifestations require families to provide specialized, sustained care for affected children. As a result, many families experience elevated parental stress linked to concerns about the child's future, caregiving demands, financial hardship, and, frequently, limited social support. A change in the family dynamics of these children is observed (Quatrosi et al., 2023).

Against this already challenging background, the COVID-19 pandemic further intensified these difficulties. Social distancing measures implemented to reduce viral transmission substantially disrupted family functioning and the daily routines of children with ASD and their families. By limiting access to therapies, schools, and social interactions, these changes caused additional suffering for children with ASD, leading to an exacerbation of behavioral symptoms and family stress (Trew, 2025). Accordingly, this study sought to describe the lived experiences of siblings of children with ASD during the COVID-19 pandemic.

Background

Sibling relationships play a fundamental role in child development, offering opportunities for intimacy, learning, and the sharing of everyday experiences. However, in the context of ASD, these relationships may become more vulnerable due to caregiving demands that disrupt family organization (Reis et al., 2021). Furthermore, recent studies have shown that neurotypical (NT) siblings may experience poorer psychological well-being, lower perceived social support, and higher levels of anxiety, stress, and interpersonal conflict, underscoring the need to understand these experiences from a relational and systemic perspective (Quatrosi et al., 2023).

The experiences of siblings of children with ASD are not uniform and may include ambivalent emotions, caregiving burden, uncertainty, and role confusion, particularly when NT siblings assume substantial caregiving responsibilities (Lemos & Salomão, 2022). At the same time, sibling relationships may also be marked by affection, protection, companionship, and adaptive strategies that foster family resilience and adjustment (Trew, 2025). In the context of the COVID-19 pandemic, these dynamics intensified due to the disruption of routines, increased parental demands, and reduced family coping capacity, contributing to greater conflict, rivalry, and jealousy among siblings (Deniz et al., 2024; Nicholas et al., 2025). Understanding the lived experiences of siblings of children with ASD during this period is therefore essential for informing the development of more sensitive, preventive, and responsive

family- and health-centered interventions for situations of social and public health vulnerability.

Research question

How did siblings of children with ASD experience the COVID-19 pandemic?

Methodology

This was a qualitative, descriptive investigation using a multiple-case study design, as proposed by Yin (2015). The study involved 13 family members of children with ASD who participated in online social groups dedicated to this topic, with the family as the unit of analysis.

The eligibility criteria included being a family member of a child with special needs aged 4 to 10 years. This age range was based on the definition of a child adopted by the World Health Organization and the Brazilian Ministry of Health, which defines a child as a person from birth through age 10. Additionally, the estimated average time to identify the disorder, approximately three years, was considered (Ministério da Saúde, & Secretaria de Atenção Primária à Saúde, 2021). Exclusion criteria included family members under the age of 18 and communication limitations due to language barriers or biological conditions that impaired verbal expression.

Convenience purposive sampling was used, and participants were recruited by disseminating electronic banners in online social groups composed of family members of children with ASD. Although the invitation to participate was extended to all family members, only mothers enrolled in the study, as they were the primary caregivers and participated in online social groups seeking information and support.

The mothers who agreed to participate signed—in a virtual environment—the Informed Consent Form and the Authorization Form for the Use of Image and/or Voice, after being informed about confidentiality, the study's procedures and objectives, and their right to withdraw at any time without penalty.

Data collection was conducted between May 2021 and September 2022 through online interviews on the platform the participant was most familiar with, such as WhatsApp, Google Meet, Microsoft Teams, or another platform suggested by the participant. The interviews were conducted in private spaces within the participants' homes, without other family members present, and lasted an average of 30 minutes. A semi-structured interview guide was used, based on the following guiding question: "What were the repercussions of the COVID-19 pandemic on the experiences of siblings of children with ASD?" The internal validity of the instrument was established through prior discussion of the data collection instrument among the researchers and, subsequently, with a research group composed of members experienced in qualitative research, to ensure the study's relevance and coherence. The instrument was later pilot-tested

with three participants (a mother, a father, and a sister) who shared characteristics similar to those of the target population. These participants were not included in the final data analysis. The pilot test enabled adjustments to the wording, question comprehension, and the flow of the interview.

The interviews were audio-recorded with a digital recorder and then transcribed verbatim into Microsoft Word® documents. The interviews were conducted by a researcher with experience in qualitative research and the study topic, with support from two undergraduate students trained by the study coordinator, who has more than 20 years of experience. The researchers had no prior relationship with the participating families. These measures were aimed at reducing potential bias in data collection by standardizing interview procedures and using a field diary.

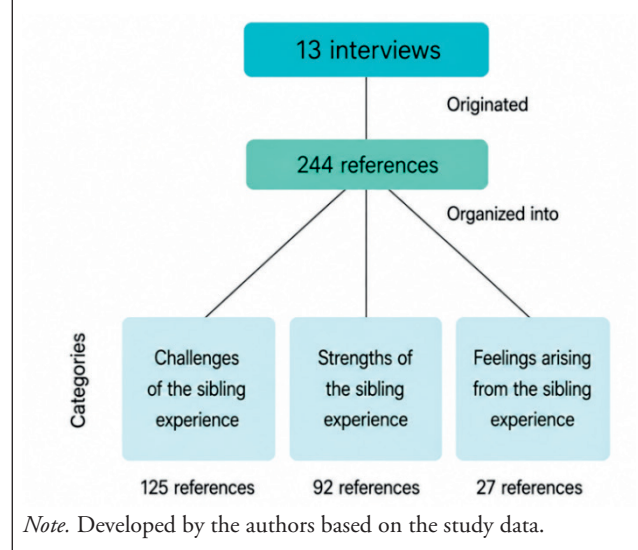
Data analysis involved examining, categorizing, and tabulating the empirical material. Each family was treated as a case, with the family defined as the unit of analysis. The analytical strategy of “treating the data from scratch,” without prior theoretical propositions, was adopted, allowing exploration of the data based on emerging perceptions and discoveries, together with the “development of the case description,” enabling an in-depth analysis of the evidence produced within each family unit (Yin, 2015). The Web Qualitative Data Analysis software (WebQDA®) was used to organize the data (Sousa et al., 2019). The inductive thematic analysis involved all authors and ensured methodological credibility through theoretical saturation, investigator triangulation, auditability, and the comparison of results with the scientific literature.

Data credibility was reinforced through semi-structured interviews, recording, verbatim transcription, and participant validation. Dependability and confirmability were ensured by the systematic organization of data in WebQDA® and the documentation of analytical decisions. Reflexivity was fostered through a critical analysis of the researchers’ assumptions and their influence on the study. This research is part of the project “Resilience of families of children with special needs in the context of the COVID-19 pandemic,” funded by the CNPq/MCTI/

FNDCT Call No. 18/2021 – UNIVERSAL, and was approved by the Research Ethics Committee of the Federal University of Paraná (Opinion No. 5.920.457/2023; CAAE 42177821.1.0000.0102).

Results

Thirteen family members of children with ASD were interviewed, all of whom were mothers, ranging in age from 24 to 42 years. Of these, three (23%) were from the state of São Paulo, six (46%) from Paraná, three (23%) from Rio Grande do Sul, and one (8%) from Ceará. Regarding marital status, seven (54%) were married, two (15%) were single, three (23%) were in a *de facto* union, and one (8%) was divorced at the time of the interview. Concerning educational attainment, three (23%) had completed postgraduate education, five (38%) had completed higher education, four (31%) had completed secondary education, and one (8%) had completed primary education. With regard to family income, using the Brazilian national minimum wage at the time of the interviews (R\$1,320.00) as the standard, seven (54%) reported a monthly family income of up to two minimum wages, three (23%) up to five minimum wages, and three (23%) between five and eight minimum wages. The families’ accounts were coded and then grouped by thematic similarity. The study data were organized into three categories: Challenges of the sibling experience, Strengths of the sibling experience, and Feelings arising from the sibling experience. A total of 244 references were identified and distributed unevenly across the categories, with Challenges of the sibling experience accounting for the largest share (125), followed by Strengths of the sibling experience (92) and Feelings arising from the sibling experience (27). This distribution suggests that, from the mothers’ perspective, the most frequently reported repercussions in the context investigated concerned the concrete challenges of everyday family life, particularly the reorganization of daily routines, conflict mediation, and the division of parental attention (Figure 1).

Figure 1*Categories and number of references*

The strengths were expressed through processes of adaptation, support, and strengthened sibling relationships, coexisting with adversity. Feelings appeared in a more diffuse, cross-cutting manner throughout the narratives, generally intertwined with both the challenges and the strengths rather than emerging as isolated themes. Although the interviews focused on the pandemic period, it was not always possible to clearly distinguish what was specific to that context from what had already been part of the family dynamics. This association became more evident when the mothers linked the changes to the suspension of in-person classes, remote learning, increased time spent at home, and changes in daily routines. Therefore, the findings should be understood as experiences narrated within the context of the COVID-19 pandemic, which may have intensified pre-existing experiences rather than necessarily triggering them.

The first category revealed the main challenges siblings faced during the pandemic, as well as the adaptations required due to changes in study routines, primarily resulting from the suspension of in-person classes, as illustrated in the following excerpts: “They were enrolled in school, and at first they missed it terribly because, quite simply, one day he went to school, and the next day he just didn’t go anymore.” (Family 1). “The biggest challenge was when (NT child) was attending online classes and (child with ASD) would have a crisis. That was a real problem. He needed silence... So, the (father) had to take him (the child with ASD) out of the house to respect the fact that (the NT child) also needed that time.” (Family 9).

These accounts show that the COVID-19 pandemic directly affected the organization of school and family routines, requiring continuous adjustments to meet the needs of the child with ASD and the NT sibling simultaneously.

Spending extended periods of time together at home often led to conflicts between siblings, as illustrated in the

following excerpts: “There were times when they would get into fights... they would start arguing or fighting with each other, and I had to make video calls, sometimes interrupting what I was doing, just to mediate their conflicts.” (Family 6)

“When my mother went back to work, and the two of them were with me all day, that’s when things started... there was a bit of conflict, a bit of confrontation.” (Family 11)

These excerpts suggest that the intensification of time spent together at home and the reduction in activities outside the household increased siblings’ exposure to tension and conflict.

Another challenge identified was the difficulty of dividing parental attention among the children during the pandemic, as illustrated in the following accounts: “You just can’t give the other child (NT) the attention they should have.” (Family 5) “After all, we had to remember that although we were caring for (child with ASD), who needed all our attention, we also had a teenager (NT) there.” (Family 9) “Sometimes they’re a little jealous, so I try to give everyone attention at different times, as much as possible.” (Family 10).

Taken together, these accounts indicate that the intensified care required by the child with ASD during the pandemic also affected the NT sibling, whose need for attention and recognition sometimes became secondary in everyday family life.

Among the strengths of the sibling experience during the pandemic, the increased time spent together enabled the development of strategies for adapting to social isolation. The NT sibling was perceived as playing an essential role in household activities and in caring for and assisting the sibling with ASD in daily activities. Furthermore, the NT sibling was highlighted as a key participant in family decision-making, as illustrated in the following excerpts: “Little by little, things started to take shape because we kept trying to find strategies to deal with their anxiety...

We came up with tasks and activities that we could do together.” (Family 1). “Looking after the house, taking care of their education, everything, I think I share a lot of that with (NT daughter). Taking care of the house is our responsibility too. Whatever she could not do in the morning, I would do in the afternoon, and whatever I could not finish, she would do the next day.” (Family 13). These findings show that, alongside the challenges, families mobilized adaptive strategies in which the NT sibling assumed an active role in organizing the family’s daily routine, providing care, and offering everyday support. The increased interaction between the siblings also strengthened their relationship. In addition, living together led the NT sibling to recognize the need to serve as a role model through their behavior and fostered a protective attitude toward the sibling with ASD, as illustrated in the following accounts: “They grew closer as siblings; the pandemic brought them closer together.” (Family 4) “They spent much more time together. Whatever they were going to do, they did it together all the time... They became very close.” (Family 7). “She is protective, sometimes even overly protective. ‘Where is he (child with ASD)? Where is he?’ If he cries out, she (NT sister) immediately comes to check on him. If you try to correct him, she wants to defend him. And it is the same the other way around; he does the same for her.” (Family 8).

Unlike other aspects of the sibling relationship, the strengthening of the bond between siblings emerged in the mothers’ accounts as more strongly associated with the pandemic context, particularly due to increased time spent together and more intensive sharing of everyday life. Finally, in the Feelings arising from the sibling experience category, both negative and positive feelings were identified. Among the negative feelings, concern for and jealousy toward the sibling with ASD were evident. In addition, feelings of sibling affection predominated, as illustrated in the following excerpts: “The first thing that comes to her (NT) mind is her brother. ‘But what about V (child with ASD), Mom?’ ‘No, but what about V? Who is going to stay with V?’” (Family 4). “They love each other; they really do. There is a lot of love between them.” (Family 5). “He (NT) is very affectionate. He loves his brother; they are very close... He kisses him, hugs him, plays with him; he is a wonderful companion to N.” (Family 9).

Although this category comprised the fewest references, the accounts revealed the coexistence of concern, jealousy, affection, warmth, and protectiveness, indicating that these feelings were intertwined with the family’s everyday experiences. Thus, rather than constituting an isolated category, these feelings permeated both the challenges and the strengths of the sibling relationship, reflecting the complexity of this experience within the context investigated.

Discussion

The findings indicate that, from the mothers’ perspective, the challenges of sibling experiences with children with ASD outweighed the strengths and positive feelings

associated with this relationship, particularly regarding changes in daily routines, school-related difficulties, sibling conflicts, and the division of parental attention. Nevertheless, strategies for adaptation, strengthened sibling relationships, and expressions of affection and protectiveness also emerged, revealing an ambivalent relational experience characterized by the coexistence of caregiving burden, adaptation, and closeness, consistent with recent evidence on the effects of the COVID-19 pandemic on sibling relationships (Deniz et al., 2024; Nicholas et al., 2025).

The pandemic intensified the burden on caregivers of children with ASD, primarily because of disruptions to daily routines, given that predictability is central to the well-being of many children with ASD (Almeida et al., 2023; Machado et al., 2023). Furthermore, the interruption or modification of therapeutic and educational services shifted greater responsibility to parents, generating feelings of inadequacy, anxiety, and poorer coping, which affected not only the care provided to the child but also the entire family dynamic and sibling relationships (Nicholas et al., 2025).

According to Walsh (2020), family resilience involves overcoming challenges and adapting positively in the face of adversity. During the pandemic, however, families experienced extreme stress, caregiving burdens, and heightened vulnerability due to disruptions in education, social isolation, and conflicts arising from intensified family coexistence. Thus, not all reported experiences were unique to the pandemic context, as recent evidence suggests that the pandemic may have acted primarily as an intensifier of pre-existing family dynamics, particularly those related to daily routines and the strengthening of sibling relationships (Deniz et al., 2024).

Moreover, changes in routine caused additional distress for children with ASD, and witnessing this distress was itself a source of anguish for caregivers (Almeida et al., 2023), as well as for their siblings, who often shared caregivers’ concerns when they observed the family’s discomfort and difficulties. Another challenge identified was parents’ concern about balancing their attention among their children. Similarly, the study by Lemos and Salomão (2022) showed that the challenges inherent to ASD, including communication limitations, behavioral changes, and difficulties in social relationships, lead parents to devote special attention to the child with ASD, which may, in turn, give rise to conflicts between siblings. Evidence also indicates that NT siblings may experience poorer psychological well-being, lower perceived social support, greater aggressiveness and interpersonal conflict, and higher levels of anxiety and stress (Quatrosi et al., 2023). Thus, the findings of the present study not only converge with the existing literature but also make more visible the everyday mechanisms through which these repercussions are expressed, particularly in sibling conflict and in the perception of unequal parental attention.

Regarding the strengths of the sibling experience, the findings revealed adaptive strategies in response to the new routine, including reorganizing everyday life and mutual support among family members. In light of Walsh’s

framework (2020), these processes reflect flexibility and family resilience. Consistent with Trew (2025), they also indicate that such strengths do not represent the absence of suffering, but rather adaptive processes developed amid adversity.

The study by Reis et al. (2021) demonstrated that NT siblings' involvement in caring for a sibling with ASD varies across families, ranging from delegating caregiving responsibilities to efforts to protect siblings from such burdens. However, mothers perceived the NT sibling as playing a significant role in household tasks, caregiving, and family decision-making. This finding aligns with Ataide et al. (2020) but warrants critical reflection, as this level of involvement may strengthen family relationships and express mutual support, yet it may also lead to the premature assumption of responsibilities and increase stress and the caregiving burden, in contexts characterized by high demands and limited support (Trew, 2025).

Mothers reported that the period of social isolation strengthened sibling relationships, which, in light of Walsh (2020), may be understood as the result of processes of meaning reconstruction and greater emotional involvement in response to the crisis. Their accounts also indicated that NT siblings increasingly served as role models and references for their siblings with ASD, consistent with the findings of Reis et al. (2021). Recent evidence further suggests that, although the pandemic often strained sibling relationships, it also fostered greater closeness, caregiving, and shared experiences among siblings in some families (Deniz et al., 2024). In the present study, this strengthening of the sibling relationship was the aspect most clearly linked to the pandemic context. Regarding emotions, mothers described conflicting feelings among siblings of children with ASD, consistent with the findings of Lemos and Salomão (2022). Nevertheless, sibling affection predominated, and strong emotional bonds within the family system emerged as an important protective factor contributing to family resilience (Nicholas et al., 2025).

One limitation of this study is that online data collection may have restricted participation to families with internet access and greater familiarity with digital technologies, thereby excluding individuals who are more socially vulnerable. Individuals recruited through online platforms also tend to be more engaged, have higher educational attainment, or already participate in support networks. In addition, interviews were conducted exclusively with mothers; therefore, the findings reflect maternal perceptions of sibling relationships rather than siblings' own experiences. This is methodologically relevant because the maternal perspective tends to emphasize caregiving burden, the organization of daily routines, and conflict management, without fully capturing the meanings siblings ascribe to their experiences. This contrasts with studies that include multiple family perspectives, which provide a broader understanding of family dynamics and demonstrate that siblings' experiences continue to be largely interpreted through caregivers' perspectives (Trew, 2025; Nicholas et al., 2025).

Future studies should include siblings themselves, as well as other family members, to broaden understanding of sibling experiences in contexts of adversity. The findings indicate that sustaining care in families of children with ASD depends not only on intrafamilial resources but also on communication with healthcare services, professional support, flexible service provision, and access to supportive resources. Together, these elements may reduce the caregiving burden, preserve sibling relationships, and strengthen protective family responses during times of crisis (Nicholas et al., 2025).

Conclusion

The findings showed that, from the mothers' perspective, siblings of children with ASD experienced a mix of challenges, strengths, and ambivalent feelings, particularly regarding the reorganization of family and school routines, sibling conflicts, and the difficulty of balancing parental attention. At the same time, processes of family adaptation, mutual support, the NT sibling's participation in everyday family life, and, in some cases, the strengthening of sibling relationships were observed. These findings reinforce the importance of including siblings and other family members in health interventions, particularly during times of crisis, to strengthen emotional, relational, and everyday support.

Author contributions

Conceptualization: Silva, G. N., Ruthes, V. B., Mazza, V. A.

Data curation: Silva, G. N., Ruthes, V. B., Mazza, V. A.

Formal analysis: Silva, G. N., Ruthes, V. B., Mazza, V. A.

Funding acquisition: Mazza, V. A.

Investigation: Silva, G. N., Ruthes, V. B., Mazza, V. A.

Methodology: Ruthes, V. B., Kaled, M., Soppa, F. B., Mazza, V. A.

Project administration: Ruthes, V. B., Mazza, V. A.

Resources: Mazza, V. A.

Software: Silva, G. N., Ruthes, V. B., Mazza, V. A.

Supervision: Ruthes, V. B., Mazza, V. A.

Validation: Silva, G. N., Ruthes, V. B., Aquino, G. S., Mazza, V. A.

Visualization: Silva, G. N., Ruthes, V. B., Aquino, G. S., Kaled, M., Soppa, F. B., Mazza, V. A.

Writing – original draft: Silva, G. N., Ruthes, V. B., Mazza, V. A.

Writing – review and editing: Silva, G. N., Ruthes, V. B., Aquino, G. S., Kaled, M., Soppa, F. B., Mazza, V. A.

Funding

This study was supported by the Brazilian Coordination for the Improvement of Higher Education Personnel (CAPES) through a Doctoral Scholarship – Social Demand Program (Grant No. 001, 2021–2024) and a Doctoral Sandwich Scholarship – PRINT-CAPES-UFPR (2022–2023); by the Universal Project under the CNPq/MCTI/FNDCT Call No. 18/2021 and by a CNPq Research Productivity Fellowship.

References

- Almeida, A. R., Oliveira, R. M., Mantovani, H. B., & Rocha, A. N. (2023). Impactos da pandemia no desenvolvimento da criança com TEA: Uma revisão sistemática. *Revista Brasileira de Educação Especial*, 29, e0131. <https://doi.org/10.1590/1980-54702023v29e0131>
- Ataide, D. L., Franzoi, M. A. H., Morais, R. C. M., & Silveira, A. O. (2020). Ser irmão de uma pessoa com transtornos do espectro do autismo. *Revista Família, Ciclos de Vida e Saúde no Contexto Social*, 8(1), 39–48. <https://doi.org/10.18554/refacs.v8i1.4455>
- Deniz, E., Fox, L., Asbury, K., & Toseeb, U. (2024). Sibling relationships and parental interventions to sibling bullying during COVID-19: A qualitative comparison of British and Turkish families of autistic adolescents. *Autism & Developmental Language Impairments*, 9, 1–15. <https://doi.org/10.1177/23969415241268242>
- Fontanella, B. J., Ricas, J., & Turato, E. R. (2008). Amostragem por saturação em pesquisas qualitativas em saúde: Contribuições teóricas. *Cadernos de Saúde Pública*, 24(1), 17–27. <https://doi.org/10.1590/S0102-311X2008000100003>
- Instituto Brasileiro de Geografia e Estatística. (2022). *Censo demográfico 2022*. <https://biblioteca.ibge.gov.br/index.php/bibliotecacatalogo?view=detalhes&id=2102011>
- Lemos, E. L., & Salomão, N. M. (2022). Jovens com transtorno autista, suas mães e irmãos: Vivências familiares e modelo biológico. *Psicologia: Teoria e Pesquisa*, 38, e38312. <https://doi.org/10.1590/0102.3772e38312.pt>
- Machado, A. M., Pereira, T. M., Resende, A. C., & Onofri, L. (2023). Crianças e adolescentes com transtorno do espectro autista e os efeitos no comportamento em decorrência da pandemia da COVID-19. *Revista Saúde dos Vales*, 5(1). <https://rsv.ojsbr.com/rsv/article/view/1603>
- Ministério da Saúde, & Secretaria de Atenção Primária à Saúde. (2021). *Saúde realiza live para discutir políticas públicas e iniciativas para o atendimento de crianças com autismo*. <https://aps.saude.gov.br/noticia/12096>
- Nicholas, D. B., Zulla, R. T., Cielsielski, J., Zwaigenbaum, L., & Conlon, O. (2025). COVID-19 pandemic experiences of families in which a child/youth has autism and their service providers: Perspectives and lessons learned. *Journal of Autism and Developmental Disorders*, 55, 2706–2717. <https://doi.org/10.1007/s10803-024-06402-6>
- Quatrosi, G., Genovese, D., Amodio, E., & Tripi, G. (2023). The quality of life among siblings of autistic individuals: A scoping review. *Journal of Clinical Medicine*, 12(3), 735. <https://doi.org/10.3390/jcm12030735>
- Reis, E. A., Silva, I. L., & Portes, J. R. (2021). Relações fraternais e autismo: Uma revisão integrativa da literatura. *Pensando Famílias*, 25(2), 114–128. http://pepsic.bvsalud.org/scielo.php?script=sci_arttext&pid=S1679-494X2021000200009
- Sousa, F. N., Costa, A. P., & Moreira, A. (2019). *WebQDA* (Versão 3.0) [Programa de computador]. MicroIO/Ludomedia.
- Trew, S. (2025). Our challenges, our solutions: The impact of autism on families. *Journal of Autism and Developmental Disorders*. <https://doi.org/10.1007/s10803-025-07034-0>
- Walsh, F. (2020). Loss and resilience in the time of COVID-19: Meaning making, hope, and transcendence. *Family Process*, 59(3), 898–911. <https://doi.org/10.1111/famp.12588>
- World Health Organization. (2025). *Autism spectrum disorders*. <https://www.who.int/news-room/fact-sheets/detail/autism-spectrum-disorders>
- Yin, R. K. (2015). *Estudo de caso: Planejamento e métodos* (5.^a ed.). Bookman.