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Title: Supporting Neurotypical Siblings of Children with Autism: Educational/Familial Approaches

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Abstract: Family-centered practice is a core component of effective speech-language pathology services. When working with individuals with autism spectrum disorder (ASD), family dynamics play a significant role in intervention and overall outcomes. However, sibling dynamics, particularly the experiences of “glass children,” or neurotypical siblings of individuals with ASD, are often overlooked in clinical practice. This study examines the perspectives of both speech-language pathologists (SLPs) and adult glass children through two electronic surveys to better understand how siblings are acknowledged and supported within family-centered care. By analyzing quantitative trends and qualitative themes, this study aims to identify gaps in practice and provide practical, evidence-informed strategies for SLPs across school, medical, and private settings to more fully integrate siblings into holistic, family-centered service delivery.

Learning Outcomes:

At the end of our research, learners will:

1. Analyze speech-language pathologists’ perspectives across various clinical settings regarding their role in supporting neurotypical siblings (“glass children”) within family-centered care.
2. Evaluate the lived experiences of adult glass children, identifying common emotional, social, and familial themes related to growing up with a sibling diagnosed with Autism Spectrum Disorder (ASD).
3. Synthesize findings from both groups to propose informed, practice-based recommendations for how speech-language pathologists can better support neurotypical siblings within their professional scope.