

of both parents of children with severe autism and the type of school. However, it is difficult to make a suggestion about the pattern of this link at this stage of the research. But the results of previous studies indicate that the parents of children with ASD in mainstream settings tend to be less satisfied with educational provisions and more willing to change the school than those whose children with ASD attend special schools (Moreno Aguilera & Saldaña, 2008). Therefore the most probable explanation of this link is that the higher levels of anxiety of parents whose autistic children are educated in mainstream regular settings are due to their dissatisfaction with the educational provisions, such as teacher training, resources and contact with other children etc.

However, it is possible in the case of a very intense experience of stigma the latter one to turn into a very significant factor, which contributes to the increase of parental anxiety so much that it can even predetermine the choice of the type of school – in this case – the mainstream regular settings.

Present studies have certain limitations. The intensity of the experienced stigma and the parental groups' satisfaction with the educational provisions on the base of children's educational placement were not controlled. The relatively small sample size of the studied parents' groups is also a limitation since it impacts the statistical power of the pairwise comparisons. Replications with larger samples are necessary to validate the current findings.

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