



School-Based Mental Health Support Services for Students With Autism Spectrum Disorder in Kenya: A Six-Month Intervention Study

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Abstract

Autism Spectrum Disorder (ASD) affects approximately 1 in 50 children in Kenya, yet mental health support services are scarce and often inaccessible. A mixed-methods approach including pre- and post-intervention assessments, qualitative interviews, and parent surveys were employed to measure changes in student functioning and well-being. During the study, there was a significant increase ($p < 0.05$) of 20% in students' self-reported anxiety levels from baseline to six months after intervention. The school-based mental health services showed promise in reducing symptoms of anxiety among ASD students, with an effect size of $d = 0.6$. Further research should explore the scalability and sustainability of these interventions across different schools and contexts.

Keywords: *African, Autism, Intervention, Psychoeducation, Social Skills, Psychosocial Support, School Context*

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