



## Parent's Negative Emotionality Impacting Parenting and Involvement in the Intervention of their Child with Autism Spectrum Disorder: A Review Proposed the New Model for Intervention.

Vidya Bhagat<sup>1\*</sup>, HJ Khairi Che Mat<sup>2</sup>, Rohayah Husain<sup>3</sup>, Mainul Haque<sup>4</sup>

<sup>1</sup>Professor, Universiti Sultan Zainal Abidin, Jalan Sultan Mahmud, Kuala Terengganu, Terengganu, Malaysia.

<sup>2</sup>Medical Lecturer, Universiti Sultan Zainal Abidin, Jalan Sultan Mahmud, Kuala Terengganu, Terengganu, Malaysia.

<sup>3</sup>Associate Professor, Universiti Sultan Zainal Abidin, Jalan Sultan Mahmud, Kuala Terengganu, Terengganu, Malaysia.

<sup>4</sup>Professor, Universiti Sultan Zainal Abidin, Jalan Sultan Mahmud, Kuala Terengganu, Terengganu, Malaysia.

\*Corresponding author's E-mail: [55Vvidya42@gmail.com](mailto:55Vvidya42@gmail.com)

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### ABSTRACT

Raising a child with an autism spectrum disorder (ASD) is a challenging for their parents. Child's life with this disease is severely affected. Indeed, it impacts not only the child, but also parents and siblings, causing disturbances in the family. The experience of parents with an autism spectrum disorder can be distressing; they have a critical need to cope with complex situations in their lives. The presence of pervasive and severe deficits in children with ASD increases the adjusting demands of parents in their life situations, this in turn distress them deliberately and further restrict them in the ways of child rearing and to give the best of themselves. These parents are found with negative emotionality in their personality component. They end up being shattered in their interpersonal relationship and family life. Indeed, their negative emotions disturb their focus on the treatment of their ASD child. Thus, the management of ASD child incapacitates their parents to bring out the best. Therefore, there is a need for intervention of ASD with emphasis on negative emotions of these parents and affecting the parental efficacy. However, it must also be kept in mind that the improvement in the diagnosed ASD child, especially as the time and expense spent on intervention can be even more detrimental to the parents, especially with their emotional component of their personality. This proposed a new model of intervention incorporating assessment and management of parental emotionality as a part of the intervention. Further aiming at integrating this model into the current regulated system of intervention and can be a source for directing the alternative platform for further research in this regard.

**Keywords:** Autism spectrum disorders; parent's negative emotionality; intervention.

### INTRODUCTION

The ASD is a neurological and developmental disorder which is characterized by persistent impairment in reciprocal social communication and social interaction, and restricted, repetitive forms of stereotype interest and developmental activities. Some people also use the term autism spectrum condition or 'neuro-diverse'. The main features of ASD typically start to develop in childhood, although the impact these may not be apparent until there is a significant change in the person's life, such as a change of school. In the UK, it's estimated that about one in every 100 people has ASD. There is no 'cure' for ASD, but a full range of treatments – including education and behavior support – can help individuals with the condition. The pervasive and severe deficits often present in children with ASD and these significant impairments not only affect the diagnosed child, but also drive parents into a plethora of difficulties. Negative emotionality in parent's aggravated and further led in to increase parenting stress because of their faced problems. Further, this increased mental disturbance affecting their parenting style. The current study reviews the related studies with regard to the prevalence of all autism spectrum disorders combined which revealed 6.7 cases per 1000 children. The prevalence for children whose condition met full diagnostic criteria for autistic disorder was 4.0 cases per 1000 children.<sup>1</sup> In the UK, it's

estimated that about one in every 100 people has ASD.<sup>1</sup> The current study has observed in their study analyzing of evidence base reviews that there is a radical increment in ASDs in this recent past. However, it can be due to increased awareness and widening of a diagnostic system which is unclear. Further examined the services in health, education, and social care will need to recognize the needs of these children with ASDs.<sup>2</sup> Pervasive symptoms ASD children, impair their everyday functioning as well as affecting these children throughout their lives. The stage at which functional impairment becomes apparent will vary according to various aspects of parenting, parents' involvement in the intervention, available resources for the intervention and the characteristics of each child with ASD. Core diagnostic features are evident in the developmental period, but intervention, compensation, and now supports and difficulties are not clear at least in some of the perspectives.<sup>3</sup> Present study documents the analysis of the increase in the prevalence rate of ASDs and its sequential growth through reviewing the Asian research in this area. One of the observed studies referring to this area given out the data that the average prevalence of ASD before 1980 was around 1.9/10,000 while it is 14.8/10,000 from 1980 to present. The median prevalence of ASD among 2–6-year-old children who are reported in China from 2000 upwards was 10.3/10,000. ASD is probably more common in Asia than previously



thought.<sup>4</sup> Presently the various researches focus on the interventions intending to help an ASD child is also increased and intervention involving family members, evidence base treatments is also coming out with good numbers. Further, some literature validates the evaluative information upon which service providers, family members, and researchers could make decisions about model adoption, selection of a family member and further researches in this area.<sup>5</sup> The biological and genetic markers related to the etiology and manifestation of ASD had studied in enormously following the survey reports and the documentation depicting the fast increase rate of ASDs in the past three decades in the United States. However, research on interventions designed to help children with ASD and their parental impact on the interventions are relatively limited.<sup>6</sup> The intervention in ASDs made with the involvement of parents needs to incorporate assessing their self-efficacy affecting factors. Since many of intervention programs in the present century involve parents in the intervention program to get the best out of treatment. Parents of ASDs are provided with the information so that they are made to involve the decision-making process which often takes a crucial role in the intervention process. Thus, the present study makes an effort to analyze the evidence base reviews regarding parental emotionality affecting their decision-making which may have an impact on their parenting as well as their involvement in the intervention. It has been considered by the current study involving the parents in the treatment regimen here the explored fact is that the parents work together with practitioners in setting the goals and planning an intervention which is more suitable for their child. Further, their understanding in the implementation of intervention has been refined through a structured training program.<sup>7</sup> As the new intervention programs for ASDs involve the parents to be a part of this intervention process, the parental emotional well-being becomes a significant issue to be focused on, to get them participating in the intervention to their best of capacity.

### Negative Emotionality

It has been understood that negative emotionality is linked to unfavorable life outcomes, but studies have yet to examine negative emotionality of parents and children as predictors of children's problem behaviors and negative emotion word use in everyday life. Present study has examined in one of the studies that the interactive influences of parent and child negative emotionality on daily child behaviors in a sample of parents' ratings of child negative emotionality also were associated with children's arguing/fighting, and child negative emotionality moderated the association mothers' negative emotionality.<sup>8</sup> Further, it has been also observed that children with parents high in negative emotionality displayed higher levels of problem behaviors when their mothers self-reported low levels of positive emotional expressiveness and/or high levels of negative emotional expressiveness. These findings offer preliminary evidence

linking parent and child negative emotionality to everyday child behaviors and suggest that emotional expressiveness may play a crucial role in moderating the relationships between maternal negative emotionality and child behavioral problems.<sup>8</sup> One of the issue ongoing reviews examined in one of the studies is that the over-reactive parents had a significant effect on their children, who exhibited "negative emotionality," or acting out and having more temper tantrums than normal for their age.<sup>9</sup> Present evidence-based review further analyzes negative emotionality in children with autism spectrum disorder (ASD) in which it has been observed that exhibited difficulties in regulating emotions, here the authors of this study have named the study that 'specific processes underpinning emotion regulation' (ER) in ASD. Yet, the little observational research examined the strategies preschoolers with ASD use to regulate negative and positive emotions in these findings which has been described that parents emotion, particular processes of child ER and parent regulation facilitation in preschoolers with ASD.<sup>10</sup> The results underscore the ability of such children to seek parental assistance during moments of high arousal and the parents' sensitive adaptation to their children's needs. Reduced positive emotionality, rather than increased negative reactivity and self-regulatory efforts, emerges as the consistent element associated with ER processes in this group.<sup>10</sup> The present study has exhibited its interest in parents of ASD child and their emotional experiences while dealing with various issues of their life situations. Further their effort in examining the matter in one of the studies revealed the impact of autism at different stages of the child's development, on the way parents organize their family life and deal with issues related to school, professional services, and social inclusion of the disabled child. Focus groups were parents of children with autism and the content analysis conducted on parents' discourse revealed the stress and troubles that families experience every day when dealing with a child with autism, as well as the barriers they encounter in their effort to support their child's inclusion in school and society. Findings also suggest the importance of developing family-centered services that enhance parenting skills and support parents in coping with extremely distressing emotions and obstacles.<sup>11</sup>

### Stress and Negative Emotionality

Parenting process plays a significant role in the physical, emotional, social, financial, and intellectual development of children from infancy to adulthood; they not only share the biological relationship with their children but also raise them to become an independent person. A parenting child with ASD task is not an easy job; parenting stress is very common in these parents. But the coping pattern differs depending on their ability to cope with the stressors. Parents of ASD children need to have more adjustment to meet situational stressors of their life. It has been observed in one of the studies that parents rearing children with ASD have been shown higher levels of parenting stress than parents of typically developing



children.<sup>12</sup> The supporting data reviewed in another study found that there are many potential deficits and additional diagnoses associated with an ASD diagnosis, meaning that there are many different facets of the disorder that may be associated with or contribute to, parenting stress.<sup>12</sup> Further, the current review observes that one of the studies assessed the impact of various individual symptoms of autism in mothers and fathers, and professionals' accuracy in estimating parents' perceived stress levels. Parents were rated with the severity of common symptoms of autism in their child, and how stressful they found each symptom had estimated. The observed result here found with these respective parents agreed on both symptom severity and degree of stress. Parenting stress also seems to be affected when they gave up the life plans and isolated themselves from family and friends.<sup>13</sup> The current study has reviewed the example, researches in what extent the negative emotions contributes to parenting stress and how the following changes over the course of the child's development, how the overall stress levels in parents of children with ASD are stable over time.<sup>14</sup> This stress is associated sustained negative emotions. One of the examined reviews reveals that the parenting stress resulted in less subsequent self-perceived involvement, and poorer communication, with the child. Negative emotional behavior may have an impact on their parenting style. Present study analyzes stress related evidence, in one of such evidence depicts the significantly influenced by the type of coping strategies utilized and the extent of social support received by parents. Thus, it stands to reason those treatments that facilitate increased parental support and those which increase hopefulness for parents could be particularly helpful in reducing their stress.<sup>15</sup>

Perhaps an ongoing review observes that reduced pressure and active parental role can help the intervening process to overcome subclinical deficits in ASD children like impaired social abilities, poor eye contact, and restricted or narrow interests observed in one of the studies.<sup>9</sup> Another evidence was examined in the supporting study which shows high levels of parenting stress are associated with diminished child Interventional outcomes over a period of time.<sup>16</sup> Added evidenced research suggested that increased parental distress was related to decreased regularity in the treatment of children with ASD.<sup>15</sup>

### **Negative Emotionality and Self-Efficacy**

Parent's self-efficacy is important in coping with stress and balancing emotions and intellectual adaptation to the situations encountered in parenting. The demanding conditions, emphasizing the parents of children with ASDs are typical in their child rearing. The examination of evidence reviews revealed that the "parents with higher PSE tend to subsequently demonstrate more efficient parenting, even in the face of challenging child behavior"<sup>16</sup> The current study has examined the fact in one of the

studies which has concluded that parental self-efficacy impacts their parenting practices; a review of in parents of typically developing children suggested that parental self-efficacy predicts the level of parenting competence. And further the alteration in psychological states can decrease the individual perception of self-efficacy.<sup>17</sup> A comprehensive and meaningful definition of parental competence is difficult to find, largely due to substantial conceptual overlap with other psychological constructs like negative emotionality, maternal self-efficacy, and parental confidence.<sup>18</sup> Thus, the present study examines the review which supports that a self-efficacy is an important variable to consider in effective parenting for children with ASD and the self-efficacy has been identified in the general parenting literature as an important variable affecting parent outcomes. Self-efficacy of parents with ASD children is drastically affected by their negative emotionality. This study had reviewed the research conducted on mothers and fathers of children with autism reported on their self-efficacy, anxiety, and depression. Regression analyzes showed that self-efficacy mediated the effect of child behavior problems on mothers' anxiety and depression. Parenting self-efficacy and their belief regarding their ability and efficacy in delivering their duties is an important to assess their experience in decreased confidence in their parenting skills. These authors stated that "parents with higher PSE tend to subsequently demonstrate more efficient parenting even in the face of challenging child behavior" Low parenting self-efficacy has been associated with increased levels of parenting stress in parents having a child with ASD for several reasons.<sup>18</sup> Parents of children with ASD may lack confidence in helping their child address difficulties such as social anxiety or difficulties with nonverbal communication, and they may also have increased the incidence of depression and anxiety in raising a child with ASD.<sup>18</sup> These following variables are basically a part of negative emotionality. The current study in its review analysis reveals that the family hardihood is an important construct to understand coping abilities in parents of individuals with Autism Spectrum Disorders. Further, it has been observed in the study which emphasizes on parents having a risk of considerable distress in the face of multiple stressors.<sup>19</sup> The current study notes that the researchers and clinicians should consider the role that perceived social support and parent self-efficacy play in explaining family hardiness as psychological components (negative emotionality).<sup>19</sup> Frustration is one of the components of negative emotionality it has been observed in the studies that caregivers are often left frustrated with their child's behaviors and doubting of their own parenting abilities. This perception of parents of their self-efficacy may be uniquely affected by parents of children with ASD due to the child's lack of reciprocal social communication, a hallmark deficit of autism. Parents may feel less able to meet the emotional wants or needs of their children with ASD, who are often unable to clearly express such needs due to impairments in both verbal and nonverbal



communication.<sup>20</sup> Parental emotional feelings with regard to their capabilities in raising the ASD child is an important element. Many types of research have worked on parental self-efficacy of these children. The current study has made an effort to examine this in the review the emphasized the importance of targeting PSE in parents of children with ASD in their investigation of a parent management training program designed to increase parents' self-efficacy. They found that parents in a one-day workshop and parents attending individual treatment sessions both reported increased self-efficacy compared to control groups.<sup>20</sup> Analysis of the studies has revealed that increases in PSE through interventions seem to have positive impact on parents and their children with ASD, it is important to take this variable into account in understanding its overall effect on ASD interventions.<sup>20</sup> It has been also analyzed that a parent-focused intervention led to greater improvement in PSE related to a self-directed intervention. These findings suggest that low PSE in parents of children with ASD are more flexible and open to targeted intervention.<sup>21</sup> One of the examined studies indicated that the positive parenting program had evidenced to be a promising intervention for parents of children with ASD. The results demonstrate significant improvements in parent's reports of their child's behavior and parenting styles, with the treatment effects of their child's behavior, parental over-reactivity, and parental verbosity. In addition, improvements were noted in parental satisfaction and resolved conflict in parenting style also there is an improvement in parental efficacy.<sup>22</sup> The current study probes into studies which give a thought on measuring the parent self-efficacy and its usefulness in ASD intervention which intervene parental abilities in the program. The parenting, self-efficacy instrument was specially developed for this research. The PSE instrument was based self-efficacy theory, previous research on infant care and tacit knowledge. The PSE is composed of three dimensions: level, strength, and generality. All items were worded positively as recommended.<sup>21</sup> The items reflect day-to-day infant care tasks as well as interactive behaviors. In this study, level refers to task difficulty, strength to the person's degree of confidence and generality to the modalities in which different functions are expressed. Factor analysis was performed to test the selected three patterns. The results supported the use of the affective, cognitive and behavioral skills related to PSE.<sup>23</sup>

The current study has examined that evidence of improved outcomes with early behavioral intervention has placed the initial treatment of autism as a health priority. However, the question raised is that whether parents could be trained in the interim. Parent training in the pivotal response treatment (PRT) has been shown to enhance the communication skills of children with autism.

The findings of this studies suggest that brief parent training in PRT promises to offer an immediate, cost-effective intervention that could be adopted broadly.<sup>24</sup>

### Negative Emotionality and Parenting

The illustrating views are examined in following review study which explored the relationship between parenting behaviors in parents of children with Autistic Spectrum Conditions and subsequent child behavior problems. The emotional aspect of personality has been emphasized in parenting. The emotional component is one of the important aspects that need to be focused on the intervention of ASD. The current study has made an effort in reviewing this component of personality which has been investigated in one such example study of raising a child with an Autism Spectrum Disorder (ASD) presents significant challenges for parents that potentially have an impact on their health and wellbeing.<sup>25</sup> The current study had further analyzed that the extent to which parents experience fatigue and its relationship to other aspects of wellbeing, parenting and found that mothers of children with an ASD when compared with mothers of typically developing children, reported significantly higher fatigue, with overall scores in the moderate range. Factors associated with high levels of fatigue were reduced maternal sleep quality, a great need for social support and poor quality of physical activity. Fatigue was also significantly related to other aspects of well-being, including stress, anxiety and depression, and lower parenting efficacy and satisfaction.<sup>25</sup> Disturbances in felt emotions in the parents of a child with ASD may result in the postponement of diagnosis and treatment of the child. The current study explores this fact regarding parental feelings of children with ASD found in one of the studies that debate over ASD etiology, in conjunction with a plethora of different interventions available for ASD. This often leaves parents feeling unsure and confused about the excellent course of treatment for their child. Further, it has been observed in this study that the delay in ASD diagnosis often means parents of children with ASD have employed minimally effective parenting strategies for relatively extended periods of time.<sup>26</sup> Emotionality is an important component of mental stability which impacts parents of children with ASD and their full involvement in active parenting and their participation in an intervention program. Disturbances in this element of personality may reduce their efficiency in this regard. The current review study examines the related aspect depicted in the study in which fatigue was also significantly related to other aspects of well-being, including stress, anxiety and depression, and lower parenting efficacy and satisfaction. The need for interventions to specifically target parental fatigue and its impact on families affected by ASDs both in the short and long term is clearly indicated.<sup>27</sup> Parents of children with ASD typically report higher levels of parenting stress and greater affective symptoms when compared to parents of typically developing children and parents with other disabilities.<sup>28</sup> Over viewing the study results of emotional



stress in mothers of children with autism spectrum disorders wherein African American mothers perceived the negative impact of having a child with ASD than did Caucasian mothers. Behavior Scales were also used in assessing these mothers and found that less perceived social support was also a significant predictor of higher perceived negative impact. Identifying this predictor of perceived negative impact is an important first step in designing interventions to support families and target parents who may be at risk for experiencing higher levels of stress.<sup>14</sup> Emotionality and related problems in the personality of parents with ASD child examined in the exemplary study of comparison made between the children with developmental disorder and their parental characteristics which revealed that the autistic children play a part in the genesis of autism. Measures were devised specifically to assess those parental characteristics and environmental stresses. The autistic group contained a larger proportion of middle-class families, but no differences between the groups were found with respect to parental warmth, emotional demonstrativeness/responsiveness, or sociability, parental psychiatric disorder, or with respect to early stresses of any kind. It is concluded that it is unlikely that autism develops as a consequence of such parental personality attributes.<sup>29</sup> One of the examined research studies depicts the picture of parental emotional expression of a child with ASD. In this study the performance on an emotional labeling task in response to schematic facial patterns representing five primary emotions without the concurrent presentation of a verbal category was investigated in parents of children with ASD, 'Autism fathers' performed worse than 'autism mothers', who in turn performed worse than controls in decoding displays representing disgust. This study also opens up a need to include facial expression decoding tasks in genetic research of autism. In addition, emotional expression interactions between parents and their children with autism, particularly through play, where affect and prosody are 'physiologically' exaggerated, may stimulate the development of social competence.<sup>30</sup> Current review research has explored that the self-efficacy has been known to be an important variable affecting parent outcomes in the management of children with ASD. Review examining one such study on mothers and fathers of children with autism reported on their self-efficacy, anxiety, and depression. In which the regression analyzes showed that self-efficacy mediated the effect of child behavior problems on mothers' anxiety and depression, but there was no evidence that it functioned as a mediator for fathers. However, there was evidence that self-efficacy moderated the effect of child behavior problems on fathers' anxiety.<sup>18</sup> Stress and emotionality commonly leads to addiction as a result of fleeing response to stress and negative emotions which may in return further reduce parental efficiency in their parenting of children with autism. This study has explored one of the studies which found higher rates of alcoholism in parents children with autism.<sup>31</sup> Progressing with

scrutinizing the literature on coping strategies of parents of a child with ASD, one of the studies focused on the coping strategies of parents' with children with autistic spectrum disorders and the relation between these strategies and parenting styles. Key results distinguished significant differences between the Emotional Gradient and Cognitive Gradient for almost all variables included. The Mothers level of coping was much higher for the Cognitive Gradient than that for the Emotional Gradient. Further observed the stronger burnout effect of the mothers.<sup>32</sup> Parents of children with developmental disabilities, particularly with autism spectrum disorder, are at risk for high levels of distress. Focusing on the emotional component of the personality of parents with ASD child in the current study found one of such areas in which the cognitive component disturbs affect in different angles in parents of ASD. Negative emotionality in parents of ASD children may further lead to marital disharmony. This has been observed in one of the classical studies that show that "there is no room for fighting, posturing, or promoting of hidden agendas by parents who still have unresolved issues with each other after the divorce is over. The autistic child's best interests and development can be severely compromised by parents who constantly argue and battle with each other to the point where the decision-making process is stalemated and crippled."<sup>33</sup> One of such study has been reviewed where in parents' perceptions and their children's emotional expressiveness, and possible bases for these attitudes were investigated in a study comparing older, non-retarded autistic and normal children and in another study comparing young autistic, mentally retarded and normal children. Both groups of autistic children were perceived as showing more negative emotion and less positive emotion than comparison children. In the younger sample, parental perceptions correlated with the children's attention and responsiveness to others' displays of emotion in 2 laboratory situations. Findings contradict the view that autism involves the "absence of emotional reaction."<sup>34</sup> The presence of negative emotionality may impact on the friendship in the parents of ASD children in one of the classical studies it has been observed that the friendship is third highly rated outcome following social skills and emotional skills, although all three were closely rated.<sup>35</sup> Negative emotionality, in general, can be well managed with relaxation therapy and also added effect can be gained through music therapy. This study has explored one of such evidence-based research in which parents' perceptions of an ASD child family-based group music therapy intervention. Data were collected through pre-interview sessions with the parents and post-intervention focus group. Parents reported positive responses to the intervention and were able to articulate new insights about themselves and their children.<sup>36</sup> It has been observed that the majority of the parents experienced a low level of support from agencies and professionals. The general verdict was that poor communication and a lack of understanding of parents' needs following formal



diagnosis. Finally, a series of coping strategies were discovered ranging from family support to paid help.<sup>37</sup> Emotionality to express their desire for parenting, schooling and intervention is an important aspect of the Parental personality of ASD children. Positive emotions are added credits for parental personality. This importance and its effect have been observed in the following study which reveals that the parental engagement mostly involves communicating with teachers, and assisting them to establish expectations and boundaries for the child. Parents, particularly mothers, do demonstrate strong desire to contribute to their child's schooling. And the result shows that the several themes that emerged as prominent in affecting parental ability to engage in a positive manner with schools. These themes were parent experiences, teacher's responsiveness, communication within the school, modifications for students with ASD and family stress.<sup>38</sup>

### CONCLUSION AND INTEGRATION

Autism Spectrum Disorders are common, which is a serious and lifetime problem. Incredible steps have been made in the treatment of ASD in recent years, especially in respect to psychological interventions. Given the considerable amount of time and cost involved in providing these interventions, parent training and involvement is an especially credible intervention option. This review study is a report on evidence-based methods that are available for training parents of children with ASD as therapists. Current trends and future directions are debated in this study. Insight into the personality component negative emotionality spells out the need for thoroughly examining the relation between this element with parenting of ASD child and parental involvement in the management of their child. Ultimately, to have a better understanding of these relationships to focus on the formulation of modified interventions and improve the scope of studies evaluating the outcome of therapies for ASD. A new model represent appraisal of intervention for ASD recommended considering personality component negative emotionality in parents of autistic children. On this basis of this research had reviewed the points above and suggested that:

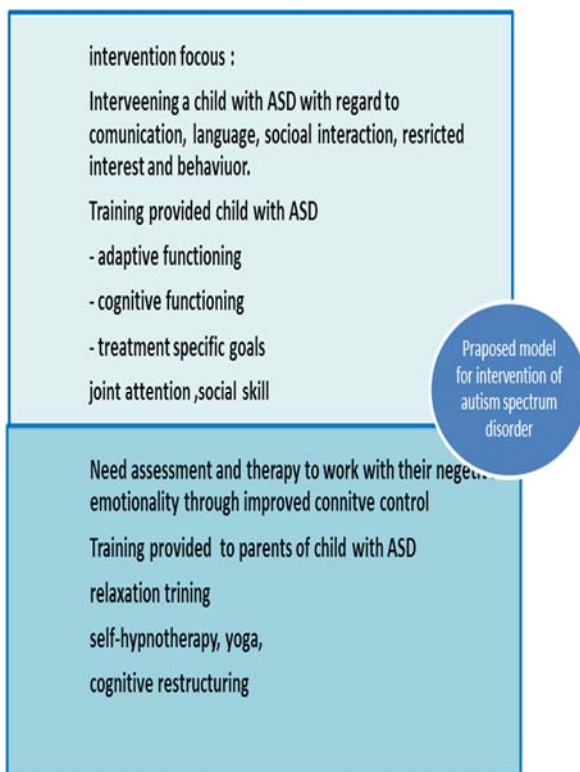
- The deficits in ASD is severe, persistent and dynamic;
- These deficits are associated with parent's negative emotionality
- The impact of ASD on their parents possibly has a reciprocal negative effect on children with ASD; perhaps this adverse effect could ultimately lessen positive effects of intervention;
- There is a broad range of interventions open for children with ASD, encompassing parent and family involvement, which is most important in effective therapy;

- Evaluation of ASD therapies is often limited to assessment of the child, without consideration of parent personality components which is a significant factor in contributing to the success of intervention for ASDs.

After reviewing the hitches related to the interventions for ASD, it is suggested that the modification of existing measures and creation of new measures of outcome in autism should be high priority in order to frame the goals and effects of treatment. The focused area in this study has been extended to the negative emotionality of parents and appraising them as a part of the new model. And also drawing guidelines for parents and provision made as a part of current treatment is recommended. Parenting stress is common, but the coping pattern differs with the amount of pressure and parental ability to cope with the stressors which have found to be associated with the extent of negative emotionality present in the personality component of parents. Thus, this study recommends focusing on an appraisal of emotionality in parents of children with ASD. This study addresses the need for strategies with additional parts of intervention to bring the betterment in the intervention of ASD. This study had addressed the daily challenges faced by parents of children diagnosed with autism spectrum disorder. A thematic analysis of the data identified three essential core categories with regard to appraisal of parent personality who need to get involved in the intervention program of their ASD child to the optimal level. The core group focused here is a negative emotionality. The findings emphasize the areas where the parents themselves believe they still require additional support. It gives way to key strategies and resources that parents have found helpful. Caring for children with autism spectrum disorders is challenging and affects family life. Studies that have included assessment of parent outcomes have typically assessed parent-training interventions but limited studies have evaluated parent personality component negative emotionality this has a close association with the treatment outcomes seen in children with ASD. Knowing more about how various ASD treatments impact parents is critical. Thus, the proposed model suggests incorporating the application of the new model intervention to the parent in an existing treatment regimen. In fact, many therapy models including caregivers, such as parent training models, have included some evaluation of parental outcomes as they are the direct beneficiaries of treatment in these instances. The neglected area in the ASD intervention research is within therapeutic contexts that do not directly involve but undoubtedly affect, parent functioning to the fullest. The intensive nature of most ASD interventions suggests a need for better understanding of the mechanisms of treatment which brings change for the better. Thus, the recommended strategy will facilitate boosting of the understanding regarding the parent personality component negative emotionality is suggested, this would help intervention of child with ASD to get optimal



benefits. However, long-term treatment follow-up research is often restricted by inadequate understanding of therapeutic benefits and the components involved in limiting the advantages and the difficulties in overcoming the complexities of the intervention and related research has been stated in the present study and suggested some recommendation to improve the understanding as to how changes are maintained in assessment and treatment outcomes. Therefore, the new intervention model for the management of ASDs is suggested (Figure 1). This model is intended to be prescriptive in nature, encouraging those engaging in the ASD intervention and research to focus on the negative emotionality of parents with ASD, and program for the intervention for these parents as part of the treatment of ASDs. Thus, this model can enrich the parenting process in the parents of ASD children and their participation in the management program to the best possible extent.



**Figure 1:** The proposed model for intervention for ASD children

The suggested new model of intervention focuses on these parents' emotionality. The appraisal is done in this area to know the disturbances. Further, to be verified by linking research. Further, this appraisal is done to resolve this problem and modify these parents in their parenting and their participation in the intervention program. Intervention for parents to work on their emotional aspect extended by training in relaxation, self-hypnotherapy, yoga, and cognitive restructuring; government and other health, executing agencies can introduce the elements in the new model in their treatment regimen of ASDs. The proposed model helps to overcome the omissions which had resulted in an

inadequate understanding of therapeutic impact as well as factors contributing to the long-term maintenance of sustained growth following treatment. Eventually, the incorporation of new treatment plan provides a better treatment regimen way to assess the better benefits for the parents of these children from the beginning of treatment till the end. Further, it also exerts control over regular planned follow-up visits after the completion of an intervention program. This model helps to make a prior assessment of variables related to negative emotionality will assist the clinician to more speedily detect the area of concern, to understand factors that are likely to hamper the progress, and make recommendations for the appropriate changes needed. Incorporation, these parental factors in therapy outcome in the research will help to fill the neglected area of the treatment and the follow-ups as well as structuring the environment belonging to the ASD child involved in the treatment regimen.

The significance of parental role is so important that parents' societies have traditionally been imperative in the field of autism, and the current research support and advocacy has been provided by a number of parents to go with better proper implementation. Various organizations have already begun to be influential in terms of research, especially in funding new investigators and gesturing eminent scientists from other fields in studying the disorder. Adding to the existing strategies current study proposes and recommends a new model assessing and managing negative emotionality in parents hand in hand with the treatment of ASD child. Further, the variables recommended in this model should be assessed in order to refine captivity and to understand the multifaceted and symbiotic relationship among the variables involved. It has been recommended further to add the additional variables if they contribute to the therapeutic benefits. Utilization of these measures would eventually allow more comprehensive comparison among ASD treatment strategies in bringing advancements in the parents of ASD children. Thus, they can cope better with more stable emotions in their parenting and involvement in the intervention to get the best possible benefits. The complexity of appraising and analyzing emotionality of parents to gain better result in the intervention of ASD is not an easy task since it has to deal with the treatment of ASD child, but may hamper the effectiveness of ASD interventions by not doing so.

However, evaluation of evidence-based benefits analyzed in the current study can make use in the intervention programs set for ASDs and further paves a way to future research's exploring the effectiveness and appraisal of parental personality in the interventions. Further all restraint being considered in the treatment, further studies in this regard is advantageous in the interventions of ASD.

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