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ПСИХОЛОГІЇ**

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## **АКТУАЛЬНІ ПРОБЛЕМИ ПРАКТИЧНОЇ ПСИХОЛОГІЇ**

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## **PROBLEM BEHAVIOUR OF A CHILD WITH AUTISM SPECTRUM DISORDER: THE ROLE OF PARENTAL EMOTION REGULATION AND SELF-COMPASSION**

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Introduction. Autism spectrum disorder (ASD) is a neurodevelopmental disorder that manifests itself in a child's social skills, language, sensory and behavioral difficulties. Although ASD is usually associated with issues in verbal communication, children on the spectrum often also display behavioral difficulties, such as aggressiveness towards themselves or others, as well as stereotypical behaviors, i.e. body rocking. Early interventions aimed at alleviating behavioral manifestations of ASD is crucial, as specific behaviours, to others often seeming unusual or aggressive, limit the ability of children with ASD to communicate, build close relationships with others, learn, and develop social competences. There is a great deal of knowledge about various interventions in educational settings; nevertheless, a child spends most of his or her time at home with the family. That is the reason why we must explore ways in which parents can contribute to reducing their child's challenging behavior.

Method. The sample of the research included 118 parents, raising a child with ASD: 108 mothers (91,5%) and 8 fathers (6,8%). Their age varied from 25 to 63 years

( $M = 38,6$ ;  $SD = 5,8$ ). Parents submitted data about 92 boys (78%) and 26 girls (22%) with a mean age of 7,6 years ( $SD = 3,8$ ). To assess the challenging behavior, we used the Behavior Problems Inventory - Short Form (BPI-S; Rojahn, 2012). This instrument focuses on three different problem behaviors: self-injurious, aggressive/destructive, and stereotypical. Parents' emotion regulation skills were assessed using the Difficulties in Emotion Regulation Scale (DERS; Gratz & Roemer, 2004), and parental self-compassion was explored using the Self-Compassion Scale (SCS; Neff, 2003).

**Results and discussion.** Analysis of the data shows that parental emotion regulation difficulties correlate positively with child's aggressive/destructive as well as child's self-injurious behavior. However, parents' self-compassion has a negative correlation with either of these behavioral challenges. A multiple regression analysis was further conducted to test whether emotion regulation difficulties and self-compassion are significant predictors of self-injurious and aggressive/destructive behaviors. Analysis revealed that parental self-compassion and emotion regulation difficulties predict aggressive/destructive but not self-injurious behavior in a child with ASD. These results are important because they allow us to consider the ways in which parents can help mitigate the behavioral difficulties experienced by their child. They also point to possible areas of psychological support for the family, such as learning emotion regulation strategies or self-compassion practices.

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