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## PARENTAL ENVIRONMENT RAISING CHILDREN WITH AUTISM SPECTRUM DISORDERS

The article presents the environment of parents raising children with autism spectrum disorders in inclusive settings. The psychological characteristics of parents of children with autism spectrum disorders, the relationship between parents and children in such a family, the difficulties of child-parent relationships, as well as the need for psychological and pedagogical assistance and any real support by parents in teaching the child socialization skills are considered. The effectiveness of all systemic work depends on the degree of well-being of parents, their readiness to educate and socialize their children. 76 parents raising autistic children participated in the study. The study used methods of psychological and pedagogical research: test-questionnaire of parental communication (A.Y. Varga, V.V. Stolin), questionnaire «Determination of educational skills in parents of children with disabilities» (V.V. Tkacheva). Reliability and novelty of the results of the study is confirmed by the use of methods of statistical processing of the results of psychological and pedagogical diagnostics. On the basis of the analysis of the results we noticed that parents overprotect their children, overprotect the world of the child, overly interfere in the world of the child, the dominant relationship of the mother to the child becomes the basis for the dominance of certain roles in the family.

**Key words:** parent, parental relations, child with autism spectrum disorders, psychological and pedagogical support, education, stress.

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### Аутист баланы тәрбиелеп отырған ата-аналар ортасы

Мақалада инклюзивті жағдайда аутизм спектрі бұзылған балаларды тәрбиелеп отырған ата-аналардың ортасы ұсынылған. Аутизм спектрі бұзылған балалардың ата-аналардың психологиялық ерекшеліктерін, мұндай отбасындағы ата-ана мен бала қарым-қатынасын, бала мен ата-ана қарым-қатынасының қиындықтарын, сондай-ақ балаға әлеуметтендіру дағдыларын үйретуде ата-аналардың психологиялық-педагогикалық көмек көрсетуі мен қандай да нақты қолдауы қажет екендігі қарастырылған. Барлық жүйелі жұмыстың тиімділігі ата-аналардың әл-ауқатының дәрежесіне, олардың балаларын тәрбиелеуге және әлеуметтік жағынан тәрбиелеуге дайын екендігіне байланысты. Зерттеуге аутист балаларды тәрбиелеп отырған 76 ата-ана қатысты. Зерттеуде психологиялық-педагогикалық зерттеудің әдістері қолданылды: ата-аналық қарым-қатынастың тест-сауалнамасы (А.Я. Варга, В.В. Столин), «Мүмкіндігі шектеулі балалардың ата-аналарындағы тәрбиелік дағдыларын анықтау» сауалнамасы (В.В. Ткачева). Зерттеу нәтижелерінің сенімділігі мен жаңалығы психологиялық-педагогикалық диагностика нәтижелерін статистикалық өңдеу әдістерін қолдану арқылы расталады. Алынған нәтижелерді талдау негізінде ата-аналардың балаларына шамадан тыс қамқор болуы, бала әлеміне шамадан тыс қамқор болу, бала әлеміне шамадан тыс араласу, ананың балаға жасаған басым қатынастары отбасындағы белгілі бір рөлдің үстем болуына негіз болатынын байқадық.

**Түйін сөздер:** ата-ана, ата-аналық қатынас, аутизм спектрі бұзылған бала, психологиялық-педагогикалық сүйемелдеу, тәрбие, стресс.

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### Родительская среда, воспитывающая ребенка-аутиста

В центре внимания статьи находится среда родителей, воспитывающих детей с расстройствами аутистического спектра в инклюзивных условиях. Рассмотрены психологические особенности

родителей детей с расстройствами аутистического спектра, взаимоотношения родителей и детей в такой семье, трудности детско-родительских отношений, а также необходимость оказания психолого-педагогической помощи и какой-либо реальной поддержки родителями в обучении ребенка навыкам социализации. Эффективность всей системной работы зависит от степени благополучия родителей, их готовности воспитывать и социально обучать своих детей. В исследовании приняли участие 76 родителей, воспитывающих аутичных детей. В исследовании использованы методы психолого-педагогического исследования: тест-анкета родительского общения (А.Я. Варга, В.В. Столин), анкета «определение воспитательных навыков у родителей детей с ограниченными возможностями здоровья» (В.В. Ткачева). Достоверность и новизна результатов исследования подтверждается применением методов статистической обработки результатов психолого-педагогической диагностики. На основе анализа полученных результатов было отмечено что родители чрезмерно заботятся о своих детях, чрезмерно заботятся о мире ребенка, чрезмерно вмешиваются в мир ребенка, доминирующие отношения матери к ребенку становятся основой доминирования определенных ролей в семье.

**Ключевые слова:** родитель, родительские отношения, ребенок с расстройствами аутистического спектра, психолого-педагогическое сопровождение, воспитание, стресс.

## Introduction

Autism spectrum disorder (ASD) is a nervous system disorder characterized by difficulties in social interaction as well as low interest in the environment and repetitive behavior. The prevalence of autism spectrum disorders among children has increased over the past two decades. The autism spectrum affects the lives of all people with the disorder (races), but the impact of races on the family can be especially significant. The family raising a child with ASD directs their support into adulthood.

The family is the first social group that plays a crucial role in personality formation and development, as well as affective, cognitive, and psychological domains. However, the family cycle changes when a special child is born. It is important for the family to work together to help the child with further remedial work. Obviously, improving the lifestyle of a child with autism is a challenge for any parent. At such times, spouses face various psychological and social barriers, resulting in many difficulties and family misunderstandings between them. Of course, for a child with autism, the role of the family is doubly important. The role of the family in a child's life is not limited to early childhood and the elementary grades, as the influence of the parent-child relationship persists throughout life (Zarit, Eggebin, 2002: 135). The family as the primary institution of socialization is the main psychological and pedagogical factor determining the success of the child's future life. Of course, the birth of a child with autism is a kind of test of strength for parents, and raising and caring for a special child leads to long-term stress on the part of parents.

Specialist advice for parents of a child with autism in many cases exacerbates their child's problems. This is due to the fact that currently there is a lack of specialists who are well aware of the cause, the specifics of such developmental disorders, what autism in general will be like, what corrective work to do with it. Those who do not understand the peculiarities of an autistic child are unable to provide the necessary assistance to the parents. Parents of children with autism turn to one specialist for a specific diagnosis, a better understanding of the problem and advice on parenting and interaction with the child. If the comments aren't enough, parents keep looking.

Family problems become even more serious, especially once the diagnosis is made. The main task of specialists is to help parents accept the child as he or she is. However, the parents' first feelings of shock, self-blame and grief never go away, and this burden remains a constant part of the family's emotional life. At certain times in the family cycle, it picks up again and brings the family back to their previous adjustment. Therefore, a family with an autistic child needs constant psychological support. The birth of a sick child especially changes the psychological climate of the family. All members of the family, especially the mother, experience emotional stress. B. Battelheim in his work showed that during the first year after the birth of a child with autism, this stress does not decrease, but rather increases. Conflict arises between spouses and other family members. The chronic stressful situation leads to increased irritability, a constant sense of inner restlessness, and sleep disturbance. The emotional distress of the mother first of all strongly affects the spouse who is near her on a daily

basis, which leads to conflict between them. For the family, stress often becomes a recurring trend. The family may encounter unkindness from neighbors, aggressive reactions from people in the car, in the store, on the street, and even in the childcare facility. Many studies have observed that families raising autistic children are more likely to suffer worldwide than families with other disorders, including families of mentally retarded children. "Which mothers are more likely to be stressed? "Regarding the question, it happens with mothers who are overly dependent on their children and have a very personal lack of freedom and time, the level of self-esteem is very low because they think they are bad caregivers. From a very early age, the child does not encourage the mother, does not make eye contact, lives away from society, and does not accept his child adequately. Such a child does not elicit sufficient emotional response, the joy of communicating. This leads to depression, astheno-neurotic manifestations.

#### **Justification of the choice of articles and goals and objectives**

The number of children diagnosed with autism spectrum disorder (ASD) has increased dramatically over the past 20-30 years (Baird, 2006:210). In addition, the parents who are raising them are often psychologically stressed by caring for their children. Although the diagnosis of ASD is usually made in childhood, caring for them is a vital issue (Seltzer, 2004), and this care can place additional stressors on the family and primary caregivers at any stage of the lifespan. These stressors can cause considerable distress for families which at times can develop into full blown crisis.

There are also objective reasons why a parent raising a child with an autism spectrum disorder suffers:

- a sudden realization of the severity of the child's condition;
- the absence of any system of support for children with autism;
- the family of a child with autism is deprived of moral support, even from loved ones;
- excessive limitation of the mother's time and personal freedom due to over-dependence on the child;
- insufficient emotional influence on the parents.

Parents are concerned about their children, because they do not know what to do for their

children when they first encounter this condition or in what direction this condition of their children will affect their own lives. In fact, the main reason for these concerns is uncertainty (Beral, 2010).

As the literature shows, when parents learn their children's diagnosis (fear, shock, denial, age, frustration, guilt, sadness, and anger), they experience feelings that lead to chronic distress. Parents often experience a deep sense of stress because they have to give up their past dreams and future expectations (Neal et.al., 2012:187). The problems that families face during this process; limitation of relations with the social environment, influence of domestic processes, financial problems and psychological problems (inability to accept, adaptation problems, stress, difficulty coping, anxiety, sadness, depression) can be classified as (Kudaibergenova, 2019).

When treating children with ASD, it can be difficult to find an appropriate treatment because the symptoms of autism spectrum disorders and comorbidities often overlap. Because of these issues, parents of children with ASD often suffer from increased stress (Boyd, 2002:208) (Carlier et.al., 2020) and reported that other children would have a lower quality of life than their parents (Allik, Larsson, Smedje, 2006). Geovanna Rodriguez et.al (2019) report increased psychological stress, anxiety in parents of children with autism spectrum disorders (Rodriguez, Hartley, Bolt, 2019:1887).

Parents of children with autism spectrum disorders (races) report higher levels of parental stress than parents of children with normal development and parents of children with other types (Hastings, 2003:231).

B. Battelheim (2004) studying the degree of stress in mothers of autistic children, he noted that mothers who do not devote much time to their children due to lack of time have higher levels of stress. This is because they think they are bad caregivers and as a result have very low levels of self-esteem. All of this can lead to depression and then astheno-neurotic manifestations, leading to a very unstable and uncomfortable relationship with the child

M.P. Krause (2006) ASD researching children, notes that in such situations parents face negative psycho-emotional situations such as shame, anger, guilt, rejection, and frustration.

Manifestations of ASD vary greatly depending on the developmental level and chronological age of the child and may include an additional diagnosis of

mental retardation, ranging from mild to profound in severity, and a number of behavioral symptoms, such as hyperactivity, impulsivity, aggressiveness, self-injurious behaviors, and temper tantrums. Prior research has confirmed the presence of significant stress associated with caring for a child with ASD (Duarte et al., 2005:416); however, few studies have examined the way in which parents cope with stress despite evidence that indicates coping strategies may be protective for parents (Essex et al., 1999:545; Seltzer et al., 2004:234).

Awareness of the severity of the child's situation on the part of the parents comes suddenly. Initially, parents are reassured by the serious, intelligent look of the child, his "special" abilities. In this connection, the opinion of specialists about autism has a strong emotional impact on the family's condition. S.S. Morozova noted that in many cases the child lacks the moral support of friends and relatives who cannot explain the reasons for negative behavior (Morozova et al., 2002).

Because of the limitation of personal freedom due to the symbiosis of autistic children, the mother of a child with autism experiences the greatest stress; with low self-esteem the mother concludes that she is low in her maternal role, not seeing the child's reaction to her actions. On the part of mothers there is avoidance by fathers of everyday experiences, feelings of guilt and frustration (Nikolskaya, Baenskaya, 2015). The main problems for parents raising a child with autism: low level of lack of communication with the child this leads to an emotionally unnecessary feeling; symbiotic relationship between mother and child, lack of emotional closeness between mother and child; change of life plans of parents, which emotionally leads to conflicts and stress; besides the child with ASD, difficulties with concentration among children when there are siblings in the family leads to a stress factor for parents.

The process of the child's learning and adaptation to the social environment must rest not only on the shoulders of the teacher, but also on the responsibility of all his or her relatives. At the same time, it is an invaluable aid to parents that the child performs at a high rate in the direction of eliminating his or her own deficiencies. It is important for parents to see their child trying to interact with others every day and becoming more independent in the future. Every moment of life is a lesson. If parents can use effective techniques to build skills in these situations, they can greatly improve effective communication with their child.

The study of parental attitudes towards an autistic child is associated with the need to form an optimal living space for emotional and personal development and successful social adaptation of family members. In Russian and foreign works, the features of parental attitude towards children with intellectual, sensory, motor impairments are considered, in which much attention was paid to mothers. Including studies on the example of a family of autistic children (A.Ya. Varga, V.V. Stolina, E.G. Eidemiller, V.V. Yustitsky, M.Sh. Vrono., V.M. Bashina, I.I. Mamaychuk, L.S. Pechnikova).

Features of the psychological climate of a family raising special children are presented in the studies of Yu.A. Blinkova, T.G. Bogdanova, T.N. Volkovsky, S.A. Ignatieva, M.V. Ippolitova, E. M. Mastjukova, A.G. Moskovkina, M.M. Semago, V.V. Tkacheva, etc. It is possible to identify common features that characterize a family raising special children: parents are in a mental and physical difficulty, fatigue, tension, anxiety and uncertainty about the future of the child. Personal manifestations and behavior of the child do not justify parental care, as a result of which they are irritated, sad, dissatisfied.

In the family, the child goes through the first stages of socialization, where his personality is formed.

«Performing educational, upbringing activity, the family forms certain rules and norms of the child's behavior, goals, values and lays the foundation of spiritual, ideological principle» (Goguzeva, 2010:91; Manukyan, 2011:114). Therefore, no other social institution in this sense cannot replace a child's family.

A detailed consideration of the conditions experienced by parents in the process of adaptation to new conditions of life is presented in E. Schuchardt's monograph. The author identifies crisis situations of the emotional channel of parents as follows:

1) Uncertainty, uncertainty. Uncertainty is preceded by a state of danger, the experience of shock, the feeling that the usual "normal" life is collapsing.

2) Clarity, reliability. Contradiction between understanding the problem on a rational level and denial on the level of emotions and feelings.

3) Aggression. Manifestation of negative feelings in the form of an emotional explosion that results in aggression directed at the environment.

4) Active Chaotic Activity. The desire to master a hopeless situation by available means. There are two main strategies for this behavior: the search for



a medical "star" – a psychic, a gifted doctor, or the search for the perfect cure by directly appealing to one's totemic orientation.

5) Depression. Feelings of despair, apathy and sadness because of the failure of the previous stage's efforts.

6) Consistent perception of developmental impairment. Finding a new meaning in life.

7) Activity. Release of strength due to the perception of the child's developmental disabilities that previously went out to fight and refuse, as well as the formation and implementation of active life plans.

8) Collaboration. Uniting with other parents with the same difficulties.

Э. Schuchard argues in his scientific study that the process of overcoming a crisis condition goes on in each family in its own way. The same parents adapt to the new conditions of life, allowing both the sick child and themselves to integrate socially. And now other parents argue that "shock", grief gets stuck at the stage of awareness, socially isolated, needs constant counseling, support from specialists.

The family of an ASD child who constantly experiences difficulties and limitations associated with the child's developmental peculiarities often loses the moral support of not only acquaintances, but also of close relatives. In most cases, it can be difficult for parents to explain the reasons for the child's erratic behavior because those around them knew nothing about the child's autism problem and were unaware of it.

Often the family child's unstable behavior is confronted with aggressive reactions from people on public transportation, in the store, on the street and even in the childcare facility. Therefore, parents limit access to the social environment, cut ties and hide their concerns, keeping their problem inside (Baenskaia et. al., 2008).

In her study, Hoffman reports that autistic individuals bond closely with their children despite the fact that the parent raising the child is highly stressed. Reducing parental stress should improve the family climate, increase parents' ability to manage their children's behavior and, in turn, improve outcomes for children with autism. However, parents have noted that they may blame themselves, rather than the child, for any misbehavior, which in turn may contribute to decreased parental effectiveness and well-being (Hoffman et. al., 2009).

Families raising a child with autism suffer more than families raising children with dementia. Special research by American psychologists has shown

that stress is more common in mothers of autistic children. Not only do they feel an extreme restriction of personal freedom from over-dependence on their children, they also experience a decrease in self-esteem, feeling that they are not fulfilling their maternal role enough.

Fathers try to avoid the daily stress of raising an autistic child by spending more time at work. However, they become depressed, feeling guilty, but do not talk about it as openly as mothers do. In addition, fathers worry about the severity of their wives' stress and take on the financial responsibility of caring for a difficult child.

In general, numerous studies show that behavioral problems and cognitive differences in children with autism spectrum disorders cause stress in mothers and tend to be more severe than in mothers of developing children (Eisenhower, Baker, Blacher, 2005:657). However, mothers of children with autism report a closer relationship with their children despite the stress (Hoffmann, 2009:178). Japanese have high levels of parental stress (Porter, Loveland, 2019:249), and stress has been shown to be prevalent in parents of children with ASD compared to families of normally developing Italian children (Giovagnoli et al., 2015: 45,411).

There are a number of special studies devoted to the psychological problems of families with autistic children. Every such family, when faced with extraordinary problems, experiences chronic stress, the severity of which depends on the condition and age of the child. Stress is often seen in mothers who not only experience extreme limitations on personal freedom and time, but also have low self-esteem. Exposure to chronic stress causes depression, irritability and emotional tension in the mother. It has been found that all these manifestations are much higher in the mothers of preschool children than in the mothers of children with mental retardation. The impact of caring for a children with ASD is a stressful family issue. They say that special training for children with ASD and the stressors their parents face should be available to all social work professionals (Paul, Judith, 2021:389).

Mothers of autistic children showed the highest values on all of these parameters, and it turns out that those who give themselves the lowest score on the individual income scale in raising a child also come from mothers of this range. Fathers usually spend a lot of time at work, avoiding the daily stresses of raising autistic children. Nevertheless, they feel guilty and may even lose themselves, but they are

not as outspoken about it as the mother of autistic children. Fathers often worry about the severity of their wives' stress. They are heavily immersed in the special material forces involved in raising a difficult child, and are bitter about the fact that the illness will be a long, lifelong one.

Estes et al (2009) ASD investigated how a child's symptoms affect a mother's psychological distress. Mothers of preschoolers with autism and mothers of children with intellectual disabilities were included in the study. Evidence was found for high levels of maternal stress and psychological stress in mothers in the autism group.

We know from the published literature that parents of children with autism worry even before they are accepted by society. We know that children with other developmental disabilities experience more stress than their parents. However, nowhere is it mentioned that a parent can emotionally relate to a parent's subjective perception of pain.

In addition, it is important to note that parental stress has a significant impact on maternal and paternal behavior, limiting the ability to be an optimal and sensitive parent, especially in parents of children with ASD. Although aspects of parenting, especially Parenting Stress, have been widely studied in the literature, little attention has been given to fathers of children with ASD. Parents raising children with ASD experience significant stress, and mothers have higher levels of parenting stress than fathers. Gender differences in parenting roles are still evident (Simelane, 2020:115)

Other important areas of parenting, such as parenting styles, are still understudied. It is important to note that parenting stress and parenting style may be influenced by cultural patterns, as individualistic and collectivistic countries may support different socio-contextual views of atypical nervous system development, parenting methods, and gender roles in parenting. However, no previous studies of families of children with ASD have examined the similarities and differences between parental stress and social parenting styles when comparing mothers and fathers in Eastern and Western countries.

Research shows that because autism affects more than just the individual in the family, it has a psychological impact on everyone in the family. Therefore, some families with children with developmental disabilities such as autism sometimes feel that they lose confidence when they are under chronic stress. To this end, an experiment was conducted with the parents and pedagogical environment of a child with autism.

Although researchers are increasingly focusing on comparative studies of families raising children with different disorders, we do not have enough data today to draw any conclusions. Studies that have recently looked at children with different disorders have been combined to identify common stressors and family adjustment factors.

In addition, such studies use generic terms meaning «developmental delay», «developmental disorder» or simply «child with a disorder» without identifying the child's specific problems. The vast majority of studies describe families of children with specific disorders. Thus, based on the characteristics of the child's condition, we can see that the child's developmental disorder affects the family.

### Scientific research methodology

The study involved 76 parents raising a child with autism spectrum disorder. The study was conducted from 2020 to 2022 in inclusive classes of schools №39, №37, №174 in the cities of Kazakhstan, Shymkent, Almaty.

The study of parents was conducted using the following methods.

1. Methods «determination of educational skills of parents of children with disabilities» (V.V. Tkacheva). Determination of educational abilities of parents and educational skills of parents are evaluated on three scales:

- Emotional perception-rejection of the child;
- Rational understanding-misunderstanding of the child's problems;
- Adequate and inadequate interactions.

2. Methods of diagnostics of parental relations (Test questionnaire of parental relations). It is focused on the assessment of parental relations as feelings different in relation to the child, a system of behavioral stereotypes, peculiarities of understanding and perception of the child's personality and character, his actions. The authors of the methodology are A. Ya. Varga and V. V. Stolin.

It consists of five main scales: acceptance-rejection, cooperation, symbiosis, authoritarian hypersociality, little lose.

### Results and discussion

The socio-demographic indicator of the parents of an autistic child (parents' education, full and incomplete family, living conditions, the presence of a healthy sibling in the family) is presented in Table 1.

**Table 1** – Socio-demographic indicator of parents of an autistic child

Indicators	Quantity	Percentage
Mother		
Higher education	53	69,7%
Secondary education	17	22,3%
Without education	6	7,8%
Full family	55	72,3%
Incomplete family	21	27,6%
Living conditions is excellent	17	22,3%
Living conditions are average	40	52,6%
Poor living conditions	19	25%

As can be seen from the table, 72.2% of the subjects consist of full families, an average of 52.6% with living conditions and many highly educated mothers.

The study of the relationship of parents to various aspects of family life (family roles) using the methodology of A.Ya.Varga and V.V.Stolin (parent-child ratio) conducted on subjects, evaluation of the

specifics of the relationship between parents and an autistic child the ratio of parents and children is the main subject of analysis in the methodology.

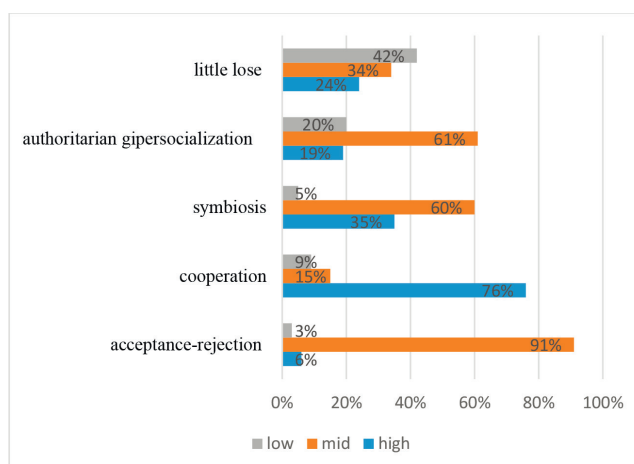
The test questionnaire consists of 5 scales: acceptance-rejection, cooperation, symbiosis, authoritarian gipersocialization and a little lose.

The descriptive statistics of the results obtained on each scale can be seen in table 2.

**Table 2** – Descriptive statistics of parental relationships

	N	min	max	mid	Standard deviation
acceptance-rejection	76	7,00	22,00	12,9079	3,22150
cooperation	76	2,00	8,00	6,1184	1,53160
symbiosis	76	1,00	7,00	4,6711	1,28984
authoritarian gipersocialization	76	1,00	7,00	3,6184	1,48743
little lose	76	,00	7,00	2,3158	1,48961

The results obtained using labels for this group can be seen in the figure below.



**Figure 1** – Results of the parental relationships

Shows 91% average value on the acceptance-rejection scale. Consequently, parents treat their child not very positively or very negatively, but in a medium-level relationship. Doesn't alienate your child at all. Does not pull very close to him and does not fully support his interests and plans.

76% higher on the cooperation scale. Social value image of parental relationship. Parents are sincerely interested in the affairs and plans of the child, they want to help the child in everything. Parents highly value the child's abilities. Wants to communicate with the child on an equal footing, maintains motivation and independence. Trust the child.

The scale of the psychological distance between parent and child shows. In our study, 35% are higher on the symbiosis scale, and 60% are average. In general, 35% of respondents parents seek symbiotic communication with the child. Strives to always be close to the child, satisfy his reasonable needs and protect him from trouble. Parents constantly worry about the child, the child seems small, helpless. When a child shows independence, the parent begins to worry, the parent never gives independence to the child of his own free will. The vast majority of sixty percent are average, that is, they do not fully care for the child. Such a parent can become an average teacher and educator for the child.

Only 20% score higher on the authoritarian gipersocialization scale. That is, the parent behaves too authoritatively towards the child, demands unconditional obedience from him and imposes strict disciplinary limits on him. When a child shows his will, he is severely punished. Conversely, at the 19% low level, it is seen that the parent has little or no control over the child's activities. The remaining 61% showed an average level.

A little lose on the contrary, it shows 42% lower. Parents consider the child's failures to be accidental, and the vast majority believe in the child's ability. Only 34% show the social helplessness of the child and believe that the child will never succeed in life. The child underestimates his interests, hobbies, thoughts and feelings.

Comparing the results obtained from these parameters as a whole, we noticed that parents raising children with autism are characterized by optimal emotional connection, excessive attention to the child. That is, parents are constantly in close emotional communication with the child, giving him/her excessive attention.

The results on educational skills are as follows (V.V. Tkacheva):

1.56.5% of parents (43 parents) emotionally accept the child, and 43.4% of parents (33 parents) do not accept the child.

2. 54% of parents (41 parents) rationally understand the child's problems, and 46% of parents (35 parents) do not understand the child's problems

3.46% of parents (34 people) and 53.9% of parents (42 people) use appropriate forms of interaction with the child.

And now a mathematical analysis of the data obtained has been carried out in order to show with full confidence the balance between these results obtained. Statistical processing was carried out using the SPSS 19.0 program. The Pearson correlation criterion was used for this. As a result of determining the presence of a correlation between the signs, the following data were obtained.

- there is a positive relationship between acceptance-rejection and a little lose scale

( $r=554$ ;  $p<0,05$ ), when parents consider the child's failures accidental and do not succeed in life.

- there is a positive relationship between cooperation and symbiosis ( $r=236$ ;  $p<0,01$ ),

when parents are constantly worried about the child, the child seems small, helpless.

- there is a positive relationship between cooperation and authoritarian

gipersocialization scale ( $r=260$ ;  $p<0,01$ ), parents are too strict to the child, demanding.

- there is a positive relationship between authoritarian gipersocialization and a little lose

scale ( $r=242$ ;  $p<0,01$ ) that dominates without assessing the interests and feelings of the child.

Thus, during the factor analysis, we noticed that the dominant attitudes of the mother toward the child are the basis for the domination of certain roles in the family. In particular, the suppression of the child's will, excessive care, excessive interference in the child's world, dependence on the mother's family, dominance play a role that leads to the emergence of a sense of victimization. We noticed that despite the fact that their child's problem is not obvious outwardly, the internal anxiety, the parents' mood is constantly on an anxious background

So, analyzing the results of the methods, we can draw the following conclusions about the relationship between an autistic child and a parent:

- it has been established that in a family raising an autistic child, there are problematic relationships between parents and children;

- significant factors determining disharmony in the family are the characteristic features formed



during the work on the upbringing and development of an autistic child (mother's dominance, mother's dependence on the family, parents' self-sacrifice for the sake of the child, conflict in the family, parental guidance, parents' dissatisfaction with the role of a housekeeper, a friend's non-interference in education) is;

- these psychological features can lead to disruption of intra-family relations in a family raising an autistic child.

- along with correctional and developmental work with children with autism, it is necessary to take into account the correction of child-parent relations, the correction of psychological characteristics of parents.

Comparing the results of this experimental study with previously known studies, it should be noted that, in general, the results obtained are directly related to previously conducted studies. In particular, S. Doenyas (2016) study reports that parents raising children with ASD experience high levels of stress, are isolated and do not receive social support (Doenyas, 2016:3037). Coping with this situation can be difficult, but it is difficult for parents to meet the daily needs of life. In particular, marriage, emotional relationships and interpersonal relationships can also be stressful. Incorrect reactions to a traumatic situation, in which the family and family fate are to blame, also cause depression.

In a study researchers Scott Stein et al. it was clearly said that attempts to involve families in the educational process actually cause serious stress caused by the inability to adequately treat their children and ignorance of how to contribute to their education (Stein, Thorkildsen, 1999). The family, on the one hand, becomes an active participant in the educational process of its child and plays the role of an educational family, and on the other hand, ensures the adaptation of family life to coexistence with a child with ASD (Ludlow, Skelly, Rohleder, 2012:702).

In particular, the results of K.A. Mikhailchenko's (2012) study show that some parents see only the negative sides of their children and do not appreciate the real achievements and abilities of their children. They distance themselves from society, feeling ashamed of their children.

Constant work of parents with autistic children with specialists contributes to its successful proper development. Timely detection of a child's disorders from an early age requires psychological and pedagogical work. If the child is not engaged

in pedagogical correction for a long time, parents neglect, it leads to a breakdown in the relationship between parents and children. Corrective work with a child with autism is usually emotionally demanding and long-term. Therefore, parents who expect quick results get discouraged and stressed if they do not arrive on time. Parents need constant psychological and pedagogical support from specialists in overcoming stress.

In conclusion, we came to the conclusion that parents' constant work with specialists with an autistic child is the key to the successful development and positive dynamics of children. The fate of a child with autism can be completely different if parents take action to identify and optimize the child's disabilities early. If for years only special specialists have dealt with this, and parents do nothing and show indifference, there is no hope for positive change. The work of parents of a child with autism is very specific, as the behavior of such a child cannot be explained logically in the same way. Corrective work with a child with autism is usually emotionally difficult.

### Conclusion

According to the results of our investigation, the main problem of parents raising a child with ASD is that they are very worried, endured, and expect a special result from him. But because of the failure to meet expectations, parents are worried from the inside, they can hardly endure the problems of the child. That is, the response of such parents to the problem, which is a disappointment for the psyche, has moved to the inner plan. Parents are ashamed to tell others about their problems. They make every effort for the correction, development of the child, showing hyper-care. These features, determined by the attitude of parents towards an autistic child, indicate that they are of a psychosomatic type.

Therefore, he offered practical recommendations for professionals who work with parents of children with autism and optimize the emotional state of parents when communicating with an autistic child.

Identified the main directions for optimizing family relationships in a family raising a child with autism.

1. First, to carry out individual correction aimed at the mother herself;

2. the parents' use of effective ways to cope with stress in the relationship with the autistic child;

3. Forming a program of psychological and pedagogical support for the rehabilitation of the autistic child, aimed at the parent-child relationship;  
4. Ensuring democratic relations in the family.

In accordance with the results obtained, it is necessary to create institutions that provide

continuous psychological support to families with autistic children. It is necessary to organize events that raise public awareness about autism. On the part of the state, economic and educational support for families with children with autism can be increased.

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