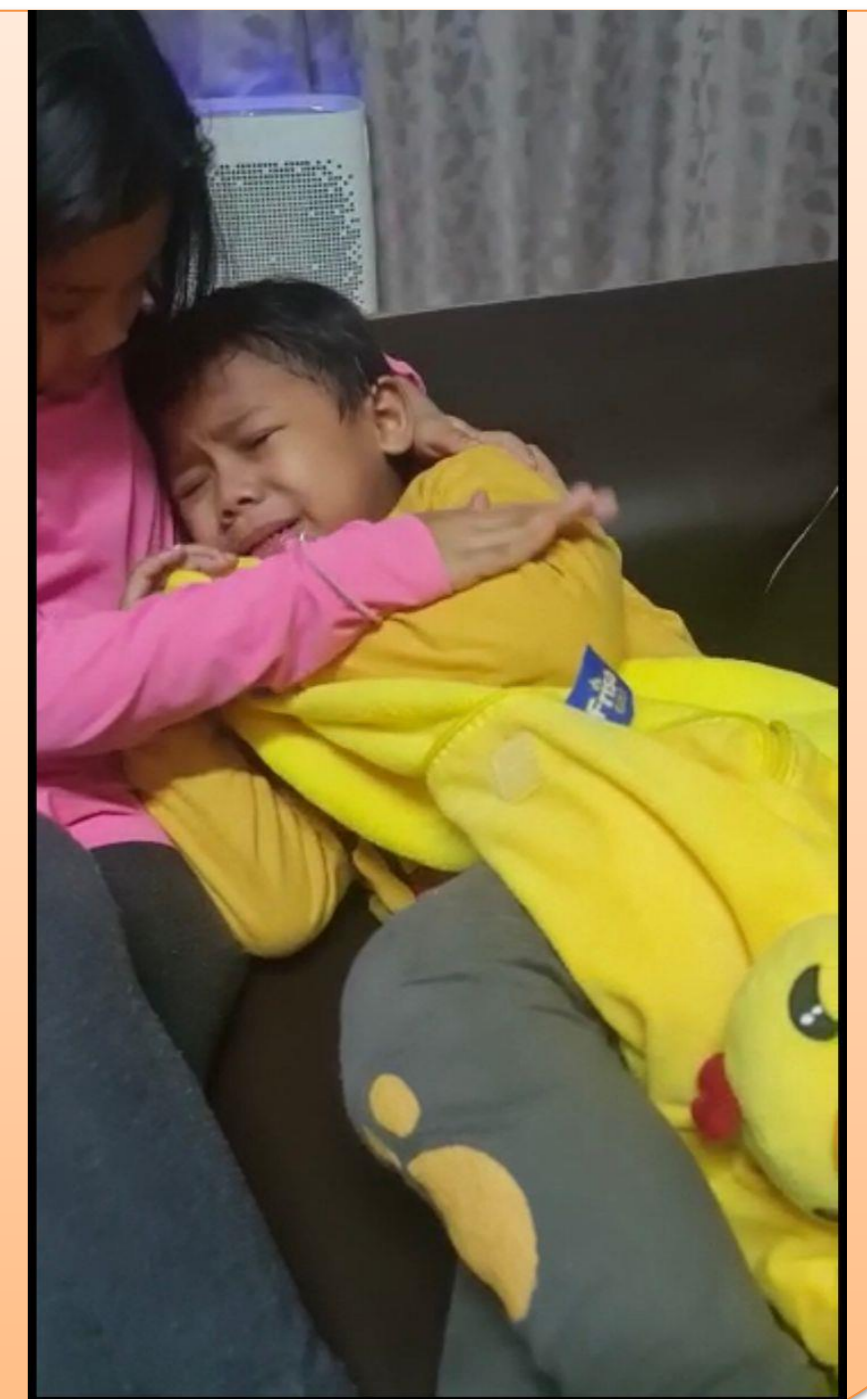




Coping Strategies for Emotional Self-Regulation (ESR) among ASD Children

By

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INTRODUCTION

a) Problem

Children with ASD often have difficulty in terms of controlling emotions, inhibiting reactions, delaying gratification and accepting changes. This may lead to meltdown and tantrums.

b) Project Description

ASD children have shown to use less ESR strategies as compared to their typical developing peers. Therefore, it is crucial for parents to assist them in establishing coping strategies when their needs are unmet. Selected ASD children from an early intervention centre were given intervention based on the three types of emotion-based modules, namely (1) identifying emotion; (2) expressing emotion; and (3) regulating emotion. The intervention was conducted by the teachers at the intervention centre for four months, and parents at home for one month to strengthen their ESR and cope better.

c) Objective

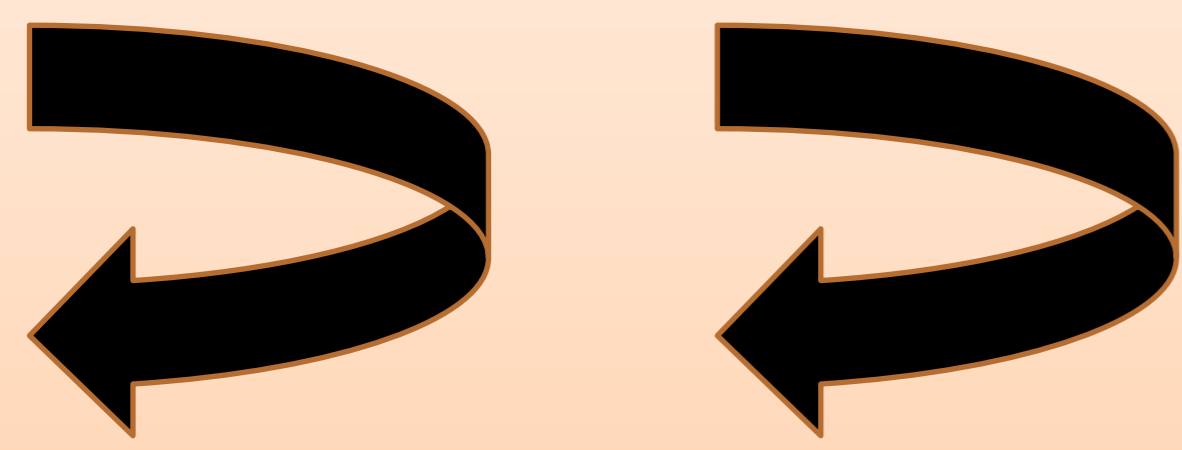
The present study aims to explore parents' view on the emotion-based modules and the coping strategies used by ASD children to regulate their emotions.

SIGNIFICANT OF THE PROJECT



- ASD children were able to manage their emotion in preparation for them to attend school.
- The emotion-based modules can be used by other parents and teachers in providing additional intervention for ASD children to enhance their skills in identifying emotion, expressing emotion and regulating emotion. These skills would eventually help them to cope better.

METHODOLOGY



Cycle 1:
Conducted by teachers
Setting: Small groups (3-4 children)
Duration: Four months (Aug – Nov 2022)

Cycle 2:
Conducted by parents
Setting: At home (individually)
Duration: One month (Dec 2022)



This qualitative research applied the action research method. Four parents (aged 30-35 years old) and ASD children (mild autism; 5-7 years old) completed the two cycles. Data collection method include parents' observation and reflection.

Intervention:
Activities designed based on the three emotion-based modules

- Identifying emotion
- Expressing emotion
- Regulating emotion

CONCLUSION

ASD children have the ability to cope and self-regulate their emotions given the right intervention and adequate support from their teachers and parents. The participants believed that the three intervention emotion-based modules were effective in helping ASD children to cope. The three main coping strategies used by these children include identifying and expressing emotions, breathing techniques, and using sound therapy (sound of the ocean, *zikr* and *salawat*). Findings from this study may help other parents to apply similar intervention in the hope to assist their ASD children to cope better.

Acknowledgement (if any)

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