

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

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ABSTRACT

Introduction: Autism spectrum disorder is characterized by social impairments that include abnormal communication and restricted or repetitive interests or behaviours. Children with ASD often have difficulty in terms of controlling emotions, inhibiting reactions, delaying gratification and accepting changes. Meanwhile, emotional self-regulation (ESR) is the ability to monitor, assess, and change one's emotional state and level of arousal in order to maintain engagement and achieve goals. 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. The present study aims to explore the coping strategies for emotional self-regulation among ASD children.

Design/Methodology/Approach: This qualitative research applied the action research method. There were two cycles involved. The first cycle was conducted at an intervention centre for four months, while the second cycle was conducted at home for one month. Initially, there were eight parents and ASD children involved. However, only four parents and ASD children completed both cycles.

Results: From the study, it was found that there were three coping strategies used by these children. The first strategy is by identifying and expressing their emotions, the second strategy is by using breathing technique exercise, while the last strategy is through the use of sound therapy.

Conclusions: ASD children have the ability to cope and self-regulate their emotions given the right intervention and support from their parents and teachers.

Keywords: Autism Spectrum Disorder, coping strategies, emotional self-regulation, intervention, parent views

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