



Behavioural Challenges in Children with Autism

¹Hemant Kumar & ²Dr. G.M Moorthi

¹Research Scholar, Department of Psychology, NIILM University, Kaithal, Haryana, India

²Professor, Department of Psychology, NIILM University, Kaithal, Haryana, India

ABSTRACT: Even though it has been established that children who have autism spectrum disorders share a higher level of emotional and behavioural challenges, the stage and kind of difficulties that are shared between the two groups have not before been honestly compared. Youngsters who have autism spectrum disorders frequently struggle with emotional and behavioural issues. This has the potential to alter the course of research, particularly when it involves children, and raises concerns about the expected worth of life. Age-related differences in touching and behavioural problems were experienced similarly in children with autism spectrum disorder and pedals, although the characteristics were distinct: in children with autism spectrum disorder, emotional symptoms and examine problems within mutually sexes and behaviour problems in girls improved significantly during mature, while none of the difficulties within the wheel untouched by mature except for a reduction during the achievement of hyperarousal. In the following paragraphs, we are going to talk about some of the behavioural and emotional issues that are faced by children who have autism spectrum disorders.

KEYWORDS: Emotional, Behavioural, Autism Spectrum disorder, Children.

I. INTRODUCTION

Children who have autism spectrum disorders typically have troublesome emotional reactions and behaviours down to their very skin, which is where the term autism gets its name. Children of any age who have autism can experience difficulties with emotion, attention, movement, and thinking, in addition to the associated behavioural issues (Mazefsky et al., 2013). Autism, Asperser's syndrome, and pervasive developmental disability not otherwise defined are all included in this disorder (Mayo Clinic, 2018). It is the surname that is used for a variety of different situations in parallel, including the asperser pattern, to concern a person's communal interface, announcement, benefit, and acts. Autism spectrum disorder affects one out of every 89 children in India who are between the ages of two and nine. This determination means that 22 million youngsters in the agecrowd in India are autistic it additional plated, according to the data from the 2011 census; this earnings at least 13 million nations in India exist with the condition. Children who have autism spectrum disorders become more prone to emotional and behavioural problems than typically developing children, and accumulating evidence shows to a muscle connection connecting speech damage and performance issues (Anonna, 2017). The difference often becomes apparent around the age of three and can be diagnosed as early as 18 months. A kid needs to show a certain number of symptoms in each of the following areas in order for a diagnosis of autism to be made:

- i. Interaction with the public,
- ii. Making an announcement, and
- iii. Providing a carefully curated selection of behaviours, activities, and interests.

II. BACKGROUND

An autism spectrum disorder is a neuropsychiatric illness that is characterised by lifelong and extensive difficulties in communication and reciprocal social relationships, as well as the appearance of repetitive, limited, and stereotyped behavioural patterns (American Psychiatric Association [APA], 2000). Autism is present in around 1 percent of the world's population (Christensen et al., 2016). There is also a noticeable interruption in cognitive functioning, attention, and sensory processing, with the intensity of the disruption varies. The existence of intellectual disability is common among those who have been diagnosed with autism, and it is disproportionately prevalent in males (Fombonne, 2003).



Apart from intellectual impairment, it is the second most prevalent developmental disability in children, according to the Centers for Disease Control and Prevention (CDC), and it may have a variety of consequences for both the person and the family (Macks & Reeve, 2007).

Etiology And Prevalence Of Autism

Kanner claimed that children with autism were "neurologically intact" and that this was a condition that disproportionately impacted families from higher socio-economic and educational backgrounds, autism was first seen in a negative light when it was first identified (Kanner, 1943). Bruno Bettelheim, a professor at the University of Chicago, is credited with coining the term "refrigerator mothers." He held the belief that women who were unable to form emotional ties with their children were to blame for the emergence of autism (Bettelheim, 1967). This led to women believing that they were responsible for the sickness of their kid, and on another level, it questioned the role, effect, ability, and capacity of a mother on a daily basis. Although formerly believed to have psychological roots, it is now recognised that autism has biological foundations (Morgan, 1988). Because autism is such a complicated illness, there has been a great deal of discussion concerning its genesis, with numerous reasons including behavioural, viral/immunologic, nutritional variables, autoimmune disorders, environmental exposures, and genetic hypotheses (Risch et al., 2010).

A new study has shown that there is a significant genetic and family component to autism. One of the early studies on twins and autism found that the chance of monozygotic twins having autism spectrum disorder was much greater than the risk of dizygotic twins having the illness. This finding was based on an analysis of the causative factors that were found to be involved. This is currently a well-known and accepted method that is considered to be the norm. There has not been a single gene that has been identified as being responsible for the development of the condition, and research has indicated that there are several genes located on a variety of chromosomes that are involved. Studies have also been conducted to get a better understanding of the brain structure of persons who have autism, as well as the particular area of the brain that is affected by the disorder. In their research, they found that certain regions of the brain had abnormally rapid development, whereas other regions had abnormally slow growth after that. Throughout the early years of their development, those who have autism have been demonstrated to have hyperplasia, or an expansion, of the cerebral grey matter as well as the cerebral and cerebellar white matter. Having said that, this is only applicable in a certain subset of situations once again. An growing interest in the role that environmental factors play in the development of autism in children has been motivated by recent findings on the impact that hazardous chemicals have on the human brain.

Behavioural Challenges In Children With Autism

A person with autism has a trifecta of challenges, including difficulty in social interaction and understanding, impairments in verbal and nonverbal communication, and rigidity in mental processes. Children with autism have a broad variety of aberrant characteristics, some of which are required for the diagnosis but others of which are not but which may be upsetting for the child as well as for the family (Hartley et al., 2008). Inconsistent patterns of eating and sleeping, explosive outbursts of anger, and resentment directed within as well as outwardly at oneself and others are among the most common of these abnormal behaviours (Dominick et al., 2007). As a consequence of this, the child's intellectual and social development may be hampered as a result of the situation.

Children with autism often have behavioural issues or exhibit maladaptive behaviours, which are fairly prevalent. Every kid diagnosed with autism has at least one problematic behaviour, and these behaviours are commonly expressed with varied degrees of severity, bringing hardship to the child's caregivers or support network as well as impeding the individual's educational progress (Mudford et al., 2008). Furthermore, these youngsters, who are between the ages of six and ten, exhibit more problematic behaviours than other children their age (Priyadarshini & Thangarajathi, 2015). Additionally, challenging actions may risk the physical safety of the person and others around him, limiting their ability to participate in social activities (Emerson et al., 2005). Between children, there is a difference in the level of difficulty. As a result, there is no conclusive evidence that a kid with autism exhibits problematic behaviours. Although extensively known, it has also been observed that children with autism are more prone to demanding behaviour than typically developing youngsters (Whitaker et al., 2001). When an individual has deficits in a variety of areas, he or she is more likely to develop inappropriate.



Objective

- Study on behavioural challenges in children with autism.
- Study on autism spectrum disorders frequently struggle with emotional and behavioural issues.

III. RESEARCH METHODOLOGY

Research Design- Qualitative Methodology

Qualitative techniques and research are favoured because they help us understand social processes like growth and change (Attride-Stirling, 2001). Qualitative research uses several methods. Grounded theory, narrative, conversational, ethnographic, and interpretative phenomenological analysis are examples. Quantification is not the goal of qualitative research. It helps us grasp the reality of those who lived through the incident. Damico and Simmons-Mackie (2003) describe qualitative research as an interpretive paradigm. Contextually linked reality versions are assumed (Braun & Clarke, 2013). It's good for complex topics and areas where little "inside" investigation has been done.

Research Paradigm

The research paradigm underlying the current study is phenomenology, which provides us with a foundation for examining and understanding life experiences. It depicts an experience as it is, without regard for psychological links or causal explanations. Phenomenology enables us to comprehend numerous people's shared experiences with a given. According to Finlay, phenomenologists investigate how people live and perceive their reality. There is no theory creation, and as Husserl argues, we should "return to things themselves," with the "thing" here being the content of consciousness. Phenomenological research is "transformative" for both the researcher and the participant, assisting them in making sense of the experience under consideration, and it is knowledge co-created by the researcher and the participant.

Screening Tools

The researcher employed the following screening techniques to ensure participant homogeneity.

Data Collection Process

Special schools in Bangalore, Coimbatore, and Chennai that serve children with various impairments were contacted with the research's objective, and a letter announcing the study was sent. Purposive sampling was used to choose three special schools in Bangalore, one special school in Coimbatore, and one special school in Chennai. The schools were provided further information about the research, such as the inclusion criteria, informed consent form, demographic data form, and line of inquiry. The School received a copy of the letter from Christ University, as well as the informed consent form, demographic form, and Interview guide. The inclusion criteria was communicated to the institution's head, with specific emphasis on the audio recording of the interview and the provision of total secrecy.

IV. RESULTS AND DISCUSSIONS

The purpose of this research was to look at the opinions and personal experiences of Parents who were raising children with autism spectrum disorders. The data from thirteen dads of children with autism were analysed in this chapter utilising the thorough approach of the International Parenting Association (IPA). It delves into their personal experiences as well as the importance they have on being a father of a kid with autism. The research chronicles their journey, beginning with how they discovered the child's disability and continuing through the obstacles they encountered along the way, including the stress, the pleasures, and their altered perspective. This chapter examines the results of the research in the context of the relevant literature, and it concludes with recommendations. According to the results of this research, current literature on dads of children with autism is mostly supportive with their findings. In previous research in this field, quantitative techniques on families with autism predominated, which has aided us by providing us with a solid foundation of knowledge and facts to build on.

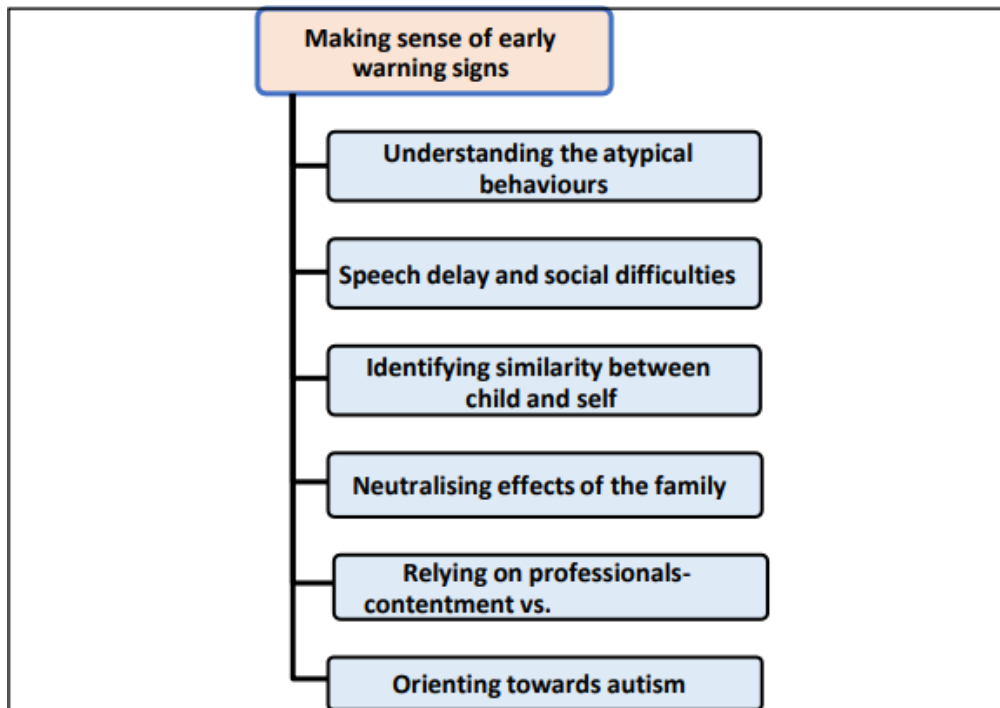


Fathers Experiences Of Raising A Child With Autism

When taking into consideration the experiences of dads, it was discovered that the three study topics were interconnected because of the influence of the kid on the family, the self, and the social environment. As a result, the topics have been presented as a group. Parents experienced a slew of difficulties, ranging from recognising the signs to dealing with a lack of communication, dealing with the social environment, dealing with future anxieties, and even dealing with happy times.

Making Sense Of Early Warning Signs

In the beginning, all of the dads' lives were filled with the traditional hopes and dreams of having a "normal" kid. None of the dads had any personal experience with disability or impairment in relation to any of their children or grandchildren. It started as a whole new experience for the families, one that was completely unanticipated and unknown, as represented in all of the accounts. Even though they may have forgotten many of the key events that had occurred in their lives over the years, they were able to recall and communicate the emotions and sentiments that were still a part of them. Autism has been seen as a continuing journey in this setting, as many of the dads have gone back and recounted their experiences, beginning with the period when they first recognised some atypical signs for the first time and working their way forward. They were obvious that this was not a one-way trip, but rather a continuous one, with new difficulties and experiences at each level of the growing process.



Understanding the atypical behaviours.

Despite the fact that autism is often diagnosed between the ages of three and four years, by the time a kid is 18 months old, parents are generally aware of the child's missed milestones. This era of early identification by parents, as well as the efforts they take to diagnose their children, is what allows for timely and proper intervention. Depending on the culture and shared cultural ideas, this sequence may differ, and it may have an impact on the understanding of the condition, its genesis, and treatment options.

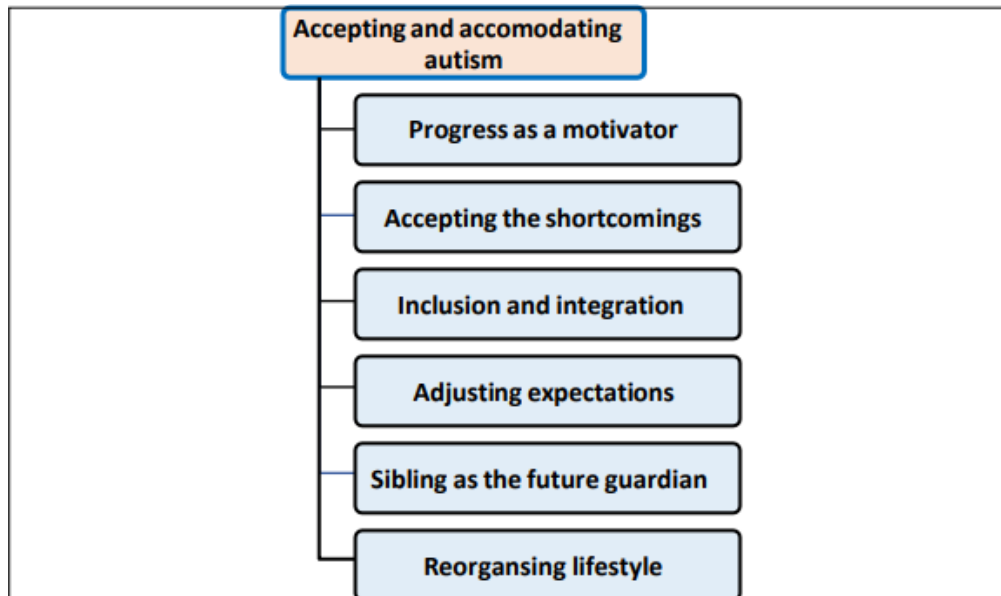
According to the findings of the current research, all dads expressed worry about the child's abnormal and perplexing



behaviours. Despite the fact that they were not thinking about the actual developmental milestones, all dads were acutely aware of the differences in their child's growth. The average age of the kid at which dads in the current research expressed anxiety was between one and a half and two and a half years, according to the results of the study.

Accepting And Accommodating Autism

Despite the fact that raising a kid with autism is difficult for families, they manage to overcome their difficulties and thrive in the face of adversity. It is possible that parental acceptance will have an influence on the adaptation of other family members towards the person who has a handicap. According to a detailed examination of cultural beliefs, the belief in destiny, or Karma, is at the root of the amount of acceptance (Danseco, 1997), which is heightened when the source of the impairment is believed to be a punishment for one's crimes. Consequently, if the origin of the impairment is based on fatalistic ideas, such as retribution for wrongs committed in a previous life, it may be inferred that acceptance of the condition is better and more positive in this situation. Acceptance is a healthy coping technique, and once dads accepted their children's autism as a condition, they were able to take the necessary actions to address the issue. In the present research, the majority of Parents had learned about and understood their children's autism. Parents' stress levels are proven to be negatively related to their acceptance of their child's issue, as has been shown in earlier research.



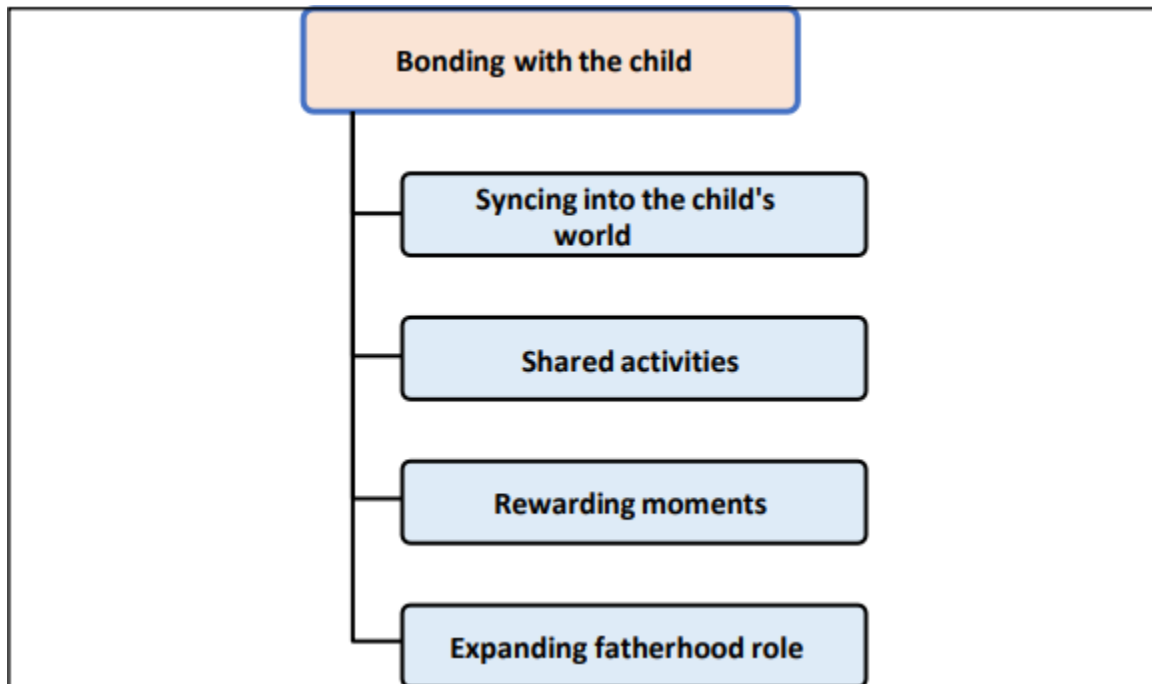
Personal Transformations

Throughout the stories, dads talked of the numerous changes that occurred in their life as a result of having a kid and the feeling of satisfaction that the child provided. The dads in this research experienced and shared many wonderful and joyous occasions despite the difficulties they faced. In the process of raising the kid and being a part of his world, they had many pleasant moments, paternal delights, and other pleasures. As a result of their ability to see the lighter side of things, they came to feel "fortunate" with the kid and their experience. Those events were life-changing for the dads in a variety of ways, and they assisted them in their quest to achieve a condition of balance. Personal transformations allude to the good changes that dads have seen in themselves, their connection with their spouse, and their bond with their kid. When asked about the transformation from the initial phases of being sad and disturbed by the diagnosis, followed by emotions of loss of normality, to embracing and appreciating the child's individuality, the Parents in this research were receptive to talking about their experiences. It's possible that concentrating on the good features produced some psychological advantages for them. It has also been shown in previous research that this pleasant and uplifting time with the kid is possible.



Bonding With The Child

It was important to Parents that their children were accepted for who they were, regardless of their differences. The dads' resilience was strengthened as a result of the child's accomplishments and growth, which enabled them to embrace autism as a part of their life. Despite the fact that these milestones did not correspond to the child's developmental age or stage, they believed it was nevertheless worthwhile to commemorate them. In their conversation, they spoke of the special attachment they had had with their kid. They wanted to enter this alien world in order to better understand him, so demonstrating the great empathy they had for him. All of the dads experienced a similar sense of purpose and pleasure in spending time with their son participating in mutually rewarding shared activities that demonstrated the emotional connectivity they had formed with the youngster. This subject demonstrates the Parents' concern for their children, as well as their development and acceptance of a more comprehensive involvement in their children's lives. They attempted to balance their roles as parent and husband to the greatest degree possible, and they were successful. Here is a breakdown of the sub-themes:



V.CONCLUSION

Autism is a developmental disorder of neurobiological origin that is defined on the basis of behavioural and developmental features. Autism is best characterized as a spectrum of disorders that vary in severity of symptoms, age of onset, and association with other disorders. However, much research is still required in order to develop optimal intervention strategies, not just in childhood, but across the lifespan. Far more is still to be learned, too, about the genetic mechanisms involved, and the ways in which these affect brain development and brain function.

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