

Children with Autism Spectrum Disorder Engage in Child-Directed Communication Behaviours during Mother-Child Interactions

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ABSTRACT

The development of communication abilities in early children is heavily influenced by child-directed verbal and nonverbal behaviours. Autism spectrum disorder is a brain development disorder that affects how a person perceives and interacts with others, resulting in social interaction and communication issues. Limited and repetitive patterns of conduct are also part of the illness. In autism spectrum disorder, the term "spectrum" refers to the vast range of symptoms and severity. Autism spectrum disorder encompasses disorders such as Asperger's syndrome, childhood disintegrative disorder, and an unidentified form of pervasive developmental disability that were formerly regarded different. Some people still refer to autism spectrum disorder as "Asperger's syndrome," which is considered to be on the milder end of the spectrum. Autism spectrum condition manifests itself in early life and leads to difficulties in social, educational, and occupational settings. Autism signs appear in youngsters as early as the first year of life. A tiny percentage of children appear to develop normally in the first year, but subsequently regress between the ages of 18 and 24 months, when they begin to show signs of autism.

Keywords: Communication Behaviour, ASD, Mother-Child Interactions

INTRODUCTION

From infancy onwards, parent-child interactions offer the major social learning setting. In parent-child interactions, a number of social-cognitive and socio-emotional processes emerge, including emotion regulation and recognition, referencing, gaze following, pointing, and communicating. Although prenatal and genetic variables have a significant role in the development of intellectual impairment, children's early environments may have the power to influence developmental trajectories and encourage resilience in children at risk. At the age of three, children were labelled as having undifferentiated delays based on developmental tests and the absence of known hereditary disorders [1]. At the age of four, mother-child contact was measured using observer assessments of structured laboratory tasks and naturalistic home observations. The negative consequences of environmental deprivation and the ability to enhance developmental outcomes by improving the caregiving environment highlight the relevance of the social context for children's cognitive development. Early developmental theories are used to assist and enhance children's cognitive development through scaffolded interactions with competent caregivers. A parent encourages development by delicately directing and extending a child's skills beyond his or her unaided capacities, according to this viewpoint. A number of studies have discovered that stimulation,

specifically the quality and type of maternal education, is crucial for cognitive development in new-borns who are at risk for a variety of reasons [2]. Effective maternal scaffolding appears to predict language development, increased independence in everyday activities, improved problem solving, and generalised social-emotional adaptation for children with identified developmental delays. Researchers discovered that maternal scaffolding predicted later social skills for children with early delays more strongly than key child characteristics, such as relative developmental level and early emotion regulation. Significant evidence links maternal sensitivity to a variety of favourable child outcomes, including safe attachment, cognitive and linguistic development, and social and emotional competence. Traditional definitions of sensitivity, such as warmth and contingent responsiveness, were incorporated into the maternal positive-sensitivity construct employed in this study, as well as evidence associating good emotion and learning. The parent-child connection is embedded within the larger context of parent-child exchanges. The level of synchronisation in dyadic encounters has been emphasised in the quest to identify basic markers of relationship quality. Dyadic synchrony, which covers mutuality and reciprocity in parent-child connection, is thought to facilitate exploration, communication, stable attachment, and self-control, and is thought to offer a basis for positive

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development. Furthermore, the quality of a mother-child positive affective relationship throughout the preschool years has been connected to cognitive growth and social competence, whereas mutual negativity may be at the root of harmful family processes [3]. Many new therapies for ASD are being investigated, including behaviourally based techniques, pharmaceutical approaches, as well as complementary and alternative approaches. However, many of the existing therapies, which many families already employ, have little empirical backing. Parent-training programmes are gaining popularity as a way for parents, who are the true experts in helping their children succeed, to learn how to use behavioural analytic principles on a regular basis. Treatment for children is not confined to sessions with a behavioural therapist." Overall, "behavioural therapies, particularly those based on ABA principles, show some of the strongest evidence for enhancing certain skills for children with ASD," according to the researchers. However, behavioural techniques can take a long time to develop, and finding a provider might be difficult. Although ABA-based therapy might be costly, they are increasingly being reimbursed by insurance carriers.

CONCLUSION

Other types of methods, as well as behavioural interventions, are

used in many therapy approaches. This includes placing children in organised classes, providing training and assistance to parents, and providing alternative communication options for children with ASD. Social scripting and video modelling are two other ways for social growth. When physical therapy is used as part of an early intervention programme, it is most successful. Pharmaceutical therapies can help with impatience, hostility, and self-injurious conduct, which are all behavioural characteristics of ASD. So, according to mother-child interaction, a strong, secure attachment bond is a crucial basis for successful limit setting and consistency in discipline, which leads to enhanced mental health for both the parent and the child.

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