

Exploring the Type of Maladaptive Behaviors with the Most Impact on Quality of Life in Preschool Children with Autism

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Abstract

The impact of Maladaptive behaviors on the health-related quality of life (HRQOL) of pre-school children with Autism Spectrum Disorder (ASD) is relatively unexplored. This study intends to explore the extent of influence that different types of Maladaptive behaviors (Internalized, Asocial and Externalized) have on HRQOL in this group, when background characteristics (age, gross monthly income, housing type and daily sleep duration) and adaptive functioning are controlled.

Scales of Independent Behavior-Revised (SIB-R) and background characteristic questionnaires from 99 caregivers of children with ASD seeking treatment at KK Women and Children's Hospital were collected. These were used to assess the severity of Maladaptive behaviors, the level of Adaptive functioning and a few background characteristics of these children. The relationship of these with Psychosocial and Physical HRQOL in these children is assessed with Pediatric Quality of Life Inventory (PedsQL).

Autism spectrum disorder (ASD) is a long lasting neurodevelopmental issue portrayed by disabilities in social connection and correspondence, and limited, dreary examples of conduct, exercises, or interests. The predominance of ASD gives off an impression of being rising around the world, with ASD assessed to influence around 1 in each 88 people.

Chemical imbalance range issue is perceived as a significant general wellbeing concern due to its beginning stage, deep rooted perseverance, and elevated levels of related hindrance. This weakness is inferable not exclusively to the center manifestations of ASD, yet additionally to the scope of coinciding conditions that people with ASD regularly experience, including passionate and social issues, rest, taking care of and eating issues, tactile sensitivities, learning and scholarly handicaps, just as co-dismal wellbeing and psychological well-being analyze. These coinciding conditions can be of equivalent or more prominent worry for guardians and educators of youngsters with ASD than the center highlights of ASD, and significantly affect conduct the executives, learning obtaining, and the improvement of social connections.

Issue practices (or maladaptive practices as they are alluded to in this paper), described by troublesome, damaging, forceful, or altogether dreary practices, are common in little youngsters with ASD. For instance, Dominick et al. discovered that 32.7% of kids with ASD showed forceful practices including hitting,

kicking, gnawing, and squeezing others. More than seventy five percent of these kids indicated forceful practices both at home and outside the home, and hostility was coordinated toward more than one individual in 92% of cases. Self-damaging conduct, including head slamming, hitting oneself, and gnawing oneself, was available in very nearly 33% of youngsters with ASD. Besides, 70.9% of youngsters with ASD had encountered a time of serious hissy fits and, for 60% of these kids, fits of rage happened consistently and were a steady (as opposed to wordy) issue during the period in which they were available.

A few creators have noticed a solid negative connection between the capacity to impart and the commonness of maladaptive conduct in small kids with ASD. Self-damaging practices among kids with ASD have likewise been connected to their responsive and additionally expressive correspondence shortfalls. It follows that when treatment programs center around building up the small kid's relational abilities to the degree that they can fill in as viable substitution practices, a decrease in the maladaptive conduct may result.

Maladaptive practices are especially hazardous in bunch settings, for example, early intercession administrations, childcare administrations, and preschools, as they can be problematic to the learning system and posture critical difficulties to the kids with ASD themselves, their companions, and staff. Consequently, maladaptive practices are among the most regularly recognized hindrances to the incorporation of youngsters with ASD in bunch settings.

Further, when maladaptive practices become a built up part of a youngster's conduct collection, they are probably not going to diminish and, as indicated by Berg et al., will normally remain or decline without intercession. Whenever left untreated, these practices can fundamentally lessen a kid's social and instructive open doors by restricting their admittance to accessible medicines, learning exercises, communications with others, network encounters and, specifically, their capacity to progress to, and partake in, school programs. Notwithstanding negatively affecting kids with ASD themselves, various examinations have demonstrated that guardians' degree of mental trouble is related with the seriousness of their kid's maladaptive practices just as their ASD side effects.

Accordingly, early intercessions for little youngsters with ASD should consolidate the administration of maladaptive practices. Given the connection between maladaptive practices and deficiencies in correspondence and social abilities, it is

significant that intercession approaches focus on these center shortages. Myers and Johnson contend that the essential objectives of intercession for kids with ASD ought to be to augment the youngster's practical autonomy and personal satisfaction by lessening the center manifestations of ASD; encourage improvement and learning; advance socialization; diminish maladaptive practices; teach and backing families. They propose that, notwithstanding focusing on correspondence and social abilities, contemporary extensive intercession approaches for ASD should focus on a decrease in troublesome or maladaptive conduct by utilizing observationally upheld systems, including useful conduct appraisal (FBA). FBA is "the way toward deciding the expectation a wrong conduct serves for acquiring an ideal result and supplanting that conduct with a more fitting one that achieves a similar objective".

The overall significance of early mediation for ASD is broadly perceived, and is upheld by examines indicating better results with prior treatment. Early intercession for ASD, particularly that initiating before the time of 3 years, brings about fundamentally improved results comparative with mediation starting further down the road. Early intercession in the principal long stretches of life offers the best potential for kids as mind pliancy is most noteworthy during this period, empowering the foundation and redesign of neuronal systems in light of natural incitement

Multiple Regression revealed that Maladaptive behaviors have greater impact on HRQOL than Adaptive skills and background characteristics. Asocial maladaptive behaviors have the most unique influence on HRQOL out of the three Maladaptive behaviors, suggesting difficulties in social interaction and communication manifested by children with ASD play the largest role in their HRQOL at this age. Adaptive skills have a smaller but still unique impact on HRQOL, while background characteristics are not significant.

The specific types of Asocial Maladaptive behavior and their impact of HRQOL in this age group can be further studied with ASD-specific scales like Social Responsive Scale (SRS) and Repetitive Behaviors Scale-Revised (RBS-R). More targeted behavioral intervention can be then developed to improve the quality of life amongst preschool children with ASD.

Biography:

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[32nd International Conference on Mental and Behavioral Health, April 22-23, 2020](#)

Abstract Citation:

Faith Kok, Exploring the Type of Maladaptive Behaviors with the Most Impact on Quality of Life in Preschool Children with Autism, Mental Health Congress 2020, 32nd International Conference on Mental and Behavioral Health, April 22-23, 2020