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ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

FEATURES OF SOCIAL AND PSYCHOLOGICAL ADAPTATION OF CHILDREN WITH AUTISM SPECTRUM DISORDERS

Specialty: 6114.01 – “Social psychology”
Field of science: Psychology
Applicant: Nargiz Firdovsi gizi Sultan

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The dissertation was completed at the Department of Psychology of the Azerbaijan University of Languages.

Scientific supervisor:

Doctor of philosophy in psychology,
associate professor

Ibragimbekova Rena Fuad

Official opponents:

Doctor of psychology, professor

Gurbanova Gulnara Kazim



Doctor of philosophy in psychology,
associate professor

Huseynova Sudaba Novruzali

Doctor of philosophy in psychology

Abbasova Afərim Ali

Dissertation Council FD 2.43 of Supreme Attestation Commission under the President of the Republic of Azerbaijan operating at Baku State University.

Chairman of the
Dissertation council:

Doctor of psychological sciences,
professor

Aliyeva Kamila Ramiz

Scientific secretary
of the Dissertation council:

Doctor of philosophy in psychology

Mustafayev Mushvig Hussen

Chairman of the scientific
Seminar:

Doctor of psychological sciences,
professor

Shafiyeva Elmira Huseynova



GENERAL CHARACTERISTICS OF DISSERTATION

The relevance and degree of development of the problem.

Autism is one of the most pressing issues among the various developmental disorders affecting children. Although this problem has been studied in isolated periods in the past, more information is made available since it has become widespread phenomenon in recent years. Studies show that autism is a behavioral disorder that does not require treatment and is definitely more common in boys than girls. Due to the increasing number of children with autism, focused approach, care and social support are among priorities of our state nowadays.

It should be noted that in the 21st century, the autism spectrum disorder, as a widespread phenomenon in the world, became very relevant for Azerbaijan as well. As specified in the annual report of the World Health Organization (WHO), mental disorders occur in both sexes and at all ages in every country of the world, regardless of social and ethnic origin. At the same time, mental disorders become a heavy burden for society as a whole, and according to experts, this burden continues to grow.

So, according to international statistics, in 2000 the global burden of mental disorders was 12.1 percent, while in 2020 it reached 15 percent. Mental and behavioral disorders are associated not only with economic damage, but also with big social losses as result of suicide, violence, drug addiction, poverty, homelessness, stigma (recognition of mental illness as a symptom), discrimination [1, p.3].

Late identification of mental disorders in children and adolescents and failure to provide appropriate social-psychological services may lead to a decrease in human capacity in the country, as well as an increased number of disabled people among the population. Autism Spectrum Disorder is one such mental disorder.

Recently, childhood autism has become widespread. The number of people with this mental disorder constantly and rapidly increases. In the late twentieth century, one in every 1,600 people was diagnosed with autism, while now one in every 68 people has the autism spectrum disorder. In the scientific literature, autism is categorized as a developmental disorder. The term "autism" was introduced

by E. Bleuler (1911). By this definition, he referred to extreme forms of social contact disruption characterized with detachment from reality and withdrawal.

One of the most important problems that children with autism spectrum disorders face is related to their social and psychological adaptation to their social environment. Adaptation is a cornerstone of the twentieth-century development theory. Jean Piaget, who conceived this theory, defined human development as a process of adaptation. In general, the problem of social-psychological adaptation still remains one of the major themes in many modern psychological research areas including social psychology.

Autism is a serious disorder that significantly affects a person's life and environment. Individuals with autism need appropriate support to realize their full potential, as well as to solve their social complications. Just like the rest of us, they need their understanding and acceptance of their individual features in the society. Many of them simply cannot survive without our support. The burden of the autism problem falls first on the family, and then directly or indirectly on the state.

Failure to timely identify the problem and involve the child and the family in an early intervention program aggravates the situation and results in high dependence on external support as the child grows up. In such a case, there emerges a higher need for the state care and protection of those children.

Thus, the adaptation of autistic children to social life will allow them to reduce their dependence on support and to meet their need in self-sufficient life, study, work and self-realization. Such adaptation of children with autism spectrum disorder begins and evolves primarily in the family.

The condition known today as autism spectrum disorder, also referred to as childhood autism or childhood autism spectrum disorder (all of them meaning the same), was first described by Leo Kanner, a US child psychiatrist. Internationally, the problem of autism was studied by such scholars as E.R. Baenskaya, L.S. Vygotsky, I. Karpenko, K.S. Lebedinskaya and O.S. Nikolskaya, I. Mamaychuk, S. Robert, I. Spitzberg, G. Asperger, V. M. Bashina, E. Bleiler, E. Bondi, O.

Bogdashina, F. Volkmar, L. Weisner, L. Vismara, T. Geller, D. Dawson, V. E. Kagan, L. Kanner, D. Cohen, S.S. Mnukhin, M. Rutter, A. Rhett, S. Rogers, D. Tara, S. Folstein, L. Frost, et al. In Turkey, autism was studied by such researchers as N. Tarhan, C. Özbek, I. Vural, K. Adnan. They explored the problem in terms of general theory, psychological, education and age group characteristics.

In Azerbaijan, nowadays autism spectrum disorders are a special priority in scientific studies. In the country, the problem is reflected in both pedagogical and psychological studies of B.H. Aliyev, K. R. Aliyev, E.I. Shafiyeva, R.H. Gadirova, N.F. Ismayilov, R.I. Aliyev, T.M. Verdiyeva, L.Sh. Amrahli, etc. It should be noted that these studies focused mainly on pedagogical or psychological direction. The socio-psychological aspects of the problem were almost out of their scope.

Research object: social and psychological adaptation of children suffering from autism spectrum disorder.

Research subject is the behavioral patterns of parents in families that have children with autism spectrum disorders.

Aim and objectives of the study. The aim of the study is to analyze family relationships, to identify the correlation between the methods of raising children with autism spectrum disorder and the psycho-emotional status of their parents, and also to identify the differences between moderate and severe cases of autism spectrum disorder in children. Guided by the problem and aim, object and theme, the study envisaged achievement of the following objectives:

1. To analyze existing theoretical background of autism spectrum disorder and review related literature, and to study the scientific, theoretical and practical context of this problem.

2. To determine the composition and elements of the parent-child relationship during diagnostics of the autism spectrum disorder in a child.

3. To study the characteristics of relationships in family that have children with autism spectrum disorders.

4. To study the changing emotional condition of parents of children with various levels of autism spectrum disorders.

5. To analyze changes in the behavioral patterns of parents of children with autism spectrum disorder described in the clinical and psychological literature.

Research methods. The methodological ground of the study is the basic paradigms of A. Bandura's theory of social learning, cognitive theory of personality, as well as the psychology of social environment and relationships.

These methods are as follows:

1. Theoretical analysis – theoretical analysis of scientific literature on the research problem.

2. CARS (Childhood Autism Rating Scale) - a scale for assessing autism in children.

3. PEP-R (Psychoeducational Profile-Revised) - Revised psychoeducational profile.

4. Synthesis of information.

The results of this study were processed using SPSS software.

The main hypothesis of the study: If the relationships of children with autism spectrum disorder with their parents are well-established and if the characteristics of autism spectrum disorder are taken into account in this process, these relationships will have a positive effect on the motivation and social and personal development of children.

According to the main hypothesis, the following **auxiliary hypothesis** is defined:

- There is a significant correlation between parents' behavior and their attitude towards the disorder based on the levels of the child's autism spectrum disorder.

- If children with autism spectrum disorders have adequate emotional connection with their parents, it will have a positive effect on their education achievements, as well as the development of social and personal skills.

The main provisions for the dissertation defense are:

- Adaptation of autistic children to the social environment, socialization as a whole may be so poor that as a result, they become withdrawn and show either indifferent or affective attitude to the changes in their environment.

- Involvement of children with autism spectrum disorders in the early intervention program helps them better adapt to the social-psychological environment.

- The family plays a key role in the effective adaptation of children with autism spectrum disorder to the environment. The participation of parents and other family members in the early intervention program and acquisition of relevant knowledge, habits and skills have a positive effect on the social and psychological adaptation of children.

- Since the main activity of children at an early age is playing, their close communication with their siblings and peers, and playing together have a positive effect on the development of their social and communication skills, and ultimately on their social and psychological adaptation.

- The study identified that the family-centered approach is more effective than the patient-centered approach in the process of social and psychological adaptation of children with autism spectrum disorders.

- If diagnosis and correction of children with autism spectrum disorder is carried out on time and correctly, it is possible to achieve certain positive results.

- The main focus of psychological and correction work with children with autism spectrum disorder is their social and psychological adaptation which prompts development of other areas.

Scientific novelty of the study:

- The study explored clinical and psychological description of the changes in the behavior of parents of children with autism spectrum disorder and also the impact of these changes on the formation of personal qualities and social skills of children with autism spectrum disorder.

- Overall, it is the first time, when a study defines the role of social-psychological trainings in the process of social and psychological adaptation of children suffering from autism spectrum disorder, and explores the influence of the parent-child relationships on personal and social skills.

It is also the first study in Azerbaijani psychology that explores the characteristics of socio-psychological adaptation of children with autism spectrum disorders. This includes:

a) empirical and experiment-based study of the process of social and psychological adaptation of children with autism spectrum disorders;

b) clarification of the role of the family in the process of social and psychological adaptation;

c) analysis of the role of the early intervention program in the process of social and psychological adaptation.

Theoretical and practical significance of the study. The study allows to consider the development of social and psychological adaptation of children with autism spectrum disorder and helps to synthesize various approaches, including socio-cultural and cognitive ones, to explore such adaptation processes of such children. The present study does not just summarize the socio-psychological problems of autistic children, but also focuses on their self-sufficiency, acquisition of independent behavioral skills, motor skills, adaptation to social life, etc. It also analyzes the important features of individual development through special support and training and can be the basis for further research in this direction. It feeds into theoretical expertise which allows to measure social and personal skills. Practical significance of the study - our study has practical significance, as it covers a number of areas, including education, training, pediatrics, etc.,. This provides an opportunity to develop recommendations for improving the work aimed at the better social and psychological adaptation of children with autism spectrum in families and other social environments. The study outcomes can be used in practice by defectologists of special educational institutions, speech therapists and parents of autistic children.

Testing of the study results. During the research process of this dissertation the author made a number of scientific publications and participated in regional and international scientific-practical conferences.

The organization where the dissertation is written. The study was carried out at the Department of Psychology at the Azerbaijan University of Languages.

The composition of the dissertation. The composition and volume of the dissertation, including the number of characters by section. Dissertation consists of introduction, three chapters, conclusion and bibliography. Introduction range is 7 pages and 9,830 characters, Chapter I range is 46 pages and 78,794 characters, Chapter II – 43 pages and 72,543 characters, Chapter III – 24 pages and 33,287 characters, Conclusion – 4 pages and 5,716 characters. The total volume of this dissertation is 215,170 characters.

CONTENT OF WORK

The introduction defines the relevance of the problem, its development level is justified, the goals and objectives of the research, the object and subject, hypothesis, methods, scientific innovation, the theoretical and practical importance of the research and specifies the main provisions for the dissertation defense.

The first chapter of the dissertation "Adaptation in Psychology" consists of three sub-chapters. The first sub-chapter of the chapter 1 is entitled "Analysis of the literature on the process of adaptation in psychology" and clarifies the adaptation ideas put forward by the scholars of the main scientific approaches in psychology. It explains the adaptation concept, synthesizes the psychological research conducted in this field, i.e., analyzes the works of scholars who studied the problem, and clarifies the meaning of the adaptation concept. It notes different approaches to the adaptation process. This sub-chapter analyzes different and similar aspects of adaptation and clarifies adaptation components through examples from various theoretical directions.

The most complex and diverse aspects of adaptation are manifested in human activity, where, for example, behavioral, cognitive, psychophysiological components, as well as subjective-personal components of the adaptation process emerge. The directions of adaptation studies are systematized and the main paradigms are clarified. At the

same time, this subchapter examines the influence of self-efficacy on the adaptation process.

The mechanisms of social and psychological adaptation are clarified in the second sub-chapter of the chapter 1 entitled "Features of social and psychological adaptation". Psychological studies show that social adaptation involves the interaction of the subject with the social environment, intensive adaptation of the individual to the expectations and circumstances set by the society. In other words, this process can be characterized as the integration of a person into society. At the same time, this subchapter clarifies and systematizes the research directions of social and psychological adaptation.

The third sub-chapter of the chapter 1 of the dissertation is called "Social and psychological features of adaptation in childhood". This subchapter analyzes the psychological adaptation of parents of children with autism spectrum disorders, as well as specific models of family adaptation and variety of related studies. It clarifies the role of coping strategies in overcoming the stress situation that parents of children with autism spectrum disorders face and their adaptation. This subchapter explores issues related to the socialization of children with autism spectrum disorders. It notes special importance to justify new approaches and create suitable conditions to ensure the child's successful development, education, training, health and integration into society.

The second chapter of the dissertation "The Problem of Autism Spectrum Disorder" consists of three sub-chapters. The first sub-chapter "Autism - a multifactor phenomenon in the development of the child's mentality" discusses the research on the autism problem. Autism spectrum disorder is considered one of the global neuropsychological problems of the 21st century. Autism is a developmental brain disorder that begins before the age of three and lasts for a lifetime, impairing social interaction and communication, and leading to restricted and recursive behavior. The analysis of the conducted studies makes it clear that the autism spectrum disorder is associated with numerous genetic mutations, including rare gene mutations and chromosomal variations. There are three main indicators of the emerging autism: prevalence; incidence; cumulative incidence. Research shows

that there are many different subtypes of autism that result from a combination of genetic and environmental factors. Since autism is a spectrum disorder, each person with this disorder has both strengths and challenges. It is noted that there is no consensus in the scientific literature regarding the emergence of autism. From this point of view, the mental development and social adaptation of children with autism spectrum disorder have very complex and diverse features.

The second sub-chapter of the chapter 2 is called "Types of autism spectrum disorder and distinct characteristics of children with this type of disorder." This subchapter analyzes the types of autism spectrum disorder and the characteristics of relevant children. Children with autism spectrum disorder have unique social adaptation needs. The development and implementation of special methods to support and engage such children require a deep understanding of the socio-psychological aspects of their adaptation.

The third sub-chapter of the chapter 2 called "The influence of social and psychological factors on the adaptation of children with autism spectrum disorders" analyzes the general symptoms and diagnosis of autism in children, the development of autism symptoms at different ages, the educational and psychological problems faced by autistic people in their daily life, and the psychological qualities of their parents.

The third chapter of the dissertation, called "Empirical research", is dedicated to the description, analysis and interpretation of the scientific research conducted by the author. The methods used in the research process are described in the first sub-chapter of the chapter 3 called "Organization, conduct and analysis of the research". The Denver Developmental Test was used in this study. An experiment was conducted with two groups of children with autism spectrum disorder who participated in the "Denver model" program together with their parents.

The experimental group included 30 families who attended the trainings, and the control group included 30 families who did not participate in the trainings, but whose children attended a psychotherapy course. Children who received psychotherapy and whose parents participated in the training went through the Denver Developmental Test,

and the results were analyzed. The statistical analysis was performed based on SPSS, version 16.0.

The second sub-chapter of the chapter 3 is called "Processing the results". This subsection analyzes the results of the study. First, it provides a statistical analysis of demographic indicators, which is important in clarifying the influence of various factors.

Demographics of families taking the Denver Developmental Test

Table 1.

Families who participated in the Denver Developmental Test					
	Q-ty	Min.	Max.	Average indicator	Standard deviation
Family	60	1	2	1,50	0, 504
Average indicator	60				

As can be seen from Table 1, a standard deviation greater than the mean value indicates that the values differ substantially. To further clarify this, independent samples T-test was first examined to explain whether the independent variable "Family" is influenced by training on children's personal and social development, fine motor skills, gross motor skills, and speech development. The related results are shown in the table 2.

Indicators of families participating in the training and not participating

Table 2.

Families who participated and did not participate in training					
	Family	Total	Average indicator	Standard deviation	Standard
Personal Social	Experimental	30	2.83	0.461	0.084
	Supervision	30	1.23	0.504	0.092
Fine motor skills	Experimental	30	2.47	0.681	0.124
	Supervision	30	1.43	0.679	0.124
Gross motor skills	Experimental	30	2.13	0.730	0.133
	Supervision	30	1.33	0.606	0.111
Speech	Experimental	30	2.20	0.761	0.139
	Supervision	30	1.27	0.583	0.106

Independent sample test results

Table 3.

Independent sample test results								
	Levene's test for equality of variances			T-test mean value			95% valid variances	
	F	Significance	T	df	Significance (2*)	Mean	Low	High
personal social	0.906	0.345	12.829	58	0.000	1.600	1.356	1.850
			12.829	57.548		1.600	1.356	1.850
Fine motor skills	0.108	0.748	5.884	58	0.000	1.033	0.682	1.385
			5.884	57.999		1.033	0.682	1.385
Gross motor skills	0.768	0.384	4.616	58	0.000	.800	0.453	1.147
			4.616	56.107		.800	0.453	1.147
Speech	4.443	0.039	5.331	58	0.000	.933	0.583	1.284
			5.331	54.327		.933	0.583	1.284

It should be noted that the independent sample test, takes the family factor as an independent variable, and as it is known from the average scores, social development, small motor, gross motor, and speaking skills are analyzed between the groups. Since the significance level is $\alpha < 0.05$, i.e., there are differences between the personal and social, small motor, gross motor and speaking skills of children with disabilities related to the family factor.

After determining the effect of the independent variable, one-way Anova test was used to find out whether or not the effect of the

variable on all skills was the same. The test results are shown in the table below.

Skills development based on the family education level

Table 4.

Skills development based on the family education level				
	Levene Test	F1	F2	Significance
personal	0.906	1	58	0.345
social				
Fine motor skills	0.106	1	58	0.746
Gross motor skills	0.768	1	58	0.384
Speech	4.440	1	58	0.039

Skills development based on the family education level – ANOVA test

Table .5.

Skills development based on the family education level - ANOVA test						
		Square total	Variance	Mean square	F	Significance
personal social	Between groups	38.400	1	38.400	164.571	0.000
	In groups	13.533	58	0.233		
	Total	51.933	59			
Fine motor skills	Between groups	16.017	1	16.017	34.620	0.000
	In groups	26.833	58	0.463		
	Total	42.850	59			
Gross motor skills	Between groups	9.600	1	9.600	21.306	0.000
	In groups	26.133	58	0.451		
	Total	35.733	59			
Speech	Between groups	13.067	1	13.067	28.420	0.000
	In groups	26.667	58	0.460		
	Total	39.733	59			

If we look at group statistics and significance, based on $\alpha > 0.05$ being greater than the difference in group variables and the mean

square in Anova test being less than $\alpha < 0.05$, we can conclude that training received by families, as the variable has a positive effect on the personal and social development of children. The result indicates small statistically significant differences in the impact on motor, language and gross motor skills of children. All these results are used to measure the difference in skills. These findings contain many indications to support our hypothesis. However, these results are received at the post-test phase. A paired samples t-test was used to determine what these skills were before and what changes occurred in them.

Pre-test and post-test results of children with autism

Table 6.

	Средний показатель	Всего	Отклонение	Стандарт
Pre-test - personal social	138.38	30	33.472	8.386
Post-test – personal spcial	197.41	30	33.508	8.337
Pre-test – fine motor skills	119.01	30	22.475	7.332
Post-test – fine motor skills	139.55	30	22.506	7.221
Pre-test – gross motor skills	121.03	30	44.221	9.233
Post-test – gross motor skills	144.05	30	44.341	9.121
Pre-test – speech	143.09	30	123.001	5.325
Post-test - speech	168.89	30	122.344	5.221

As can be seen, social and psychological adaptation is reflected in completely different numbers at pre-test and post-test phases. At the pre-test phase, after involving parents in training, children with autism showed significant changes in social personality, small motor skills, gross motor skills and speech, and their scores increased.

At the end of the training, attention was drawn to the question of what skills should be further developed in parents so that autistic children acquire better social skills. For this reason, linear regression analysis was performed. The results are grouped in the following tables:

Skills development and improvement indicators

Table 7.

Skills development and improvement indicators				
Model	R	R square	Adjusted R-squared	Standard deviation
1	0.860a	0.739	0.735	0.260
2	0.902b	0.813	0.806	0.222
3	0.909c	0.826	0.816	0.216
a. Forecast: (stable), social, personal				
b. Forecast: (stable), social, personal, fine motor skills				
c. Forecast: (stable), social, personal, fine motor skills, gross motor skills				
d. Dependent variable: family				

Development skills improvement – Anova test

Table 8.

Improvement ratios						
Model		Non-standard ratios		Standard ratios	t	Significance
		B	Standard deviation	Beta		
1	(Always)	2.440	0.081		30.287	0.000
	Personal-social	0.462	0.036	0.860	12.829	0.000
2	(Always)	2.646	0.082		32.455	0.000
	Personal-social	0.394	0.034	0.732	11.559	0.000
	Fine motor skills	0.177	0.037	0.299	4.725	0.000
3	Personal-social	2.716	0.087		31.371	0.000
	Fine motor skills	0.366	0.036	0.680	10.193	0.000
	Gross motor skills	0.168	0.037	0.285	4.586	0.000
	Personal-social	0.083	0.041	0.128	2.036	0.047

If we want to explain the answers, first of all we need to look at the probable applicability of our model and as we can see above,

personal social skills (70%), personal social skills and gross motor skills (80%), personal social skills, small motor, large motor skills (80%) of our model demonstrates its applicability. Using this model, 80 percent of developmental skills (adjusted R-squared) were concluded to be valid for the population.

Since we mentioned the family as the dependent variable, we can conclude the model is usable, considering that its statistical significance level is less than 0.05. It can only be noted that speaking skills are not included in this model because they are not in line with the significance level. In our study, family participation in training is considered an independent variable, but since the development of variables in regression analysis is based on it, in this case family participation in training is considered a dependent variable.

If we want to develop skills that will improve based on family training in the next steps, we need to look at the beta criterion to get the answer to this question. According to the beta criterion, personal and social skills (0.860), fine motor skills (0.299) rank the second, and gross motor skills (0.128) rank the last. This means that if we strengthen the teaching of these skills in future training, we will help the psychological development of children with autism spectrum disorder in their families.

Since speaking skills do not correspond to the level of significance in the above model, it was concluded that there is no need to increase training in this area in future activities. In the process of socio-psychological development, children go through relevant stages of learning,

The third sub-chapter of the chapter 3 of the dissertation is called "The role of the family in the process of adaptation of children suffering from autism spectrum disorders". This subchapter analyzes the role of the family in the adaptation to society of children suffering from autism spectrum disorder. It notes that the birth of a child with autism or early diagnosis has a serious impact on the psychological condition of the family. This, in turn, indirectly complicates the social adaptation of autistic children. After a child is diagnosed with autism, every family reacts differently using different coping mechanisms. The psychological climate in the parent-child relationship depends on

the structure of the family, the nature of the relations between the generations in the family, the gender and age characteristics of the children, the attitudes among relatives, etc. As the family evolves, the parent-child relationship becomes more complex, multi-faceted and diverse. That relationship system manifests itself in various ways. Therefore, creating a positive psychological climate for family members is a very important and significant issue. The tolerant socio-psychological environment in the family has a serious impact on the future development of autistic children, and this factor should not be overlooked.

The research allows us to draw the following conclusions:

The conducted studies show that it is appropriate to divide autistic children into different groups depending on their intellectual level and social abilities.

Research shows that autism spectrum disorder is a syndrome that begins in childhood and accompanies individuals throughout their life. Symptoms of autism include impairments in mental and social development, limited language and communication skills, recursive behaviors, and excessive attachment to routine.

- According to research, children with autism spectrum disorders have a greater need for emotional attachment. Their behavior becomes effective in the stable, unchanging daily routine activities. This has a positive impact on their education achievements as well as their social and emotional development.

- The research results show that children with autism spectrum disorders may have special forms of behavior. They might seem not to hear their parents and ignore their words. In fact, they hear what their parents say, but cannot concentrate on the words. This is the result of hyperactivity syndrome. It is very important to pay attention to this matter.

- Studies show that children with autism do not mature psychologically, so they cannot withstand physical activity. Their biggest difficulty is adapting to the social environment and building relationships with family members.

- Among the problems that autistic teenagers encounter, the inability to communicate and the difficulty in expressing thoughts play a

special role. Even if they have a rich vocabulary, their speech usually seems boring and limited because they do not use many words. People with autism spectrum disorder have problems with communication. But purposeful, systematic correction work may lead to big achievements.

- As a rule, autistic children get tired quickly and are irritated by their peers. Therefore, parents should constantly monitor the relationships of their autistic child. Parents should avoid conflict situations for their autistic child in the family.

- For these and other reasons, parents and specialists should pay special attention to autistic children, work with them, and pay attention to their emotional life.

- According to the results of the study, autistic teenagers who change their usual social environment and leave their known family environment feel more anxious and become more aggressive. Autistic children with mental retardation think little about the future, they cannot imagine their future. Due to their weak self-awareness, they cannot adapt to new environment and changes, and therefore they get excited and lose themselves in a new context. They react in two ways: they either become very passive, lethargic and meek, or they become anxious and hyperactive.

- Observations show that autistic children do not want to spend time without their parents, unlike their normally developed peers. Although the mother is the provider and organizer of the mental development and educational activities of such a child, conflicts and tensions with the mother can arise easily and with no obvious reason.

- When mothers and fathers of autistic children establish emotional contact with them and assist in their intellectual development, they build sincere relationships. Such relationships can compensate the lack of communication and peer relationships in children with autism.

- Studies show that one of the main characteristics of autistic children is social adaptation. Many factors influence the emergence of social disadaptation. These include somatic diseases, movement limitations, sensory disorders, lack of development of higher mental

functions, etc. As a result, children have indecisiveness, lack of will, pathological character traits, neurotic reactions, mental disorders, etc.

- It was determined that the overall and mental development of children with social adaptation disorders is much lower than the required norm and does not meet the curriculum requirements of general education schools. Therefore, when designing curricula, their behavior and education dynamics should be taken into account. Continuous correction training should be conducted under supervision.

- The study shows evidence that one of the reasons for the autism aggravation is related to family context. Conflict, coldness, indifference between husband and wife or parent and child also affect the family environment.

Considering the importance of the family in the socio-cultural context of personality development, this fact is of great importance for the effective work of psychologists working with children with ASD in Azerbaijan.

The following scientific works were published by the author in connection with dissertation research:

List of scientific publications authored by Nargiz Sultan

1. Социально-психологические проблемы воспитания в семье ребенка с расстройством аутистического спектра ADU, Elmi Xəbərlər jurnalı. Bakı. 2021 №1, с. 93-99
<http://82.194.16.162:8080/xmlui/bitstream/handle/123456789/1194/Elmi%20xeberler%202021%20n1.pdf?sequence=4&isAllowed=y>
2. Теоретические аспекты изучения социально-психологической адаптации в психологии. ADU, Elmi Xəbərlər jurnalı. Bakı. 2021 №3, с.77-84
<http://82.194.16.162:8080/xmlui/bitstream/handle/123456789/1239/Elmi%20xeberler%20№%203%202021.pdf?sequence=1&isAllowed=y>
3. Autist uşaqların valideynlərinin qarşılaşdığı problemlərə dair. Azərbaycan Respublikasının Təhsil İnstitutu Elmi əsərlər jurnalı. Bakı. 2022. №3, s.66-70
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Address: Academic Zahid Khalilov street, 33. Postal Code: AZ 1148. Baku city, AZ-1073/1

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