



## Parenting in Improving the Ability of Self-Care in Children with Autism Spectrum Disorder

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*Article History:*

**Received**  
2025-01-20

**Revised**  
2025-04-30

**Accepted**  
2025-05-14

**Published**  
2025-06-20

**Abstract.** Autism is not only a deficit in communication and behavior, but it also experiences limitations of self-care. This causes them to require appropriate parenting to develop their ability in self-care in order to create a more independent life. This study aims to explore parenting patterns in improving the ability of self-care in children with ASD using the parenting dimension theory by Baumrind. This study used the qualitative method with a phenomenology approach. Data collection was carried out by interviews and observation. Informants consisted of two families who have children with ASD with an age range of 6-12 years old. This study demonstrated that authoritative parenting is effective parenting because it prioritizes a balance between freedom and guidance. This can form the ability for self-care, especially in children with ASD.

**Keywords:** *parenting; self-care; autism spectrum disorder*

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## Introduction

Autism Spectrum Disorder (ASD) is a neurodevelopmental disorder characterized by a deficit in social communication, limited interests, and repetitive behavior (Hodges et al., [2020](#)). Based on DSM-5, the diagnostic criteria of autism spectrum disorder are persistent deficits in social communication and social interaction, as well as limited and repetitive behavior (Posar & Visconti, [2022](#)). This condition will impact children's development, both mental and physical developments (Sari et al., [2022](#)).

Autism has different perspectives and behaviors compared to children of the same age, which often demonstrates a tendency to think and behave according to their preferences. Individuals with autism are also correlated to connectivity disorder, so they will be difficult to regulate and difficult to direct (Irawan et al., [2022](#)). This occurs in children who became the subjects of this study. Based on the statements of both families, their children's behavior is difficult to regulate, so parents must be extra in parenting. This is also explained in a study by Maharani and Nadhirah ([2024](#)), which stated that children with autism have behavior considered self-directed and uncontrollable or undirected, such as pacing back and forth, jumping, running around, screaming, showing aggression, difficulty concentrating, and repetitive behavior.

Children with autism have difficulty processing language, so they are often thought to be deaf, playing improperly, and having inappropriate emotions (Tatodi et al., [2022](#)). Speaking and language abilities in children with autism are inversely proportional to normal children at the same age. They have difficulty in communication, both verbal and non-verbal. However, in another case, they are able to speak but unable to interact or communicate normally with others. Articulation abilities of children with autism cannot develop properly because they fail to make eye contact with others, respond appropriately, exhibit echolalia, and pronoun reversal, which result in a verbal message deficit, leading to low articulation abilities (Siwi, [2021](#)).

According to Baumrind (in Handayani, [2021](#)), parental control refers to the way parents control, guide, support, and accompany their children in carrying out developmental tasks. Parenting patterns in raising a child with autism really determine how the child grows and develops. Parents of children with autism should select parenting styles that are appropriate for their children (Kusumawati & Soesyasmoro, [2022](#)).

Baumrind (in Lestari & Yumra, [2022](#)) divided parenting patterns into two dimensions: demandingness and responsiveness. Responsiveness generally refers to how parents are sensitive to their children's needs. Demandingness generally refers to rule factors and disciplines applied by parents (Irene & Agustina, [2024](#)). Ma'arif & Zulia ([2021](#)) also mentioned that parenting patterns consist of two dimensions: responsiveness and demandingness, where

responsiveness is related to parental acceptance, affection, understanding, wanting to listen, focusing on their children's needs, calming and praising children. Meanwhile, demandingness is related to parents' demands in the form of monitoring, discipline, and willingness to face when children are violating.

Based on Edemekong et al. (in Ramadhan et al., [2024](#)), self-care is a variety of basic skills in taking care of oneself independently, including eating, taking a bath, and traveling. In general, parents do not necessarily teach self-care to normal children because they will imitate adults around them. Different from normal children, children with special needs require special teachings about self-care, such as taking care of, brushing teeth, and toileting (Meadow in Fahlevi & Basaria, [2022](#)).

Children with special needs are unable to take care of themselves due to challenges in interacting, communicating, and behaving, so the goal of providing special education or training in self-care is to enable them to carry out daily activities independently (Nurrahmawati, 2022). Children with special needs are generally highly dependent on their parents, so parents are expected to have adequate knowledge about self-care to be role models for their children (Handayatun & Fitria, [2024](#)).

The limitations of language and communication experienced by children with autism can cause them to have difficulty learning, especially about independence and daily activities. Self-care is really important, but it is difficult to do for children with autism because they have difficulty concentrating (Rafikayati et al., [2023](#)). This complex problem contributes to significant limitations in various activities related to motor, cognitive, and sensory functions, especially in daily activities, which require cognitive and sensorimotor skills. Thus, children with autism are unable to have independence in taking care of themselves (Afifah & Asnah, [2021](#)).

In raising children, every parent wants to give the best to their children, and this desire drives the parenting approach applied by parents (Anjani & Sopandi, [2022](#)). Parenting is an important aspect in preparing a more complete behavior model for children. Parenting patterns in raising a child with autism really determine how the child grows and develops. Parents of children with autism should select parenting styles that are appropriate for their children (Kusumawati & Soesyasmoro, [2022](#)). A study regarding parenting patterns in children with ASD has been widely conducted. However, previous study regarding parenting dimensions by Baumrind with self-care of children with autism is still limited.

Fatmah & Satiningsih ([2024](#)) divided several steps that can be carried out by parents to train children to be more independent, including involving children in daily activities, such as putting in clothes or shoes, cleaning the house, and allowing children to do their activities when they make mistakes. Another step is to train children in making decisions and teaching about

responsibilities that every action has consequences. The last step is to train children to express their feelings and teach children about socialization. In line with the study by Fatmah, the same things are also explained by Narulita et al. (2021), where self-care training that can be carried out is self-care, communicating, socializing, and toilet training.

This study was conducted in two families who have children with ASD to describe real parenting practices. Two children from these two families can be considered quite independent in simple daily activities, even though there are still certain tasks that require parental assistance. Therefore, solidarity and cooperation between parents are required to help children's development be more optimal.

Parenting applied by parents also influences the development of children's independence. Parents who have children with autism must understand that children will achieve optimal development if they are provided good, directed, and structured care (Syaputri & Afriza, 2022). Overly permissive or excessively strict parenting can hinder the development of children's independence, so parents must find appropriate balance in providing demands and support for children (Nurfitri, 2021).

Therefore, the researcher conducts this study to analyze the parenting patterns based on parenting dimensions by Baumrind in improving self-care in children with *Autism Spectrum Disorder*.

### **Methods**

This study used a qualitative approach with a descriptive phenomenology design. This is in line with the objective of the study, which is to describe parents' experiences in taking care of children with ASD. This study focused on parenting patterns of parents who have children with autism spectrum disorder. Moreover, this study used a descriptive phenomenology approach (Husserl), which emphasizes the description of participants' direct experiences (Tarumingkeng, 2024). The researcher used phenomenology because this approach is able to lead to reality, knowing something clearly regarding the meaning of an incident and the relationship with individuals in certain circumstances (Moleong in Tumangkeng & Maramis, 2022).

This study began with obtaining a permit letter to conduct the study, which was signed by the advisor and submitted to the institution as a requirement for collecting data in the institution. The study was conducted at SLB Negeri Surakarta (Special School) on Friday, May 17, 2024. After that, the researcher conducted interviews with parents whose questions had been prepared in advance. The second interview was conducted on May 21 and 22, 2024, at the children's house and school.

The participants' criteria for this study included parents who are the primary caregivers without assistance with children aged 6-12 years with autism and were two families. A child from Family 1 was diagnosed with ASD at two years old as directed by a doctor when their child was taken to the hospital. In family 2, the child was diagnosed with autism at four years old and supported by the test results carried out in one of the psychological clinics.

In Family 1, the researcher conducted interviews with the parents, Mr. B (43 years old) and Ms. F (34 years old). Meanwhile, in Family 2, the researcher could only carry out an interview with the mother (Ms. R, 46 years old) because her husband was working, and she was only comfortable if the interview was carried out in the therapy room. The backgrounds of these two families were different; the husband of Family 1 is a parking attendant, and his wife is a full-time housewife with three children, all of whom are children with special needs. Meanwhile, the husband of Family 2 is an entrepreneur, and his wife is a full-time housewife with two children.

Data collection methods in this study used observation and interviews. Observation was conducted by observing the children's behavior, especially when they were called or asked to do something. Before the interviews were conducted, respondents were provided with *informed consent* and asked to sign as evidence that they agreed to provide the information. Interviews in this study were conducted in a semi-structured method with questions about how and to what extent parents understand children's needs, especially in teaching self-care activities. The questions were designed to be open-ended to avoid "yes" or "no" answers from respondents.

Interviews were conducted for 1-2 hours, according to the children's therapy schedule, and were recorded with the respondents' consent, then were presented in the form verbatim and then analyzed. The researcher prepared a list of questions based on two dimensions of Baumrind's parenting patterns, which are demandingness and responsiveness. In addition, the researcher added information about the diagnosis so that there are 21 questions. To ensure the interview ran smoothly, the researcher created question items based on the themes outlined in Table 1.

Table 1.  
Question Items

Theme	Questions
<i>Demandingness</i>	<ol style="list-style-type: none"> <li>1. What form of prohibition is carried out at home?</li> <li>2. How is punishment applied to children?</li> <li>3. What limitations do parents impose on their children?</li> </ol>
<i>Responsiveness</i>	<ol style="list-style-type: none"> <li>1. Have you ever felt disappointed or angry? And how did parents accept their child's condition?</li> <li>2. In the acceptance process, do parents compare their children with other children?</li> <li>3. How is communication between parents and children?</li> <li>4. How perceptive are you to your child's needs?</li> </ol>

Sampling was conducted using snowball sampling, where the researcher identified and appointed certain individuals who could provide the required data. Based on the data obtained from the previous participant, the researcher will determine other participants that can provide more complete data (Sugiyono, [2013](#)). This study was also conducted in two cities, Surakarta and Salatiga.

The data analysis technique in this study used what was proposed by Miles and Huberman ([1994](#)), namely data reduction, which is a procedure of selecting, focusing, simplifying, abstracting, and transforming data from written field notes. Second was data presentation, which is a collection of compact and organized documents so that drawing a conclusion can be carried out. The last was drawing a conclusion, where, according to Sugiyono ([2020](#)), the conclusion is initially temporary, but if it is supported by valid evidence when the researcher is in the field, then the conclusion can be counted. In this study, the results of the interview were analyzed through a coding manual and then were grouped into theme and sub-theme according to parenting dimensions and self-care behavior.

Moreover, the researcher used the data credibility test method proposed by Raco ([2010](#)), including member checking, which is data checking that has been conducted by the data provider. The second was triangulation, which involves data checking conducted by checking data that has been obtained from several sources.

### Results

The results of the interview showed difficulty in raising children with autism. However, these two families have accepted the reality that they have "special" children, and they have carried out their obligations as parents of a child with special needs, including routine therapy to support children's development.

Table 2.  
Research Theme

Theme	Summary	Family 1	Family 2
<i>Demandingness</i>	Parents will determine prohibitions for their children and limitations to control them. Applying a punishment system to discipline their children	<ol style="list-style-type: none"> <li>1. Prohibiting flour-based foods</li> <li>2. Setting sleep schedule</li> <li>3. Children are accustomed to using physical punishment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prohibiting junk food, flour-based foods, sweet food, and gadget</li> <li>2. Freeing children as long as they are safe and applying the principle of consequences</li> <li>3. Using physical punishment accompanied by gentleness</li> </ol>

<i>Responsiveness</i>	The process of parental acceptance towards children's condition and parents' involvement as a form of supporting children's growth and development.	1. The lack of a husband's role makes the mother always feel insufficient	1. Parents are united
		2. Lack of supporting environment	2. Using flashcards and sign language
		3. Using body language and word repetition	3. Addressing <b>his/her</b> lack of knowledge through several sources and education
		4. Giving praise as a form of appreciation to children	4. Giving rewards in the form of praise and food to encourage positive behavior

Parenting plays an important role in children's development, especially for children with autism, which requires more specific attention. Based on the results of interviews with the two families having children with autism, the researcher conducted an analysis of parenting patterns based on two parenting dimensions: demandingness and responsiveness.

### ***Demandingness***

#### **Parents' Prohibition**

The two families apply several prohibitions related to dietary habits and the use of gadgets. The implementation of these prohibitions and limitations will form obedience and discipline in children. Family 1 has prohibited certain foods, such as noodles, wheat, and milk, to avoid excessive energy increases in children.

*"Foods, such as noodles, wheat, and milk because too many noodles can cause increased energy" (Mr. B)*

Dietary habits and the use of gadgets help children understand what is health and responsibilities. The role of parents is to explain the reason why this prohibition is applied, not only to make children obey the rules but also to help them understand and control them so that they can encourage children to be independent in making decisions in the future.

*"D is not allowed to use a phone, except on weekends, and no sweet foods, bread, noodles, and junk food" (Ms. R)*

#### **Parents' Limitation**

Setting a sleep schedule includes child discipline. A child's stable sleeping habit has a significant impact on emotional regulation, concentration, and the ability to reduce hyperactive behaviors. It can be seen in Family 1, who apply the limitations to set children's sleeping schedules. When children get enough sleep, they will be more ready for activities and interactions, thus facilitating self-care learning.

*"Bedtime because I usually come home late and children are waiting for me" (Mr. B).*

This is different from family 2, who apply the principle of consequences so that children are more educated and understand the consequences. Family 2 also does not apply any special limitations for children as long as it is safe to do. This can be carried out to avoid too much interfere from parents so that children feel they have limited space to move.

*"As long as it is safe, I will not forbid him miss.. I also usually set some boundaries and consequences are his responsibilities, as long as I have already explained to his" (Ms. R)*

### **Punishment**

If parents use excessive physical punishment as a form of child discipline, it will have a negative impact and lead to anxiety for children. On the other hand, if parents use understanding-based and consequence of an action, children can learn about responsibilities.

In Family 1, the person who gives punishment is the father because, according to the family's statement, the person who often gives punishment and disciplinary action is the father. Meanwhile, Family 2 is not as strict as Family 1 and only occasionally uses physical punishment.

*"I usually pinch him, and if he is with me, he will hide" (Mr. B)*

*"He tends to be more aggressive due to his father. Actually, I disagree because he is still able to be approached gently" (Ms. F)*

*"I don't use physical punishment, except for excessively inappropriate behavior" (Ms. R)*

Implementing strict rules and discipline will impact the formation of habits when doing daily activities, which plays a crucial role in developing children's development. Developing a disciplined mindset in children helps them gain obedience, understanding, and satisfaction. This also helps them train their ability to decision-making.

### **Responsiveness**

#### **Parents Acceptance**

It cannot be denied that emotional turmoil is definitely felt by parents when knowing their child's condition; they feel sad, disappointed, and questioning. As experienced by Family 1, especially the mother, she was never at the point of rejecting her child's condition. However, in the beginning, she is disappointed, especially towards herself, and continuously explores the problems of autistic children, such as how to handle tantrums. Family 1, especially the mother, experienced difficulty emotionally in the process of accepting the child's condition, especially due to a lack of support from the husband because the process of acceptance cannot be undertaken alone, but it requires support from family, friends, and professionals.

*"At the beginning, it was difficult, but now I have accepted it. However, my challenge is on my husband because he doesn't want to collaborate, whereas I wish we could go through this together, not only me" (Ms. F)*

Meanwhile, the process of acceptance in Family 2 was faster because they focused on providing therapy as the first step. Acceptance with an open heart can increase children's self-confidence. When children feel that they have been sincerely accepted, they will have a desire to explore their abilities, and they will be braver in learning new things and taking risks.

*"At the beginning, there were a lot of questions, not angry, and I started to accept it when I realized that my child needs help, so I prepared everything before it's late" (Ms. F)*

Besides accepting the child's condition, parents must also accept that their child will be different from other children without trying to change them to behave the same as other children. Compared with other children, it must not be carried out by parents because children with autism have their uniqueness, and parents must be more accepting and focus on providing support so that children can develop optimally.

As a parent with autistic children, there is a possibility to compare children with other children; this occurs in Family 1, where parents often compare their children at school. They feel that their child has many weaknesses.

*"Yes, but when things don't go as expected, I'll definitely feel frustrated, so I prefer to compare to how he was before instead" (Ms. F)*

Family 2 also experienced similar things, where parents compared their child with other children. However, it is useless, and their current priority is to support a child's development to be better because comparing children leads to no solution, as each child has their own unique development period.

*"I ever compared with other children, but it never ends as every child has their own strengths and weaknesses" (Ms. R)*

### **Communication**

In training children's communication skills, Family 1 used body language and repeating words. Family 2 also trained the child's communication skills through repetition, and these two families were assisted by therapy so that the children's communication skills improved and developed.

*"For two-way communication, he has not able to do. However, he usually points at something so he uses body language" (Ms. F)*

*"I usually keep talking to D even though he speaks with hesitation, but he understands it" (Ms. R)*

By having regular communication, a bridge for meaningful communication will be created. When children are encouraged to have discussions and explain reasons for every action, it will assist them in gaining a deeper understanding, developing their own perspective, and becoming a reference to train self-care. Children's communication can be enhanced through the use of simple

language. Parents can be assisted by the use of symbols, pictures, or sign language to help children understand the information delivered.

### **Parents' Assistance**

When parents assist their children in learning activities, parents can be a role model for positive behavior. If parents are active, consistently involved, and actively assist their children, it can improve learning habits and provide opportunities to develop abilities and a sense of responsibility for children. Parents are responsible for parenting, education, and care of their children. In the case of children with special needs, such as autism, parents play a significant role in developing their social skills, independence, and self-confidence.

It can be observed in these two families, where they consistently and intensely provide assistance in the child's learning process. Parents will dedicate special time only to assisting their children in various activities.

*"I usually stay right by his/her side, teaching him anything that's easy; the important thing is that I don't do other things, so 100% of my time is for him" (Ms. F)*

Autistic children have challenges in communicating, interacting, and understanding, so parents' roles are required to assist their learning process. When assisting children, parents should create a comfortable learning environment so children will be more focused. Based on observations of both families, they usually complete all household chores first, then give their time and energy fully to assist their children in learning.

*"I complete all household chores, and I prepare what will be used for learning; if he is bored, I prepare other alternatives, or I take him outside" (Ms. R)*

Generally, autistic children have shorter attention spans than other children, so they easily get bored, especially in activities that do not align with their interests and needs. Here, the role of parents is required to address children's boredom, which can be carried out by changing learning methods. These two families also apply this method; when children start to feel bored, parents change the method, for example, previously using puzzles, then switching to using flashcards.

### **Parents' Sensitivity**

Parents' sensitivity is really important for meeting emotional needs and children's development. Parents' sensitivity towards the needs of autistic children is really important in supporting optimal children's development. The form of parents' sensitivity is to understand the characteristics of their children that can be carried out by observing children's behavior and identifying the influencing factors so parents do not misinterpret in providing responses. To fully understand the needs of autistic children, patience, observation, exploring information, and continuous effort are required.

In Family 1, the mother has challenges in understanding the needs of the child due to a lack of information and support from her partner. Meanwhile, in Family 2, parents also always feel lacking in understanding the needs of their child because, for them, there is always new information that can be obtained from various sources and education.

*"7 to 8 out of 10 because his/her father sometimes understand it, so I actually need a father figure too, not just me, but yeah that's how it is"* (Ms. F)

*"I feel like I don't know everything if no one told me, so I welcome all suggestions because, for me, there's always something new"* (Ms. R)

### **Giving Praise**

When parents give praise to children, they should be specific and relate it to the child's efforts and achievements, which can later help the child build independence and motivation. Giving rewards or praise in terms of learning will make children more motivated to improve the learning goals that have been determined.

The two families have applied rewards in the form of verbal praise and some food as a form of appreciation and motivation to carry out the desired behavior. Based on the observation, praise is given to help children understand their values and efforts, not just to receive the prize.

*"Because he is visual, I often give him thumbs up for praise or sometimes food to help him learn more quickly"* (Ms. F)

*"My wife sometimes gives praise by saying things like 'hooray! You can say it'"* (Mr. B)

*"For rewards, I usually use some food"* (Ms. R)

Parenting applied by parents indirectly has a significant influence on the development and self-care of autistic children. The demandingness dimension plays a role in forming children's habits when doing daily activities. Meanwhile, the responsiveness dimension plays a role in helping children develop self-confidence and motivating them to become more independent.

Furthermore, responsiveness parenting uses an approach that prioritizes sensitivity, and with this parenting, parents play a role in supporting children's cognitive, emotional, and social development. This parenting also uses parents' responsivity as a key component; through responsivity from parents, they can recognize signals and respond appropriately.

### **Discussion**

The findings of this study indicate that the absence of father involvement, as observed in Family 1, leads to a lack of emotional support for both the mother and the child. This is emphasized by Begum et al. (2024) regarding the importance of involvement between both parents. Moreover, Reskiana and Suryadi (in Humairoo & Fikri, 2024) emphasize that parents of autistic children must be able to collaborate together harmoniously in raising their children. This collaboration

becomes an important foundation in creating consistent and more effective parenting; thus, children's development is more directed. This collaboration can also encourage children's independence, thereby increasing success in the learning process both at home and at school.

Children's development is not only the role of the mother, but the role of the father is also required because the father will be a role model for his child and a person who can give protection and take care of his child. Although the mother's role is important, the father's role is equally important and cannot be replaced by anything (Rizka & Manesah, 2024). In this study, Family 1 is lacking in togetherness or collaboration in raising children; this is because the mother is passive and the limited time the child spends with him because the father only plays a role as breadwinner. In fact, based on the study conducted by Asfari (2022), the father's role is required because the father's parenting usually involves physical activities, so children will enjoy them, especially boys.

Baumrind divided parenting into two dimensions: demandingness and responsiveness. Demandingness refers to high expectations from parents, limitations, and rules that control children. Moreover, responsiveness refers to the warmth provided by parents through affection, encouragement, and support (Batari & Savira, 2022). Syahrul and Nurhafizah, 2021 from these two dimensions, Baumrind then developed into several types of parenting, including authoritarian, authoritative, permissive, and neglected.

The two families in this study apply authoritative parenting, where it can be seen how parents raise their children, which is by giving directions, being strict, and prohibitions, but parents still give love and support; this makes children do activities easier, especially in self-care activities. A study conducted by Tobing & Napitupulu (2023) found that the most prominent is parents who apply authoritative parenting, where parents tend to be more firm but also warm and attentive, and parents will provide freedom but within normal limits. This is in line with the study conducted by Nuraeni et al. (2024), which stated that with authoritative parenting, children will grow up to be more sociable, assertive, and independent.

This aligns with a study by Tobing and Nurjannah (2024), which suggests that authoritative parenting is the most influential parenting. This is attributed to the alignment between parents' expectations and parents' responses. Moreover, with this parenting, children are expected to be more independent, grow, and develop according to their age. The implementation of authoritative parenting is consistent in both families in this study. This indicates that a balance between assertiveness and warmth is key in forming a self-care routine in children with AD, as emphasized by Nadila et al. (2024). This finding is reinforced by a study conducted by Dharma (2025), which emphasizes the importance of implementing balanced parenting, where children are given the freedom to learn and explore but still within the limit,

monitoring, and guidance from parents. Authoritative parenting effectively will form children's independence, self-confidence, and responsibilities.

One of the challenges faced by parents is when they have to repeat instructions periodically, which requires extra patience, as it is not an easy task. Besides verbal instructions, parents in this study balance with direct examples so that children are able to imitate, such as providing examples in self-care activities. This is reinforced by a study conducted by Luthfiana et al. (2024), which stated that giving instructions to autistic children must be carried out gradually and repeatedly until children are able to understand, even though requiring a long time. A study conducted by Kamilah and Awalludin (2021) stated that it is important to give repeated instructions in the process of autistic children to observe and imitate so that it will make changes in the learning process.

Giving praise to autistic children is a method for improving children's learning motivation. Generally, they face challenges in communication and interaction and are unable to express emotions, which can have an impact on their learning, so giving praise can be a positive reinforcement that can help children feel more appreciated and motivated to continue learning. This is also applied to the subjects of the study, where parents will give praise when children are successful in doing something so that children will be motivated to learn. This is in accordance with the study conducted by Auliah et al. (2023), who explained that giving praise to autistic children will have an impact on their learning process because children will be more enthusiastic when learning. Dani et al. (2023) also support this statement in their study, where when children are given rewards in the form of praise or hugs, it will make children motivated to learn, be independent, and feel loved and attention by their parents.

### **Conclusion**

This study shows that authoritative (democratic) parenting is effective parenting in improving self-care abilities in children with autism spectrum disorder. This is because parents are actively involved in children's development, especially in independence and self-care abilities. However, this study has several limitations, including subjects' answers often being repeated, a less conducive research environment, such as schools, therapy centers, and busy households, limited time, and limited access to additional data. For the next study, it is suggested to use a more structured method, expand the number of subjects, and choose a more conducive environment so that the results of the study will be more optimal and representative.

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