

Coping Strategies in Families of Children with Autism Spectrum Disorder: A Mini-Review

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Abstract: This mini review aims to identify the most frequently reported coping strategies used by families of children with autism spectrum disorder (ASD) and to explore the primary challenges encountered in applying these strategies. A focused review of 36 peer-reviewed articles published between 2019 and 2024 was conducted. The selected studies addressed various coping mechanisms among families of children with ASD. Strategies were categorized into four main types: positive, negative, problem-focused, and emotion-focused. The review revealed a predominant reliance on positive coping strategies, such as problem-solving, effective planning, and adaptation to daily challenges. Families also reported difficulties in applying these strategies, including limited social support and negative societal attitudes toward ASD. While most studies emphasized proactive coping, fewer studies addressed avoidant or emotion-focused approaches. Families of children with ASD tend to utilize constructive and solution-oriented strategies to manage stress and daily demands the review highlights the need for targeted interventions.

Keywords: *Coping strategies, autism spectrum disorder, families, problem-solving*

1. INTRODUCTION

Autism Spectrum Disorder (ASD) is a neurodevelopmental condition characterized by persistent challenges in social communication, restricted interests, and repetitive behaviors (AbouBakar et al., 2024). These features significantly affect not only individuals with ASD but also their families, who often experience chronic stress, emotional exhaustion, and a range of practical

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challenges in caregiving (Demšar & Bakracevic, 2023; Cvitković et al., 2024; Alfawair, A. MJ., 2025)

The coping capacities of families differ widely and are shaped by multiple contextual factors, including socioeconomic conditions, cultural values, and the availability of institutional support. In Palestinian settings, particularly in urban areas such as Nablus, families face additional obstacles such as limited access to specialized services, persistent social stigma, and inadequate governmental support structures (Al-Rujbi & Al-Abzouzi, 2024; Hammoudi, 2024).

While the literature on coping strategies in families of children with ASD is substantial, it often remains fragmented. Many studies address specific stress responses or behavioral outcomes without offering a broader synthesis of the types of coping mechanisms families use or the challenges they face in applying them. A coherent framework that integrates this knowledge is still lacking.

This mini review seeks to fill that gap by offering a focused synthesis of 36 empirical studies published between 2019 and 2024. The review categorizes coping strategies into four broad types—positive, negative, problem-focused, and emotion-focused—and examines recurring implementation barriers such as societal attitudes, limited community resources, and delayed diagnoses. The aim is to inform future interventions and policies by highlighting both effective practices and the systemic constraints that families encounter.

2. Methodology

This mini review adopted a focused literature review approach aimed at synthesizing key findings from recent empirical studies on coping strategies used by families of children with autism spectrum disorder (ASD). The review included 36 peer-reviewed articles published between 2019 and 2024, selected based on their relevance to the topic, accessibility, and methodological clarity.

Studies were identified using keyword searches such as “Autism Spectrum Disorder,” “coping strategies,” “parents of children with autism,” and “emotional adaptation,” across academic databases including Scopus, Web of Science, and PubMed, as well as open-access journals. Both qualitative and quantitative studies were considered, provided they addressed coping mechanisms used by family members in the context of ASD.

The included studies were analyzed thematically and categorized into four main coping strategy types: positive, negative, problem-focused, and emotion-focused. Emphasis was placed on recurring patterns, challenges faced by families, and practical recommendations proposed by the authors.

This mini review does not aim for exhaustive coverage but rather provides a

concise synthesis of dominant trends and insights useful for professionals and caregivers working in the field of autism support.

The current study relied on the Mini-Review method for studies related to the autism spectrum and the adaptation of families towards their children's infection with this disorder, where the aim of using the systematic review method is to reduce bias by identifying, compiling and evaluating studies related to a specific topic (Nunn & Chang, 2020), and in this study, the Mini-Review was applied through several procedures, namely:

1. Determine the databases through which studies relevant to the subject of the current study will be searched.
2. Define inclusion and exclusion criteria.
3. Selection of studies included in the review finally.
4. Analyze data from selected studies.
5. Summarize and interpret the results to achieve the objectives of the study

2.2 Selection of studies included in the Mini-Review

The studies included in the Mini-Review were selected according to the following:

- First: Identifying studies appropriate to the methodology, by selecting a number of databases and scientific journals, such as: Scopus, Web of Science, and the possibility of accessing open-source studies, as reliance was placed on Arab and foreign journals and the system database.
- Second: Search databases and scientific journals through a series of keywords that helped collect relevant studies, and the keywords that were used to filter the results were as follows: "Children on the autism spectrum", Or/And "Mothers of children with the autism spectrum", Or/And "Coping strategies for autistic children", Or/And "Autism coping strategies", Or/And "Autism spectrum disorder", Or/And "Autism Coping Strategies", Or/And "Coping ASD".
- Third: Allocating the scope of research to include Arab and foreign studies open source published in scientific journals in the period from 2019-2024.
- Fourth: Applying the criteria of inclusion and exclusion, where studies were selected that meet the following criteria:
 - o Study source: Scientific journal.
 - o Field of study: Psychology, Education, Sociology.
 - o Study methodology: quantitative, qualitative, experimental, mixed, clinical.
 - o Study sample: Parents of autistic children, autistic children, specialists/teachers, mothers, fathers.

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- Modernity: where recent studies have been discussed and shed light on children with autism spectrum.

Where inconsistencies arose between studies, patterns were noted and categorized by region, methodology, or sample type.

The CASP Checklist tool has been used to ensure quality and lack of studies, by including these studies within the criteria of this tool.

The number of studies reached (75) studies after applying the criteria of inclusion and exclusion.

- Fifth: Reviewing and organizing the selected studies, extracting data and ensuring their quality and relevance to the objectives of this study, and (36) studies were selected that conformed to the criteria for inclusion in the current study.

As shown in the following figure (1), the current study relied on the PRISMA scheme in the selection strategies for the included studies:

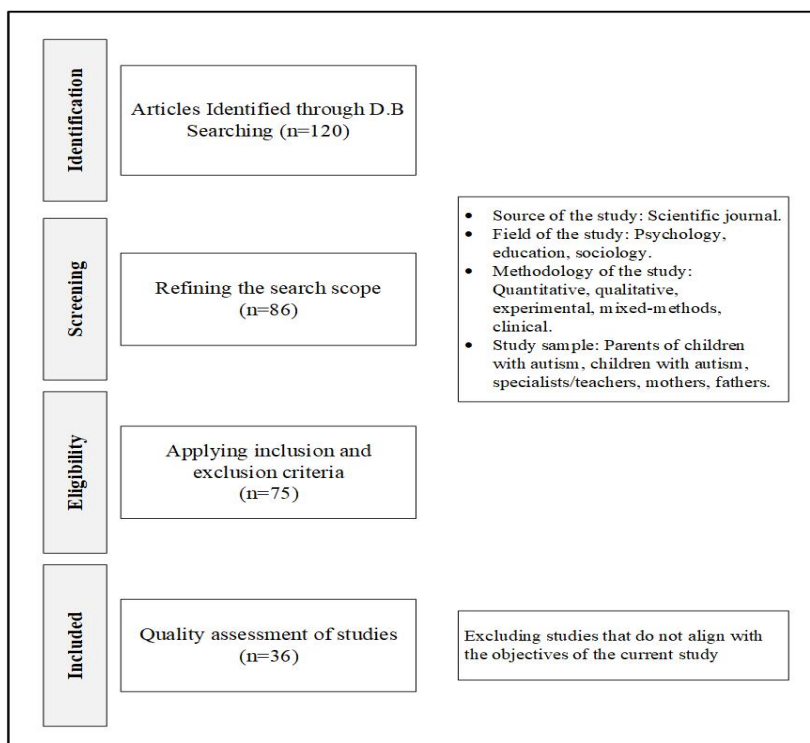


Figure 1
PRISMA scheme

Source:(Page et al., 2021)

2.3The problem of the study

The World Health Organization (WHO) estimates that one in 100 children worldwide are affected by autism spectrum disorder (ASD), a disorder

characterized by a wide range of symptoms that pose significant daily challenges for individuals with ASD and their families (Aboo Bakar et al., 2024). This is due to difficulties with social interaction and communication, repetitive behaviors, routines, and predictability.

Previous literature indicates that there are many strategies that families can follow and employ to adapt to the presence of a child with autism spectrum, some of which are positive such as strategies based on knowledge, learning and training, and some of which are negative such as isolation and emptying feelings, however, many research efforts have focused on coping strategies, and their impact on children, while there was a clear lack of studies that dealt with coping strategies or turning confrontation into continuous adaptation to the situation, and therefore A Mini-Review study was needed to identify the most common positive and negative coping strategies in families, and to have a greater understanding of the challenges faced by these families to implement positive strategies.

This study was limited to open-source research, studies and scientific papers, published from 2019 to 2024, related to the autism spectrum and coping strategies.

2.4 The importance of the study

The importance of this study lies in its ability to provide a deep understanding of the most common coping strategies used by families with a child on the autism spectrum. This will contribute to the development of more effective support programs for these families. Furthermore, this study can identify future research gaps in areas requiring further research. Many studies have discussed the importance of coping strategies for helping families with children on the autism spectrum, including studies by (Al-Dalabihi, 2023; Absat & Hamad, 2021). This study aims to identify the most prominent strategies that can help families with children on the autism spectrum address challenges that impact their quality of life.

2.5 Questions

The study seeks to review and discuss the previous literature on coping strategies among families of children with autism spectrum disorder, and the challenges facing these families and their adaptation to dealing with this disorder, with the aim of contributing to providing a review that contributes to highlighting these strategies and raising awareness about their adoption, through the following research questions:

1. What are the most important coping strategies addressed in previous

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studies in the families of children with autism spectrum disorder?

2. What are the challenges facing the implementation of these strategies in these families?

2.6 Objectives

The study seeks to achieve the following objectives:

- Identify the most important coping strategies for families of children with autism spectrum disorder.
- Identify the challenges facing the application of these strategies in families of children with autism spectrum disorder.

2.7 Study terminology

Autism spectrum: refers to a neurodevelopmental disorder, which leads to moderate to severe impairment in the individual's social interactions, communication and cognitive development, in addition to the presence of repetitive and restrictive behaviors (Aboo Bakar et al., 2024).

The researcher defines it procedurally as a significant developmental disorder that appears in children in the first three years as a result of a chemical defect in their blood or brain, which affects their developmental behaviors of learning, communication and thinking, which requires special treatment from those around them.

Adaptation: a behavioral process that reflects a satisfactory relationship of the individual with his general environment, whose goal is to provide balance or compatibility with the changes that occur in the environment, in its general and private parts (Abdul Hamid, 2024, p. 190), Al-Obaidi, Muhammad and Alaa (2010, 110) provide several definitions of adaptation based on psychology's approaches to this concept, as it is the extent to which a person understands his behavior, thoughts and feelings to the extent that he is able to draw effective strategies to face the pressures and demands of life and the changes in it.

The researcher defines it procedurally as the ability to cope with the difficulties and challenges facing a family with a child with autism spectrum, by working to build positive relationships with the case and its surroundings.

3. Results of selection of included studies:

A comprehensive examination of the studies that were finally identified in the study was conducted, and the main parts were studied and analyzed: objective, methodology, results, and conclusion, and in Table (1) a review of these selected studies:

Table 1

The Previous Studies Included in the Current Study

No	Author	Objective of the study	Methodology	Sample	Scope
1.	(Meleady et al., 2020)	Screening the adaptation of parents of school-age children with autism spectrum disorder without a co-diagnosis of intellectual disability.	Quantitative reconnaissance	Parents of children with autism spectrum	Ireland
2.	(Sumbane , 2024)	Explore and understand the emotion-based coping and problem-solving strategies that caregivers use to deal with the challenges of raising an autistic child	Descriptive exploratory	Caregivers of children with autism	South Africa
3.	(Aboo Bakar et al., 2024)	Review the challenges and coping strategies in the care of children with autism guided by stress and adaptation theory.	Systematic Preview	Ethnographic CVs written by parents of children with autism using electronic databases	Malays ia
4.	(Cvitković et al., 2024)	To investigate the coping strategies used by mothers of children with autism spectrum disorder or ADHD, and determine their relationship to their stress levels during the first lockdown in Croatia during the COVID-19 pandemic.	Descriptive Analytical	Mothers of children with autism or hyperactivity spectrum during COVID-19	Croatia
5.	(Higgins et al., 2023)	Survey the adaptation of parents with children with autism spectrum, focusing on the role played by positive perceptions, adaptation, self-efficacy, and social support for this adaptation.	Descriptive Analytical	Parents of children diagnosed with autism spectrum disorder.	Ireland
6.	(Atos, 2024)	Explore the experiences of families raising children with autism spectrum, and their strategies for dealing with different demographic conditions.	Mixed methodology (quantitative, qualitative)	Families with children with autism spectrum.	Philipp ines
7.	(Alós et al., 2022)	Identify whether there are differences in coping strategies between parents of children with disabilities (autism spectrum or other disabilities) and parents of	Descriptive Analytical	Parents of children without disabilities, parents of children with autism spectrum disorder,	Spain

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No	Author	Objective of the study	Methodology	Sample	Scope
		children without disabilities.		and parents of children with other disabilities	
8.	(Périard-Larivée et al., 2024)	Explore how mothers of children with autism perceive stressors and enablers such as resources, coping strategies, contexts, and adaptation outcomes in different areas of life.	Inductive and deductive	Mothers of children with autism between 2-8 years old	Canada
9.	(Frigerio et al., 2024)	Explore the experiences of parents who have children with autism and live in their home countries.	Comparative Experimental	Parents from Australia and Italy of children with autism.	Australia and Italy
10.	(Yaacob et al., 2022)	Explore the coping strategies adopted by parents of children with autism in northeast Malaysia.	Qualitative methodology	Parents of children with autism in northeast Malaysia	Malaysia
11.	(Karrit & Coetzee, 2024)	Explore parents' experience of raising their children with autism during the initial COVID-19 lockdown in 2020, and identify coping strategies and available sources of support.	Exploratory Qualitative	Parents of children with autism aged 6-12 years	South Africa
12.	(Vernhet et al., 2019)	Examine questionnaires of coping strategies in parents of children with autism, the factors influencing these strategies, and the interactions between them and perceived stress and their impact on parents' quality of life	systematic review	Self-surveys through Medline, PsycInfo and Eric databases	Studies from 2006 – 2017 in English and French.
13.	(Demšar & Bakracevic, 2023)	Determine the level of stress, anxiety and depression among parents of children with autism, as well as the coping mechanisms used.	Descriptive	Parents of children with autism enrolled in a specialized clinic	Slovenia
14.	(Mohamed Ahmed et al., 2021)	Evaluating the Impact of Parent Training on Coping Strategies on Stress Reduction among Mothers of Autistic Children	Semi-experimental	Mothers and their children with autism	Egypt
15.	(Sartor et	Knowing the adaptive resources	Descriptive	Parents with	Germany

No	Author	Objective of the study	Methodology	Sample	Scope
	al., 2023)	that act as media help parents deal with the demands in their daily lives.		children with autism	ny
16.	(Selvakumar & Panicker, 2020)	Assess quality of life, coping patterns, symptoms of depression, anxiety, and stress in mothers of children with autism spectrum disorder.	Descriptive	Mothers of children with autism	India
17.	(Shilubane & Mazibuko, 2020)	Explore the perceptions and coping strategies of parents of children with autism spectrum disorder (ASD).	Qualitatively using a phenomenological approach	Caregivers and mothers of children with autism	South Africa
18.	(Wesha, 2024)	Detecting teachers' representations of learners with autism spectrum disorder and how it affects their school inclusion	Qualitative approach	Teachers of students with autism spectrum	Morocco
19.	(Al-Shafi'i & Wadi, 2023)	To evaluate the effectiveness of GEHS social skills training groups for children with autism spectrum disorder without intellectual disabilities.	Case study	Children with autism spectrum	Morocco
20.	(Al-Dalabihi, 2023)	Identify the nature of the relationship between the problems experienced by parents of students with autism and coping methods	Relational descriptive	Parents of students with autism disorder	Saudi Arabia
21.	(Ben Zadi & Zaarour, 2023)	Identify the impact of the organized education program Teacch in the development of adaptive behavior collapses for children with autism spectrum disorder and the extent to which they develop and stimulate some of their emotional expressions and provide them with skills in communication and social interaction with others	Semi-experimental	Children diagnosed with autism spectrum	Algeria
22.	(Boutraa & Al-Zahra, 2024)	Identify the nature of parental treatment methods among mothers of children on the autism spectrum integrated in school and reveal the	Clinical approach (deep study of individual cases)	Mothers of children diagnosed with autism spectrum and integrated in school	Algeria

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No	Author	Objective of the study	Methodology	Sample	Scope
		parental treatment methods used by mothers.			
23.	(Fouires & Mehrazi, 2023)	Identifying the reality of family counseling for families of children with autism spectrum from the point of view of specialists by identifying the problems related to family counseling for these families and the most important proposed solutions	Descriptive	Psychologists	Algeria
24.	(Haj Mohamed & Bousaada, 2020)	Highlighting the concept of family counseling for families of autistic children, its objectives, the counseling relationship, and the most prominent counseling theories in guiding families of autistic children	systematic review	Related Studies and Literature	Algeria
25.	(Al-Otaibi, 2022)	Identify the reality of Saudi families' dealings with autistic children and the problems they face	Social Survey	Families of children with autism	Saudi Arabia
26.	(Al-Mshaqbah & Al-Smadi, 2021)	Identify the predictive ability of psychological resilience at the level of adaptation in parents of children with autism spectrum disorder.	Descriptive Analytical	Parents of children diagnosed with autism and enrolled in autism centers	Jordan
27.	(Sahrawi & Khamees, 2022)	Detection of unadapted cognitive diagrams among mothers of autistic children	Descriptive	Mothers of autistic children	Algeria
28.	(Mansouri & Hashimi, 2023)	Investigating the effectiveness of the systematic therapeutic approach and its techniques for the case of a child with autism spectrum	Clinical	Family of an autistic child (mother, father, older brother)	Algeria
29.	(Hammou di, 2024)	Knowing the repercussions of autism on the behavior of family members to reach a clear vision through which plans, mechanisms and perceptions of appropriate solutions and scientific treatments	Descriptive	Families of children with autism	Iraq

No	Author	Objective of the study	Methodology	Sample	Scope
		can be developed.			
30.	(Al-Rujbi & Al-Abzouzi, 2024)	Evaluation of Communicative Skills of Mothers of Children with Autism Disorder in Hebron City	Descriptive	Mothers of children with autism	Palestine
31.	(Maden & Awwara, 2020)	Highlighting the role of the educator specialized in the integration of children with autism by acquiring a set of skills, knowledge and qualifications and trying to adapt to this disorder.	Theoretical Analytical	Previous literature	Algeria
32.	(Merini & Mhamadi, 2022)	Detection of the level of metacognitive skills among a sample of mothers of children with autism and differences in the level of metacognitive skills according to both educational level and age.	Descriptive	Mothers of children with autism disorder	Algeria
33.	(Maysa & Bougra, 2023)	Building a psychological support program to achieve adaptation for mothers of children on the autism spectrum.	experimental	Mothers of children on the autism spectrum	Algeria
34.	(Bouteria & Hamel, 2024)	Identify the level of negative stress and reveal the nature of the strategies employed by the mother of the child with autism spectrum.	Clinical	Mothers of children with autism	Algeria
35.	(Izah & Al-Khaza'leh , 2021)	Identify coping strategies and their relationship to reducing burnout among parents of children with autism spectrum disorder	Relational descriptive	Parents of children diagnosed with autism spectrum disorder	Jordan
36.	(Absat & Hamad, 2021)	Identify the types of strategies to cope with psychological stress among mothers of autistic children.	Descriptive	Mothers of autistic children	Libya

CASP:

A. Select the relevant assessment criteria:

Depending on the type of study, the CASP specialized version of both qualitative and quantitative studies has been used (for example: CASP Survey for Meleady et al. (2020):

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Key requirements:

- clarity of the study's objective.
- Methodology of the study (design, data collection, analysis).
- The representation of the sample.
- evaluation of the findings and their reliability.
- Morality and possible prejudice.

B. Independent assessment:

Each study was assessed by two separate researchers using the CASP form.

Each standard's points were noted (e.g.: Yes, No, not clear).

An illustration of the Melegy et al. (2020) evaluation:

- Criteria for CASP Evaluation: The justification.
- Is the objective clear? The objective of the study was stated clearly.
- Does the methodology make sense? The quantitative design (survey) employed was suitable for achieving the objective.
- Does the sample have representativeness? Only Ireland is included in the sample.

C. Handling conflict resolution:

When there was disagreement among researchers (for example, when assessing the study's methodology by Aboo Bakar et al. (2024), the issues were discussed with a third researcher in order to come to an agreement.

D. Quality Assurance: Double-checking:

- To guarantee dependability, researchers computed Cohen's Kappa (≥ 0.80).

Through the quantitative analysis of the included studies, (46.8%) of these studies followed quantitative approaches, while the percentage of studies that adopted qualitative methodologies was (28.1%), the percentage of studies that adopted the experimental or semi-experimental methodology (12.5%), and studies based on the clinical method (9.3%), while there was only one study that relied on the mixed approach.

As for the novelty of this study, the studies conducted in (2024) constituted (34.3%) while the studies conducted in (2023) constituted (28.1%), and the least studies were those conducted in (2019) and represented in one study, which indicates the novelty of interest in the subject of autism and the behaviors and strategies of coping and adapting to this disorder, in addition to that the curricula used were more focused on the descriptive analytical methodology, while the orientation began as in the current study to the curricula others to have a greater and deeper understanding of this phenomenon and how to confront it through the best methods and strategies.

In terms of the distribution of studies according to the sample, the studies dealt with the samples that were identified, there were studies that took mothers, mothers and fathers as study samples, while there were studies that took children with autism as a sample, while other studies dealt with specialists and teachers.

4. Discussion

This Mini-Review comes to shed light on the coping strategies of parents of children with autism spectrum, which will provide a benefit to specialists and decision-makers in the Palestinian society to formulate future actions to address the challenges facing families with children with autism spectrum, and the following is a discussion of the results reached through the Mini-Review.

Q1: What are the most important coping strategies addressed in previous studies in the families of children with autism spectrum disorder?

Coping strategies, as they are called in the literature and books of educational psychology, refer to the ability based on a complex behavioral process, whose goal is to achieve a degree of balance between the factors surrounding the individual, whether these factors are natural or social, and between the motives, needs and values of the individual, which constitute his internal environment (Terziev, 2019).

Coping methods refer to those parties and cognitive and behavioral strategies used to deal with situations and difficulties facing individuals in their lives, which are considered challenges and threats to his personality, in an effort to avoid the possibility of any disorders in social, emotional and physical functions as a result of exposure to these situations that are stressful (Al-Dalabihi, 2023).

The Wesha (2024) study showed that there are difficulties facing parents of children diagnosed with autism spectrum, which has led to the creation of challenges that have repercussions on the family and on children together, including the use of violence, which children may be exposed to within the family, in specialized centers or in their schools, and the inaccurate diagnosis of some parents in their children, in addition to the lack of skills and abilities of some specialists, educators and teachers.

Jabrawi (2020) points out that there is a feeling of guilt that parents have, as a result of a sense of failure to have a (normal) child, and this feeling is helped by the child's lack of understanding and inability to communicate with him, and meet his needs.

Al-Otaibi (2022) also showed in his study that there are multiple problems faced by families of children with autism, most notably the lack of sufficient support from society to adapt to the conditions of their children with autism

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spectrum, which requires greater awareness of this issue in Arab societies.

Based on methodological standards drawn from theories of adaptive psychology and stress management, the study classified strategies into positive and negative categories, paying particular attention to:

Criteria for Classification:

1. Positive Strategies:

- Improve the physical and mental well-being of parents.
- Boost the capacity of families to manage the difficulties associated with autism.
- Use positive reappraisal or problem-solving techniques.
- Their ability to reduce stress is supported by scientific evidence (see, for example, the cited studies by Isaac and Al-Khaza'leh, 2021; Boutraia and Hamel, 2024).

2. Adverse Techniques:

- exacerbate tension or helplessness.
- rely on emotional dysregulation or avoidance (e.g., excessive crying, physical punishment).
- linked to elevated levels of anxiety and depression (Demšar & Bakracevic, 2023).

Analyzing studies objectively:

According to the findings of field studies that assessed the strategies' effects on parents' mental health, they were categorized. For example, the Absat and Hamad (2021) study revealed that the most popular and successful strategies were positive ones.

Theoretical Framework: Folkman and Moskowitz's (2004) stress coping model served as the basis for the classification, making a distinction between:

- Positive problem-focused tactics include education and planning.
- Emotion-focused tactics, like social disengagement or emotional repression, may be harmful if they increase stress.

Both qualitative and quantitative indicators:

- Positive: Studies with high coping scores (like the social support study by Meleady et al., 2020).
- Negative: Linked to feelings of loneliness (Boutria and Hamel, 2024) or elevated anxiety (Sumbane, 2024).

There are several methods and strategies to address and adapt to the challenges facing mothers and fathers of children with spectrum orientation, the most prominent of which are:

Positive strategies:

Among the positive strategies that can be resorted to by parents of children with autism are problem-solving strategies in stressful situations, and the study of Izah & Al-Khaza'leh (2021) indicates that this strategy is used to a moderate degree, and it is a positive strategy that contributes to reducing psychological stress in the parents of these children, which can be said to be the result of their knowledge and knowledge that alleviating psychological stress would contribute to increasing their abilities to adapt to their children's infection with this disorder, and a study confirms Bouteria & Hamel (2024) stressed the importance of this strategy, and the study of Absat & Hamad (2021) confirmed that positive strategies are most used by mothers and fathers to face the challenges and pressures arising from the presence of the autism spectrum in their children, and acceptance of satisfaction for that, by adopting a strategy of coexistence and correct planning for the life of the child with autism, while the study of Sumbane (2024), showed that after overcoming the stage of denial in parents, they begin to adopt a more positive view towards the child's autism spectrum in the family, And that the presence of this child in the family is considered as a benefit that allowed them to gain a deeper understanding of the conditions in which they live, and parents' attitudes towards positive strategies such as learning and training about autism, which was confirmed by studies such as the study of Al-Shafi'i & Wadi (2023), and the study of Maden & Awwara (2020), which showed the need for educators and caregivers to adapt through learning and training to acquire cognitive and social skills, and the study of Haj Mohamed & Bousaada (2020) agreed, as confirmed by the study of Ben Zadi & Zaarour (2023) The importance of training parents on advanced and modern methods to ensure the application of positive strategies that will improve adaptation to their children's situations.

The study of Al-Rujbi & Al-Abzouzi (2024) showed that parents always seek to develop their knowledge and abilities to adapt to the situations of their children, as the level of communication skills that some mothers have today is average, and therefore intensive education and training strategies are necessary to increase the levels of this communication and adapt to children with autism.

The study of Demšar & Bakracevic (2023) indicates that parents use coping strategies that focus on positive reinterpretation and growth, which helped them significantly get rid of the feeling of anxiety, and the study of Merini & Mhamadi (2022) indicates the adoption of the metacognitive skills strategy and its importance for adaptation in mothers and fathers of children with autism, but it was found that the level of metacognitive skills in the large percentage of parents of children with this disorder was low.

Maysa & Bougra (2023) stressed the importance of the self-based

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perception strategy, and that every parent with an autistic child can realize the importance of channels in enhancing communication between them and the child, and realize his abilities and intelligence skills in some of them, and then make them walk in the realm of life.

Meleady et al. (2020) also showed a significant trend for social support strategies, positive contributions, and avoidant coping strategies, and several studies, including Aboo Bakar et al. (2024), confirmed that the usefulness and importance of the empowerment strategy and supporting others, as this does not mean that parents gain a deeper understanding of what their children are experiencing, but according to this strategy, they support other parents and form communities to help, in addition to adopting a collaborative approach strategy, which leads to enhanced adaptation through knowledge exchange. and experiences among the community of parents of children with autism.

The following figure shows the most prominent positive strategies used:

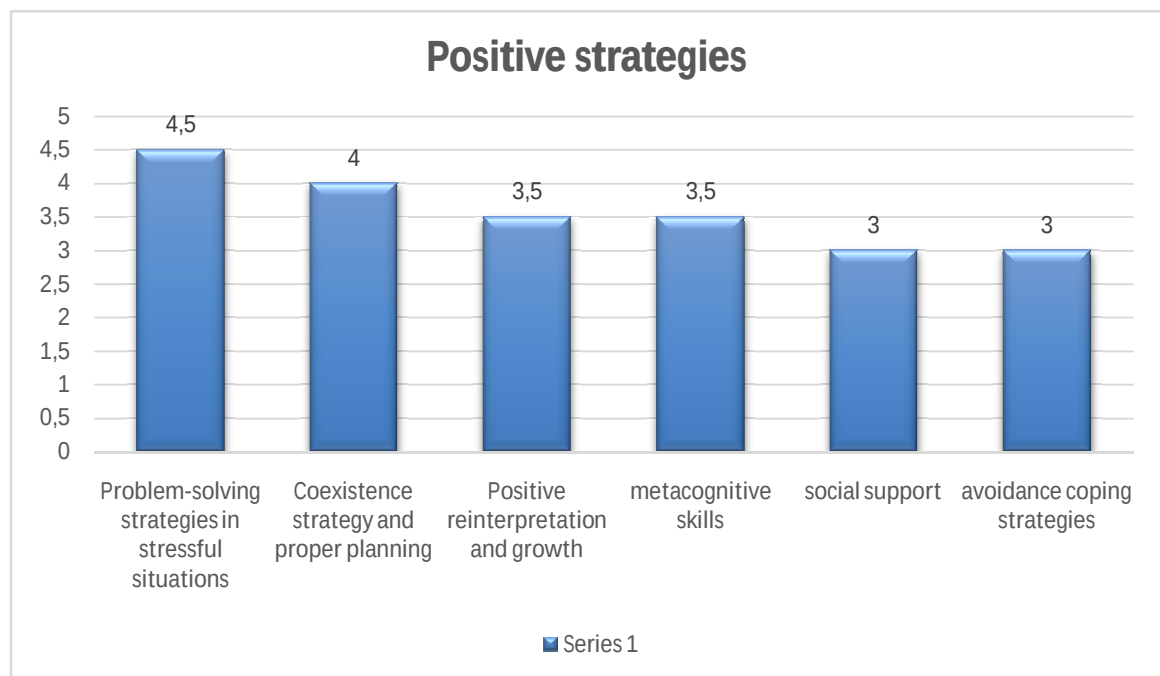


Figure 2

The most prominent positive strategies

Passive strategies:

The strategy of releasing feelings of crying and anger can be considered one of the negative strategies that parents of children with the autism spectrum can resort to, and the study of Sumbane (2024) indicates that some caregivers,

especially mothers of children with autism, deal and face this condition by releasing feelings such as crying because they feel a great burden towards caring for a child that requires special attention and careful supervision, and they see that these feelings may help them relieve stress and feel better, but the majority rarely share these feelings, They mute or release them when they are alone in their closed rooms, and the study of Demšar & Bakracevic (2023) confirmed that the use of strategies based on emotions and their expression, leads to increased levels of feelings of depression, stress and anxiety.

The study of Bouteria & Hamel (2024) showed that mothers use negative strategies represented in emotion-centered strategies, and we also find that there is another negative strategy that parents of children do, which is family isolation, and the study of Sumbane (2024) confirms that some parents tend to live alone away from mixing with friends as a result of hyperactivity in their affected children, and some believe that children become more nervous and difficult to control from visiting others as a result of the unfamiliar environment they have, which pushes them to stay In their environment without mixing with others, in addition to their constant fear of mistreating their children with autism on some occasions, family visits and visits of friends, and close to that there is self-isolation, some parents tend to isolate their children and put them even in boarding schools to prevent them from harming themselves or others as a result of their behavioral problems, which is a negative strategy but they are forced to do it in many cases, as confirmed by the study of Sumbane (2024).

The study of Sumbane (2024) indicates that some caregivers and mothers are forced to resort to the strategy of corporal punishment, as a result of the difficulty of controlling the behavior of their children, while we find that the study of Demšar & Bakracevic (2023) indicated that those who used problem-focused strategies viewed their experiences as a kind of challenge.

In general, the multiple studies included in this study discussed negative and positive coping strategies for parents to deal with their children with autism spectrum, and the most important and prominent of these strategies were reviewed.

Q2: What are the challenges facing the application of these strategies among parents of children with autism?

The life and societal changes surrounding families with children with autism pose challenges that affect the support interventions and coping strategies they pursue with their children, and the study of Karrit & Coetzee (2024) shows the need for interventions of a psychological and educational nature that support these strategies, especially during difficult times.

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Among the most prominent challenges facing the application of positive strategies and moving away from negative strategies in the adaptation of parents to their children with the autism spectrum, studies such as Aboo Bakar et al. (2024) have shown, where parents usually face severe emotional challenges and disorders, a feeling of loneliness in this experience and a lack of adequate support from the extended family, and the management of behaviors and repetitive difficult emotional episodes in children with autism causes constant stress in parents, leading to emotional exhaustion. This challenging emotional burnout for parents not only affects their coping strategies, but also affects their working lives, as Maysa & Bougra (2023) added to this with the stress and psychological stress that mothers and fathers of these children have permanently.

The study of Al-Dalabihi (2023) also addressed a number of challenges facing the application of coping strategies among parents of children with autism, most notably the delay in diagnosing autism spectrum disorder in their children, in addition to the difficulty at the beginning of diagnosis in dealing with the symptoms of this disorder, and the lack of access to social support for the family, which requires exchange and cooperation between families with children with the disorder, an exchange that includes experiences, information and advice, and the Wesha study (2024) raises the discussion about some of the challenges facing families. In its quest to follow coping and coping strategies, the most prominent of which are social challenges and others related to the services provided to children in their schools that would hinder adaptation and coping strategies, most notably the negative view of the child with autism by the society in which he lives, which Hammoudi (2024) points out in his study, where the family faces difficulty in understanding the surrounding society of their child's disease, which puts pressure on them to clarify and explain the situation to others, and the absence of social support is a pressure on these families, in addition to a mistake Diagnosis of the disorder or neglecting to treat it from the beginning, as well as the difficulty of reconciling educational courses with the real level of a child with autism spectrum, and the difficulty of teachers and teachers dealing with such children, especially at the beginning of diagnosing the condition, because they do not have the abilities and skills that enable them to deal with these cases, which is what studies such as Jabrawi (2020) agree with.

From the above, parents of autistic children face a number of challenges and difficulties in applying coping and coping strategies, most notably emotional and social pressures, loneliness and lack of support from the extended family and the surrounding community, which have links to the challenges of delayed diagnosis of autism in these children or the inability to deal with symptoms and understand

the matter, and therefore it is necessary to cooperate and share information and experiences to enhance the ability of these families to apply coping and coping strategies, and psychological support must be available. And moral and material from the surrounding environment and society with its governmental and community institutions for families with children with autism spectrum.

5. CONCLUSION

This mini review synthesized findings from 36 recent studies on coping strategies among families of children with autism spectrum disorder (ASD). The results indicate a dominant reliance on positive and problem-focused coping strategies, such as structured problem-solving, future planning, and participation in supportive networks. These approaches were consistently linked to lower levels of stress, anxiety, and emotional burnout among caregivers.

However, the review also highlights persistent challenges—particularly stigma, limited access to specialized services, and cultural misunderstandings—that undermine the effectiveness of these strategies. In some cases, these barriers have led families to adopt maladaptive, emotion-focused responses. The variation in coping effectiveness across different regions, particularly in under-resourced settings like Palestine, further underscores the importance of developing tailored interventions.

Overall, the review affirms the importance of strengthening adaptive coping through education, support systems, and policy measures that address the broader socio-cultural and institutional context of ASD caregiving.

6. RECOMMENDATIONS

Based on the reviewed evidence, the following key recommendations are proposed to support families of children with ASD:

- Strengthen Parent Training: Implement targeted workshops to enhance parents' skills in problem-solving, emotional regulation, and future planning.
- Integrate Coping Support in Early Services: Embed coping strategy education within early diagnosis and intervention programs.
- Promote Public Awareness: Launch culturally informed campaigns to reduce stigma and improve societal attitudes toward ASD.
- Expand Psychosocial Support: Provide accessible individual and group counseling services for caregivers to foster emotional resilience.
- Improve Access to Services: Enhance the availability of diagnostic, educational, and therapeutic resources, particularly in underserved

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communities.

- Encourage Policy and Community Engagement: Foster collaboration between government bodies and NGOs to develop inclusive policies and sustainable support systems for ASD families

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