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Introduction and content of training of competent interaction of specialists with parents of children with autism and training of competent parenting by children with autism

Background: Autism (Autism Spectrum Disorder (ASD) is a special type of functioning of the nervous system, that leads to a shortage of social functions (which is not primarily due to a decrease in intelligence), has a varied effect on many systems of the organism (cognitive, communicative, speech, sensory, basal systems (food, sleep, etc.) and requires significant and highly specialized care services in all spheres of life. In the United States, the prevalence of autism has increased from 1.25% in 2011-2013 to 2.24% in 2014 (Zablotsky, B., Black, L.I., Maenner, M.J., Schieve, L.A., & Blumberg, S.J., 2015). The specialists, who are working with children with ASD in public and private institutions in Ukraine, see an increase in their number, but it is not possible to obtain reliable data on the number of children, adolescents and adults with autism in Ukraine. Despite the

increase in the number of people with autism, the problem of the education of children with autism in Ukraine, and whole – on the world, has not received a sufficient scientific study, in particular - little is known about the methods of effective influence on the level of competence of parents of children and adolescents with autism and on the optimization of social communication of parents on micro and macro-rational. So, there is an important question - how specialists can affect competent parenthood with considering specific characteristics of children with ASD.

Analysis of recent research and publications. Parents raising children with disabilities, that is - in the conditions of the transformation of parental functions, are faced with additional problems, compared with parents of normotypic children. They include stigma, lack of acceptance by the larger society as well as additional daily hassles specific to the child's mental or physical condition (Burlaka, V., Shevtsov, A & Lundquist, L., 2007; Burlaka, V., Graham-Bermann, S. A., & Delva, J., 2017). Parents caring for a child with ASD tend to experience additional stress that affects their ability to parent (Baker-Ericzen M., Brookman-Frazee L., Stahmer A., 2006). Under such stress, mothers may perceive their parenting skills as less adequate. Nonetheless, to reduce behavior problems among children with ASD, parents have to utilize positive parenting techniques, such as praising good behaviors, hugging and kissing a child when the child does the right things (Smith, L. E., Greenberg, J. S., Seltzer, M., & Hong, J., 2008). Also, parents of children with ASD have to avoid intrusiveness that may hinder children's development of independent living (Wood, 2006) and communication skills (Siller, M., & Sigman, M., 2002), and contribute to attention problems among children of preschool age (Brigham, N., Yoder, P. J., Jarzynka, M. A., & Tapp, J., 2010).

Parents with high parenting stress may feel uncertain about their parenting skills (Wing, L., 2004). Some studies have documented the fact that the use of negative parenting behaviors often increases among parents raising children with conduct disorder and (e.g., Dossetor, D. R., Nicol, A. R., Stretch, D. D., & Rajkhowa, S. J., 1994; Hastings, R. P., Daley, D., Burns, C., & Beck, A., 2006). Therefore, it is crucial to examine the impact of ASD on parenting skills in the Ukrainian samples.

Some studies in the United States (Stadnick, N.A., Stahmer, A., Brookman-Frazee, L., 2015; Stadnick, N.A., Drahota, A., Brookman-Frazee, L., 2013) determine the importance and effectiveness of parenting education, analyze and compare different protocols and methods of parenting. In particular, practical evidence-based interventions have

helped parents identify and begin to use their specific learning strategies that therapists used in the public mental health system (such as role-playing games), parents commented on the specific skills they and their child have received (e.g., parenting control of children's escalating behavior, children's emotional regulation and social skills). The results provide preliminary support for the feasibility and acceptability of implementing an evidence-based interventions strategy for families of autistic children, which are critical for the transfer of such parenting to a systemic level of care, and thus, in general, to improve the assistance to families of children with ASD. Another special community-based parental education program for 12 weeks, which includes 8 training sessions using interactive techniques (devoted to game development, speech and communication stimulation, social imitation), is conducted for parents of children aged 18 months to 8 years and showed a significant level reduction of parental stress, an increase of parental affection for children and increase of communicative skills of children in comparison with control group.

The purpose of the article is to substantiate and describe the content of the training of competent interaction of specialists with parents of autistic children and training of competent parenting autistic children, and also - the prospect of the research of the phenomenon of parenting for children with autism.

Parental competence, in its modern sense, is characterized by the ability of the parent to perform parental functions in such a way that it promotes the positive direction of the physical, mental, emotional, speech, communicative, etc. of the child's development, provided that the parent has sufficient quality of his own life. We have determined that if parents' functions are transformed, in particular, in case of a child's autism, the competence of the parents has five levels (from very low to the highest – which is determined by the ability to formulate problems and find resources for their solution). So, the competence of the parents consists of three components - the ability to interact with the child, the ability to interact with the social environment (at the micro- and macro-level of social communication), the ability to provide a level of quality of their own lives.

Analysis of foreign experience (Israel and the USA) of competent interaction of specialists with children's with autism parents shows that a stable and well-developed system of special education and support for people with autism is the key to developing the competence of children's

with autism parents and prevention of the development of depression, anxiety disorders, suicidal trends of parents. Parental support and increased parental effectiveness are ensured through the following features of the system:

1. Continuity and consistency of the support system: available early intervention services; ramified and differentiated network of social and educational services that "unleashes hands to parents", enabling them to take care of their physical and mental health and a decent quality of life; assistance in vocational training, supported employment and independent living for adults with autism.

2. Non-legislative encouragement of parents to participate in sports and educational activities for children held by specialists of institutions.

3. Effective bilateral communication between parents and specialists, taking into account parental attitude and parenting expectations when choosing an educational route and creating rehabilitation programs, daily communication of specialists with parents through messengers, weekly bringing parents the current content of the child's education in a convenient and accessible form; holding parental meetings in the form of individual meetings of the entire team of specialists with the parents of each child twice a year.

4. High level of resource and personnel provision of the system of special and inclusive education for children with autism, provision of transport accessibility (school transportation), school meals with the possibility of observing the necessary diets and special dietary preferences of children with autism; taking into account the sensory features and sensory needs of children with autism.

Speaking about the system of education and support for children with autism in Israel, parents point out their ramifications and the variety of possible options. Special schools are mostly hosted by children who do not have verbal communication, have a significant shortage of self-service skills and problem behavior. Despite these difficulties, children in such schools are involved in a wide range of activities and therapies (swimming pool, hippotherapy, craft training, walking and hikes for several days without parental involvement, art therapy). Families are provided with transport - children are taking and bringing by school bus. There are also inclusive classes with autistic children and special classes at secondary schools, in which case, children with autism who have a higher level of adaptation are involved in all types of school life, along with normal-typical yearling. There is a common practice when parents

are invited to attend educational events and lessons, participation in events is quite voluntary, but to avoid it is not accepted.

Consequently, the leaders of educational/rehabilitation institutions recommended the following practice of developing and maintaining a competent interaction of specialists with parents of children with autism:

- regular training of competent interaction of specialists with parents of children receiving services at the institution (the curriculum of training was developed by H. Khvorova, 2018) - for the specialists working with children with autism;
- regularly conducting the training of competent parenting (a curriculum developed by H. Khvorova, 2018) - for parents of children with autism;
- culture of non-direct, ecological communication of specialists with parents of children with autism, taking into account features of the emotional sphere of parents of children with autism;
- practice of conflict management between parents and specialists in the institution;
- the abandonment of traditional parental fees, the introduction of a practice of meetings of a team of specialists working with the child - individually with her parents twice a year;
- intensive current communication of specialists with parents using modern means of communication;
- regular sports, recreation and cultural events (preferably in the open air) with the participation of parents, which will promote the strengthening of team interaction "parents-children-specialists" - holidays, competitions, hikes, quests, etc.

Acute issues of promoting the competent interaction of specialists with parents of autistic children are solved with the help of narrow-profile specialists - experts on competent parenting, psychotherapists, ABA-therapy specialists and the DIR/Floortime method, which conduct training and educational programs for parents of children with autism. Specialists and administrators of educational and rehabilitation institutions that require increasing their own competence in cooperation with their parents should consult the designated specialists and take special education (training) on this topic.

Thus, to promote the parents of children with autism at higher levels of parenting competence and competent cooperation of specialists with parents of children with autism, two types of training were developed and tested - for specialists and for parents - which can be carried out both

in the format of one-time training, and in a parental group format that functions within 12 weeks.

During the parental education, is studied the phenomenon of parenting in the conditions of the transformation of parental functions. The study of competence of parent of children with autism involves the use of appropriate psychodiagnostic tools (Table 1) for the study of each component of parent competence. Used as questionnaires, traditional for the study of parental characteristics of parents of normal-typical children, and modified questionnaires that take into account the peculiarities of the performance of parental functions in the presence of autism of child (modification for a family that educates a particular child, the Questionnaire of Parental Relations (A.Varga, V.Stolin), the Alabama Parental Questionnaire (APQ) by modification of H.Khvorova).

The research of parental competence with autistic children should answer the question: what kind of parenting behavior and which parent's social-psychological characteristics provide a positive direction for the development of a child with autism, and how the social environment as a micro-level) of social communication (family, teachers of pedagogical institutions, friends, acquaintances) and at the macro-level) of social communication (civil society organizations, state organizations and services, public authorities affect this ability. Training of competent interaction of specialists with parents of autistic children and competent parenting for autistic children increase the ability of parents at the micro- and macro-levels of social communication.

The training of competent interaction of specialists with parents of autistic children has the following content:

- outline of the problem field of the training, definition of the concept of competent parenting and the main problem issues of interaction of specialists with parents of children with autism;
- reflection on "What should be effective support services for parents of children with autism?";
- description and discussion of the support system for parents of children with autism (Fig. 1), analysis of the role and functions of an expert on competent parenting for children with autism;
- the characteristics of the five levels of competent parenting for autistic children (from very low to the highest - according to the ability of the parent to formulate problems and find out the recourses to solving there);

Table 1.**Parent competence model for the education of children with autism and a scheme for measuring its indicators**

Ingredient of Parental Competence	Parent's Substructure Personality Studying	Psycho-diagnostic Toolkit	Used Scales	Validity of Relationships
Interaction with the child	Orientation communication, demand-motivational component of the activity	Parent Relations Questionnaire (A.Vargy, V.Stolin) modification for a family that educates a particular child	Exclusion, Co-operation, Symbiosis Authoritarian hypersocialization, Infantilisation	Level of competence / exclusion; Level of competence / intrusiveness Autism's level of the child / rejection rate; Autism's level of the child Levels / Intrusiveness
	Character, self-awareness, experience, target component, performance component of the activity	APQ (by modification of H.Khvorova)	Strengthening desired behavior; Parent involvement; Inconsistency of parental claims; Weak monitoring and control; Extreme discipline	Parental involvement / Autism level of a child Inconsistency of parenting requirements / autism's level of the child
		ATEC (Autism Treatment Evaluation Checklist) for assessing the dynamics and identification of problems (evaluation of children and parents which have explored)	10-15 children do not have autism, fully normal-type, well-developed child; • 16-30 children have no autism, slight deviations in the direction of developmental delay; • 31-40 mild or moderate degree of autism; • 41-60 average degree of autism; • 61 and above severe autism	Level of Parental Competence / Autism's level of the child
Interaction with the social environment	Character, self-consciousness, experience, orientation emotional-sensory component of	PARI (Parental Attitude Research Instrument)	• Attitude to the Family Role: Restriction of the interests of women within the family, caring only about the family; a sense of self-sacrifice as a mother; family conflicts;	Interaction with partner / level of competence Interaction with partner / autism's

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the micro- and macro level of social communications	activity, demand-motivational component of activity		the super authority of parents dissatisfaction with the role of the hostess of the house; "indifference" to the husband, his inability to deal with family affairs; the domination of the mother; dependence and independence of the mother. • Parental attitude for the child 1. Optimal emotional contact: induction of verbal expression, verbalization; partnership relations; development of child's activity; equalizing relations between parents and the child. 2. Excessive emotional distance with a child: irritability, inflexibility; severity, excessive severity; avoidance of contact with the child. 3. Excessive concentration on the child: excessive care, establishing relationships of dependence; overcoming resistance, oppression of freedom; creating security, fear of offending; exclusion of out-of-family influences; inhibition of aggressiveness; suppression of sexuality; excessive interference with the child's world; the desire to accelerate the development of the child	level of the child
Ensuring the quality of one's own parent's life	Self-awareness, intellectual processes, psycho-physiological qualities Emotional-sensory component of activity, demand-motivational component of the activity	Questionnaire of adaptation S. Yakovenko	Self-satisfaction; satisfaction with the situation; satisfaction with communication; satisfaction with health, the way of life; satisfaction at work and at home	Self satisfaction / level of competence Satisfaction with the situation / level of competence Satisfaction with communication / level of competence
	Self-awareness, psycho-physiological qualities emotional-sensory component of activity, demand-motivational	SF-36 (Quality of life test)		Quality of life / level of competence Quality of life / level of autism in a child

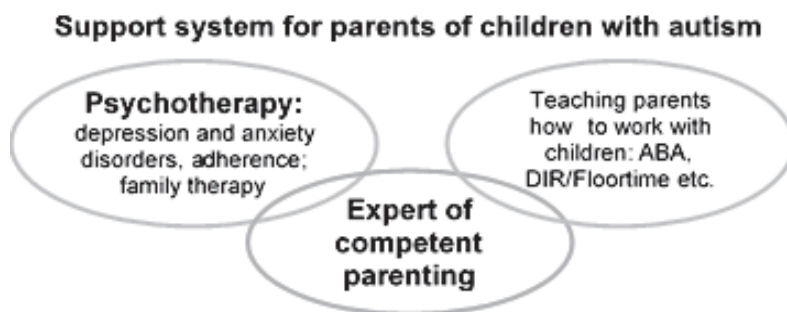


Fig.1. Support system for parents of children with autism

- description of the parent's profile in the individual differences of each child (individual child's profile) by the concept of DIR / Floortime;
- a digest of actual results of neurosciences about the parents of children with autism;
- basic practical principles and techniques for the competent interaction of specialists with parents of children with autism;
- analysis of problem situations, viewing and discussion of video fragments.

It is expedient to conduct short-term outpatient parenting training for parent of autistic children in rehabilitation institutions and community organizations to familiarize parents with the phenomenon of competent parenting for children with autism and its significance and use for creating a development environment and support system for a child/adolescent with autism. For more thorough work on raising the level of parental competence for autistic children, a competent parenting program is being conducted by an expert on competent parenting.

The curriculum of competent parenting program foresees 12 meetings once a week and contains the following topics: components and levels of parental competence of parents of children with autism; parent's problems, their types and competent reaction; parents and specialists, interaction between them, how parents must choose a specialist; basic methods and ways of psychological and pedagogical assistance to children with autism in the modern educational space (ABA; DIR\Floortime; sensory-integrative therapy; neuropsychological correction; kinesitherapy; adaptive physical culture; sport; inclusive education; alternative communication); self-service and independence of child/adolescent; work on the method of the

unfinished situation, adapted to paternity with children with autism, for the three components of parenting competence; discussion of problem situations proposed by the participants; post- parenthood (parenthood in relation to adults with autism)

During the meetings, participants of the education program have the opportunity to freely exchange their thoughts, provide feedback on the conceptual aspect of the study, which is the basis of the education program (expressing opinions on the proposed model of levels and components of parental competence); the ability to describe and narrate their own narratives describing certain events, situations and feelings that were in the parenthood and were important for the establishment of parental competence.

Conclusions and perspectives of further research. Fundamental research's of parental practices with children with autism, the identification of relationships between children and parental characteristics, and parenting characteristics and level of parenting competence will help to build a scientifically-based system for promoting competent parenting of autistic children's parents, to increase the level and quality of interaction between parents and educational staff and rehabilitation institutions that work with children with autism, promote the withdrawal of programs for competent support for parents of children with autism at the level of municipal / support programs for parents of children with disabilities and promote the implementation of programs to support parents in the general reports of intervention, care and support at the cause of autism.

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Abstracts

HVOROVA ANNA. **Organizacja i treść szkolenia kompetentnego współdziałania specjalistów z rodzicami dzieci z autyzmem oraz treningów kompetentnego rodzicielstwa wobec dzieci z autyzmem.** *Celem artykułu jest uzasadnienie i opis treści szkolenia kompetentnych współdziałań specjalistów instytucji edukacyjnych z rodzicami dzieci z autyzmem i treningu kompetentnego rodzicielstwa wobec dzieci z autyzmem, a także perspektywa badań nad zjawiskiem rodzicielstwa w stosunku do dzieci z autyzmem. Rodzice wychowujący dzieci niepełnosprawne, czyli w warunkach transformacji funkcji rodzicielskich, napotykają dodatkowe problemy w porównaniu z rodzicami dzieci normotypowych. Kompetencja rodzicielska, w jej współczesnym znaczeniu, charakteryzuje się zdolnością rodzica do pełnienia funkcji rodzicielskich w sposób, który przyczynia się do pozytywnego kierunku fizycznego, umysłowego, emocjonalnego, werbalnego, komunikatywnego itd. rozwoju dziecka pod warunkiem zapewnienia rodzicom odpowiedniej jakości własnego życia. Główne pytanie badawcze brzmi: jaki właśnie rodzaj zachowania rodzicielskiego i jakie cechy społeczne i psychologiczne zapewniają pozytywny kierunek rozwoju dziecka z autyzmem, oraz w jaki sposób środowisko społeczne, zarówno na mikropoziomie (rodzina, specjaliści instytucji pedagogicznych, przyjaciele, znajomi), jak i na makropoziomie (organizacje społeczeństwa obywatelskiego, organizacje i służby rządowe, władze publiczne) komunikacji społecznej, wpływa na tę zdolność. Artykuł opisuje system wsparcia w placówkach edukacyjnych dla dzieci z autyzmem i ich rodziców za granicą (USA, Izrael), zawiera zalecenia metodologiczne dla administracji instytucji edukacyjnych dotyczące kompetentnej współpracy z rodzicami dzieci z autyzmem. Opisano strukturę szkolenia kompetentnych interakcji specjalistów z rodzicami dzieci z autyzmem oraz strukturę programu nauczania wspierającego kompetentne rodzicielstwo*

rodziców dzieci z autyzmem.

Słowa kluczowe: autyzm; miejskie usługi socjalne; rodzicielska natrętność; edukacja rodziców; szkolenie rodziców; system wsparcia rodziców; pomoc rozwojowa w interakcji z rodzicami; interakcja rodziców i specjalistów.

ХВОРОВА ГАННА. Організація та зміст тренінгів компетентної взаємодії фахівців з батьками дітей з аутизмом та тренінгів компетентного батьківства щодо дітей з аутизмом. Метою статті є обґрунтування та опис змісту тренінгів компетентної взаємодії фахівців з батьками дітей з аутизмом та компетентного батьківства щодо дітей з аутизмом, а також - проспект досліджень феномену батьківства щодо дітей з аутизмом. Батьківська компетентність, у сучасному її розумінні, характеризується здатністю родителя до виконання батьківських функцій у такий спосіб, що сприяє позитивному напрямку фізичного, розумового, емоційного, мовленнєвого, комунікативного тощо розвитку дитини за умов забезпечення родителем достатньої якості власного життя. Головне питання дослідження: яка саме батьківська поведінка та які самі батьківські соціально-психологічні характеристики забезпечують позитивний напрям розвитку дитини з аутизмом, та яким чином соціальне оточення як на мікрорівні (сім'я, фахівці педагогічних закладів, друзі, знайомі) так і на макрорівні (організації громадянського суспільства, державні організації та служби, органи державної влади) соціальної комунікації впливають на цю здатність. Стаття описує систему підтримки в освітніх закладах дітей з аутизмом та їх батьків закордоном (США, Ізраїль), містить методичні рекомендації для адміністрації освітніх закладів щодо компетентної взаємодії з батьками дітей з аутизмом. Описані структура тренінгу компетентної взаємодії фахівців з батьками дітей з аутизмом та структура навчальної програми підтримки компетентного батьківства батьків дітей з аутизмом. **Ключові слова:** аутизм; соціальні послуги в громаді; батьківська інтрузивність; навчання батьків; батьківські тренінги; система підтримки батьків; допомога у розвитку у взаємодії з батьками; взаємодія батьків та фахівців.

ХВОРОВА АННА. Организация и содержание тренинга компетентного взаимодействия специалистов с родителями детей с аутизмом и тренингов компетентного родительства детей с аутизмом. Целью статьи является обоснование

и описание содержания тренинга компетентного взаимодействия специалистов образовательных учреждений с родителями детей с аутизмом и тренинга компетентного родительства с детьми с аутизмом, а также - проспект исследования феномена родительства в отношении детей с аутизмом. Родительская компетентность, в современном ее понимании, характеризуется способностью родителя к выполнению родительских функций таким образом, который способствует позитивному направлению физического, умственно-го, эмоционального, речевого, коммуникативного и т.д. развития ребенка в условиях обеспечения родителем достаточного качества собственной жизни. Главный вопрос исследования: какое именно родительское поведение и какие родительские социально-психологические характеристики обеспечивают позитивное направление развития ребенка с аутизмом, и каким образом социальное окружение, как на микроуровне (семья, специалисты педагогических заведений, друзья, знакомые) так и на макроуровне (организации гражданского общества, государственные организации и службы, органы государственной власти) социальной коммуникации влияют на эту способность. Статья описывает систему поддержки в образовательных учреждениях детей с аутизмом и их родителей за рубежом (США, Израиль), содержит методические рекомендации для администрации образовательных учреждений по компетентного взаимодействия с родителями детей с аутизмом. Описаны структура тренинга компетентной взаимодействия специалистов с родителями детей с аутизмом и структура учебной программы поддержки компетентного родительства родителей детей с аутизмом.

Ключевые слова: аутизм; муниципальные социальные услуги; родительская интрузивность; обучение родителей; родительские тренинги; система поддержки родителей; помощь в развитии во взаимодействии с родителями; взаимодействие родителей и специалистов.

KHVOROVA HANNA. Introduction and content of training of competent interaction of specialists with parents of children with autism and training of competent parenting by children with autism. The purpose of the article is to substantiate and describe the content of the training of competent interaction between specialists and parents of autistic children and training of competent parenting by the autistic children, and also - the prospect of the research of phenomenon of parenting for children with autism. Despite the annual increase in the number of people with autism, the problem of support of children with

autism in Ukraine and in the world has not received sufficient scientific study, in particular - little is known about the methods of effective influence on the level of competence of parents of children and adolescents with autism and on optimization of social communication of parents on micro- and the macro level. Parents raising children with disabilities (in the conditions of transformation of parental functions), face additional problems in comparison with parents of standard-type children. Parental competence, in its modern sense, is characterized by the ability of the parent to perform parental functions in such a way that it promotes the positive direction of the physical, mental, emotional, speech, communicative, etc. of the child, under conditions the parent has sufficient quality of his own life. The main question of the research: what kind of parenting behavior and which parent's socio-psychological characteristics provide the positive direction for the development of a child with autism, and how the social environment at the micro-level (family, teachers, friends, acquaintances) and at the macro-level (civil society organizations, state organizations and services, public authorities) of social communication affect this ability. The article describes the system of support in educational institutions for children with autism and their parents abroad (USA, Israel), provides guidance to the administration of educational institutions on the competent relationship with parents of children with autism. Training of competent interaction of specialists with parents of autistic children and competent parenting for autistic children are described.

Keywords: ASD; community-based services; parental intrusiveness; parent education; parent training; a support system for parents, parent-mediated interventions; the interaction of parents and professionals.