

A Conceptual Review on Parenting Style, Parenting Stress and Coping Strategies Among the Parents of ASD, ADHD and DLD Children

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Abstract:

Parenting promotes the overall physical, emotional, and social development of the kid. While parenting a child with a neurodevelopmental disorder, such as Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder, and Developmental Language Disorder, is more complicated in psychological, emotional, and social burdens. These challenges become overwhelming and are most often expressed as parental stress, which distorts the parenting style and ways of coping. Here, psychosocial support protects parents from stress and promotes healthy coping. Conceptual reviews aim to examine and synthesize the literature on parenting styles, parenting stress, and coping strategies of parents of children with ASD, ADHD, and DLD. While this review largely highlights the differences, similarities, and interrelatedness of such variables, it provides a ground for future empirical studies and clinical interventions on this matter.

Keywords: Parenting Style, Parenting Stress, Coping Strategies and Parents of Children with Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder, and Developmental Language Disorder.

Introduction:

Raising a child with autism, ADHD, or developmental language delays can bring strong emotional, relationship, and daily struggles for parents. Stress in parenting mostly grows when families face a lot of shame, money troubles, or other heavy pressures. Such challenges shape how parents act and manage tough moments. In these cases, emotional care through counseling makes a real difference - lowering anxiety while helping parents respond more effectively. Looking back helps see how raising kids connects to stress levels, parenting habits, and ways families handle tough moments - especially when children have ASD, ADHD, or DLD.

When raising kids, parents show habits - ways they act, speak, and guide over time. What matters here isn't one moment alone but how those moments repeat through daily choices. A parent's mood, tone, reactions, and values shape this mix just as much as rules or punishments do. Discipline methods sit alongside encouragement, timing, listening, silence - all part of the bigger picture. This way of seeing things looks at the whole setting where children grow, ignoring single incidents instead of viewing them within patterned behavior. Researchers look at how kids grow and they closely look at parenting habits. One of the key ideas from Baumrind, who defined three main ways of raising children. Over time, Maccoby and Martin added a new category, bringing the total to four.

Parenting styles seen in studies come in four main types.

1. Authoritarian Parenting - High control, little warmth over the child.
2. Authoritative Parenting - It shows both strong warmth and clear guidance.
3. Permissive Parenting – high warmth and low control.
4. Uninvolved (Neglectful) Parenting – low warmth and low control.

One way parents raise kids ties to specific child outcomes. Studies often show authoritative methods connect to good emotional control, solid grades, and smooth social skills - less so with other approaches. When it comes to conditions like autism, ADHD, or speech delays, raising a child can feel heavier, shaping how caregivers act. Handling tough behaviors or trouble talking tugs at family life, shifting typical habits. What works well in typical settings may bend under pressure from ongoing medical factors

When raising kids, pressure builds - this is what some call parental burnout. It shows up in thoughts: tired feelings, irritation, doubt about doing enough. Bodily signs also shift under constant caregiving load. Tougher challenges from little ones deepen the strain. Kids with special needs - like those managing ASD, ADHD, or DLD - often bring more complexity. That extra weight adds up fast. Backed by Abidin in 1995, parenting stress breaks down into two main parts - one tied to kids themselves, like tough behaviors or unique temperaments. The other part looks at how well parents handle emotions, manage daily demands, and respond when challenged. When parents face high pressure, their capacity to put useful routines or techniques into practice might weaken. This idea ties into Kazdin's work from 1995, showing how emotional strain can block effective actions. Over time, such strain may alter how well children settle into routines because support fades under weight. When pressure runs high, parents often show less warmth toward their kids. Unpredictable control tends to grow under such strain by Haskett et al., 2006; Whiteside-Mansell et al., 2007. Using tools like the Parenting Stress Index reveals a pattern: when family dynamics go off track, children face more emotional troubles inside. That link holds steady, despite whether a caregiver has mental health issues or not (Costa et al., Parenting stress often shows up in how much pressure a parent feels day to day. Instead of counting overall worries, using tools made just for raising kids gives clearer insight into what parenting tasks add up on their own. When kids have autism, attention-deficit/hyperactive disorder, or developmental language delays, handling these roles tends to raise tension across household activities.

When people are dealing with pressure, they turn to mental or physical habits that help them handle tough times. One key idea comes from Lazarus and Folkman's view on how stress shifts depending on personal response. Their model shows behavior linking inner thoughts to outer demands. What matters is how someone judges danger, access to tools, and confidence in using them. Handling strain happens after weighing what might work. After reviewing this evaluation, people turn to ways of handling stress divided into two main types - dealing directly with problems or managing emotions. What Lazarus and Folkman called the Ways of Coping Scale made these concepts measurable in real studies. Whether a method works often hinges on what kind of pressure someone faces plus how much control they feel they have. For instance, coping through positive reappraisal or acceptance tends to help people adjust well when facing lasting illnesses. On the flip side, using unhealthy methods like avoiding reality, pretending the problem isn't there, or turning to drugs usually ties to worse emotional well-being.

Methodology:

Aim:

To review and synthesize the existing literature conceptually, which may be available about parenting

styles, parenting stress, and coping among parents with children with Autism Spectrum Disorder, Attention-Deficit/Hyperactivity Disorder, and Developmental Language Disorder.

Objectives:

Review the range of parenting styles adopted by these parents.

Explore the levels and sources of parenting stress associated with the three conditions.

Catalog a range of coping strategies that parents adopt.

Discuss the similarities and differences across ASD, ADHD, and DLD.

Hypothesis:

Adaptive coping strategies are significantly associated with lower parenting stress among parents of children with ASD, ADHD, and DLD.

Adaptive coping strategies are significantly associated with more positive (authoritative) parenting styles among parents of children with ASD, ADHD, and DLD.

Lower parenting stress is significantly associated with more positive (authoritative) parenting styles among parents of children with ASD, ADHD, and DLD.

I**Inclusion criteria:**

Peer-reviewed journal articles, books, and reports focusing on parents of children diagnosed with ASD, ADHD, or DLD.

Studies examine one or more of the following variables: parenting style, parenting stress, and coping strategies.

Published in English and within a specified publication time frame.

Exclusion criteria:

It focusing on parents of children with ASD, ADHD, or DLD.

Exclusion of articles that are outcome studies of the child only and do not consider parenting style, parenting stress, or coping.

Procedure:

The literature on parenting stress, parenting style, coping strategies, ASD, ADHD, Developmental Language Disorder, and interrelationship among the variables was retrieved from various databases—Google Scholar, PubMed, Scopus, and PsycINFO. More than 300 studies from 2016 to 2026 were published; the studies were revisited, and duplicates, non-empirical works, and irrelevant papers were excluded. It was based on theoretical relevance and evidence-based contribution toward an understanding of psychosocial well-being that the selected studies were chosen. The literature was subsequently synthesized thematically to explore parenting stress, parenting style, and coping strategies among the parents of children with ASD, ADHD, and Developmental Language Disorder.

Conceptual Development:

What happens when raising kids feels heavier than it should? There is a squeeze in between what parents need to do and what they can actually manage is seen as stress (Abidin, 1995). This actually comes from thinking about how people feel pressure and ability interact inside their mind (Lazarus & Folkman, 1984).

When those duties include handling tantrums or figuring out developmental hiccups that seem too big for one's tools, frustration grows. For families where kids face neurodevelopmental disorders, the weight doesn't fade. Symptoms like restless behavior in ADHD, oversensitivity to sounds in ASD, or trouble speaking in DLD keep daily life shaky, never quite steady. Take Craig and team from 2016 - they mostly looked at how parents feel when raising teens with ADHD. Stress often runs high because of tough behaviors and strained family dynamics. When we compare moms versus dads, women tend to report more strain. Because mothers usually handle all the daily caregiving. A different group, Di Renzo and others, Looking at earlier work, 2020 shows moms in ASD households often struggle with managing emotions plus balancing school demands. Meanwhile, Dilbaz-Gürsoy and team (2024) point out parents of kids with both DLD and ASD tend to face greater pressure than peers raising children without speech or autism challenges.

When kids show signs of distress, it often pulls parents apart too - this back-and-forth shapes how families respond by Allmann et al., 2021; Marston et al., 2022. Studies tracking children over time show harsh parenting sticks around because tough behavior keeps coming to each round deepens the strain (Allmann et al., 2021). In places like Southeast Asia, pressure builds when family roles matter deeply in public life; elsewhere, personal struggles carry more weight (Chin et al., In recent years, research has shown steady patterns of stress among parents of children with neurodevelopmental disorders. Studies from 2023 alongside earlier work by Ilias and team in 2018 point to clear gender trends. Mothers often face greater pressure due to expectations around emotional control, while fathers experience deeper unease when family dynamics weaken. This shift in family roles affects both parties differently over time. When it comes to autism spectrum disorder, there will be challenges in planning, monitoring, and responding to the tacks and environmental cues that are linked to elevated parental strain. Sensory sensitivities are another layer of problem for some families. Parental stress doesn't remain the same; instead, it might shift younger to older and their symptoms. Because the event might fall short of one-size-fits-all strategies. Real impact comes from approaches that adapt as the child and their real challenges may change. Before diagnosis, signs of stress often appear in children with ASD, as seen in work by DesChamps and team (2019) along with earlier findings from Hsiao's group (2016). More recently, research led by Kotsis in 2023 identified higher levels of stress specifically in kids with Developmental Language Disorder.

HER how the parents of kids with neurodevelopmental disorders handle stress that shapes their mental health. Normally people use different ways to manage challenges while some of them tackle the problem directly and others adjust how they feel about it. Managing stress by changing circumstances might mean talking to a therapist and asking questions, or reaching out into others. Some people may pull away emotionally, find comfort through faith and grow resigned, or mentally step back. These actions either ease pressure or make things worse over time. One study from Berenguer and team in 2022 looked at how mothers handle stress when raising kids with ASD or ADHD, spotting hidden patterns across families. Families with moms who deal well - using both practical steps and calm inner methods - tend to face less pressure over time. On the flip side, those using few such strategies often notice tougher behavior plus trouble sleeping in their children. Backing this up, Vira and Elisa noted in 2024 how people might learn more by teaching others, yet still carry weight when dealing with feelings about ADHD labels close up.

When it comes to real-life results, how people handle stress depends on the condition. For autism, accepting things helps more as kids get older, yet in some cultures, expressing emotions isn't common or accepted (Ilias et al., 2018; Chin et al., 2023). With attention-deficit/hyperactivity disorder, stepping into problems - such as speaking up at school - can lower pressure, even if someone struggles to cope overall

(Berenguer et al., 2022; Leitch et al., 2020). For individuals with developmental language disorder, handling how they're understood often means adapting around spoken challenges; helpful guidance plays a major role (O'Fallon et al., In recent years, research has shown how families handle stress affects their daily lives. When parents manage challenges well, it often strengthens how they raise their children - creating more stability at home (Allmann et al., 2021). On the flip side, when adults struggle with coping tools, they might fall into loose or strict parenting habits instead of adapting better (Allmann et al., 2021). When parents work outside the house, they sometimes feel less anxious because they use practical strategies to manage time (Sharma & Govindan, 2018). Money matters and whether someone is male or female can shape these patterns too - what works for one group may not help another (Sharma & Govindan, 2018). Looking into traditional communities, Chin et al. (In 2023, research in Taiwan revealed how people take charge when facing challenges. Meanwhile, work by Vira and Elisa in 2024 pointed toward hiding from shame instead. Still, coping isn't just responding after harm - it often starts before trouble grows. Programs such as shared community meetings help individuals build better ways to handle pressure, interrupting ongoing strain (Sharma & Govindan, 2018; Lee et al., 2021).

Discussion:

The studies provide several ways in which parents coping with the stresses of parenting NDD children, including those diagnosed with ASD, ADHD, and DLD, utilize coping strategies. Based on this, research has furthered that constructive coping combines proactive and internal approaches imbued within the family's context. For instance, Berenguer et al. (2022) found "adaptive coping" patterns among families with children with ADHD and ASD; parents actively seek treatment or educational options. The following may be the case: a mother of an ASD child may have enrolled in CBT to learn how to respond to meltdowns over sensory overload. In caring for her child, this would make her less burnt out and improve family dynamics. On the other hand, maladaptive coping processes—frequent emotional suppression—worsen problems. For instance, a father internalizes stress and does not seek help, thus increasing marital tension. Such works by Vira and Elisa (2024) elaborate on this by showing how stigma and loneliness hinder coping, especially for DLD families. To give you a concrete example, a DLD child's parent might feel isolated and turn to online support groups to get tips on adaptive communication techniques, such as using visual picture schedules. This may do several things: It relieves the burden of blame and allows emotional resilience—much along the lines of O'Fallon et al.'s communication styles.

Cultural values impose strong influence upon coping and parenting styles, as indicated in the summary. Thus, according to Setyanisa et al. (2022), for example, in most Asian cultures, the principle of Guan, which refers to endurance and strength, encourages problem-solving through family networks. For an Asian family with a child with ADHD, this may relying on extended family to follow a structured daily routine that promotes the child's ability to focus and reduces parental stress. Then echo may improve the speech outcomes in the family contexts of children with language impairment reported by Sadiq et al. (2023).

On the other hand, Western cultures are more focused on individual emotional wellbeing, meaning that coping strategies are more focused on self. For example, a US parent of an ASD child may use mindfulness apps to handle their feeling of helplessness instead of seeking communal support. This divergence in culture can, however, have different outcomes in interventions, as Chin et al. (2023) discuss when they highlight that rigidity about routine in Asian families might make a child with ADHD more adjusted to school, while the flexibility noted in families with ASD by Poirier et al. breaks down that routine but also

makes an allowance for the use of service animals like therapy dogs in the accommodation of such interactions.

While discussing the parenting styles based on child symptoms in a feedback loop, either reducing or intensifying challenges. Allmann et al. (2021) point to the kind of discipline ADHD traits lead to—rigid, while ASD shows leniency. Marston et al. (2022) further the idea that intensifying mismatched parenting duties increases pressures. For instance, an authoritative controller—warm but structured—to an ADHD child would set up a bedtime routine that would stabilize that child's impulsivity and reduce family anxiety. In other words, sensory overload extremes in overly permissive parenting arrangements of ASD cases only confirm that child's continued difficulties, with the most obvious consequence being increased parental burnout.

To surmount the barriers of culture, a Western family could appropriately adopt Asian-inspired routines, like daily checklists, that would ease transitions related to ASD, thus lessening strain. The placement of such routines is emphasized throughout this summary as a means for structured guidance.

These accumulated insights thus bring the summary to the conclusion that family strengthening programs reconsidering aspects of parental health may include, among others, culturally sensitive workshops with a combination of CBT and family interventions, similarly, such as communications adapted for DLD households aimed at empowering parents. Further longitudinal studies of service or digital tools, such as emotion management apps, that might break negative feedback loops should address these issues, keeping in mind intervention-related gender disparities in caregiving loads and considering cultural contexts to minimize harm and enhance resilience. A holistic approach may turn burdens into opportunities for growth, as adaptive families flourish through flexible, informed strategies.

Conclusion:

Looking at studies from around the world, one sees how tough parenting can be, made worse by a child's actions, trouble talking, and being shunned by society - mothers usually feel it more. Ways people handle this, depending on where they live - like tackling problems directly in Asia or managing feelings in the West - help reduce pressure; those who raise kids with balanced flexibility tend to do better overall. Help networks - like mutual support groups among parents or workplaces adjusting to their needs - can ease strain, yet obstacles remain, including limited reach and social shame. What happens between parent and child doesn't sit in isolation - when a kid struggles, it pulls on the parent too, changing how they react or manage situations. This back-and-forth shapes how things unfold, especially since help from others can either ease tension or make it worse if left out. Without targeted steps, these patterns stick around even after early warnings appear. Looking closer reveals differences across cultures matter deeply when shaping helpful strategies for parenting habits and emotional response. Training that respects varied cultural backgrounds might improve how parents handle stress while also supporting more authoritative styles through awareness shifts. Fair access to assistance isn't just about numbers - it quietly strengthens entire households by reducing pressure points along the way.

Implication:

Speech therapists or counselors might look more closely at using family-led methods shaped by culture, like teaching parents to use strategies to manage stress while raising their kids with warmth and structure. Change in broader systems means tackling issues like shame or unequal opportunities through stronger networks: think support circles among peers or adjustments at workplaces aimed at keeping families steady

during tough times. One idea is to look at people over time, across different cultures, using long-term research to sharpen how transactions work while checking if conditions such as DLD and ADHD appear together.

Even so, this assessment carries certain drawbacks. A conceptual review like it draws from past publications, meaning its strength can be shaped by gaps - like uneven culture inclusion, varied study designs, or weak approaches - found across prior work. Because most analyzed papers were conducted within single-timeframe frameworks, tracing direct cause and effect becomes harder when linking stress, coping methods, parenting approaches, and emotional assistance networks. Still, differences in how things are measured plus variations in study samples could make it harder to apply findings widely. Looking ahead, better insights might come from long-term studies done across cultures, using more than one research method - this could sharpen both real-world evidence and underlying ideas.

Limitation:

Even so, this assessment carries certain drawbacks. A conceptual review like it draws from past publications, meaning its accuracy can vary based on study design, cultural inclusion, and overall diversity among sources. Since many of the included works are based on single-point data collections, drawing firm conclusions about how stress, coping, parenting, and emotional assistance connect over time becomes challenging. Still, differences in how things are measured plus variations in who and what gets studied might make it harder to apply findings widely. Looking forward, studies need longer-term perspectives and blended research styles so these ideas about leadership can become sharper through evidence and thought.

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