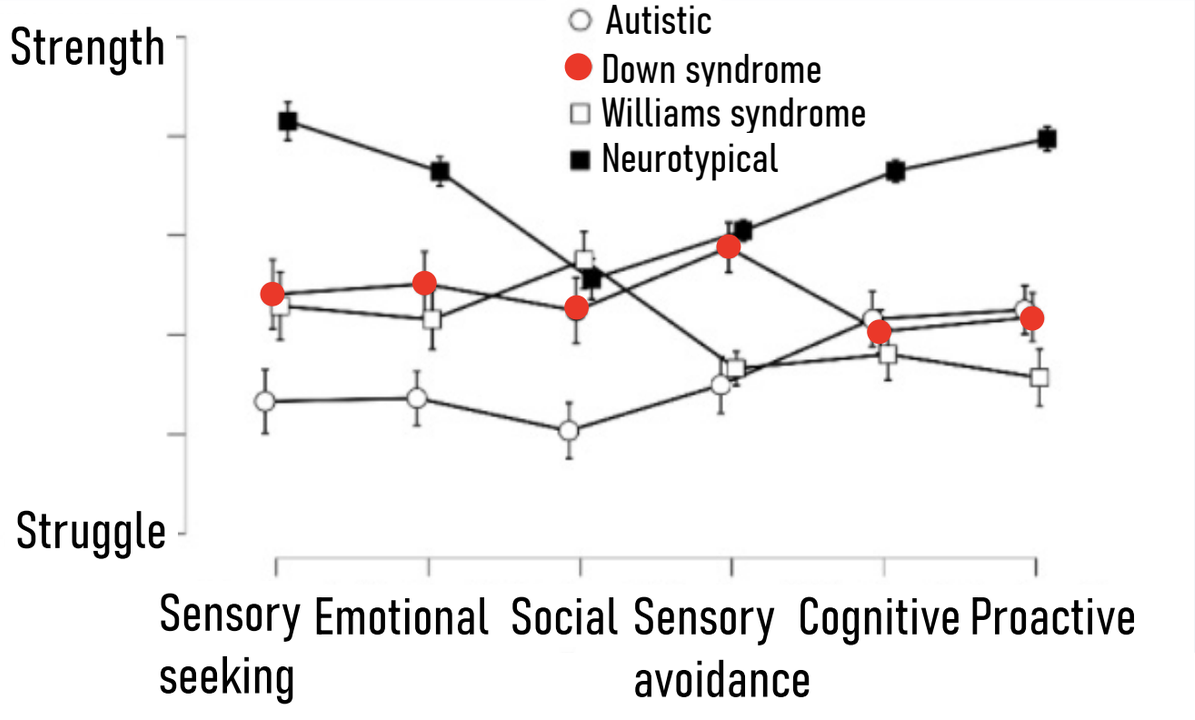


DOMAINS OF SELF-REGULATION IN AUTISM, DOWN SYNDROME, AND WILLIAMS SYNDROME: CONDITION-SPECIFIC OR TRANSDIAGNOSTIC?

A child's ability to self-regulate, such as stopping themselves from interrupting in a conversation or to manage their emotions, is an important developmental skill. Children with different developmental conditions may have particular strengths and challenges with different aspects of regulation. However, there may also be common aspects of the self-regulatory profiles of children with different diagnoses.

Here is a summary:
This research explored these issues using a questionnaire asking about different types of self-regulation given to 231 parents. This included parents of autistic children, children with Down syndrome, children with Williams syndrome, or neurotypical children.



For children with Down syndrome, parents reported that their child had relative strengths in social and emotional regulation and experienced relative challenges in cognitive and proactive regulation. Compared to parents of neurotypical children, parent groups of neurodiverse children reported that their children experienced challenges in four areas: sensory seeking, e.g., "They like gentle repetitive activity"; emotional regulation, e.g., "They get overly excited and enthusiastic when doing things"; cognitive regulation, e.g., "They struggle to follow instructions", and proactive regulation, e.g., "They like to help others, e.g., to help tidy up toys after play time".

FOR MORE INFORMATION CONTACT
CHRIS JARROLD
c.jarrold@bristol.ac.uk

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