

Parental Communication Strategies in Supporting Home-Based Intervention for Children with Autism Spectrum Disorder and Attention Deficit Hyperactivity Disorder

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ABSTRACT

Children with ASD and ADHD require constant support, especially at home. Parental communication plays a crucial role in managing emotions, conveying instructions, and fostering adaptive behavior in children. This qualitative descriptive study involved three participants selected through purposive sampling, with data collected via interviews and observations, then analyzed interactively and validated through triangulation. The findings indicate that parental strategies include simple language, step-by-step instructions, nonverbal cues, positive reinforcement, emotion regulation, and collaboration with therapists. Challenges faced included language barriers, impulsivity, poor focus, and parenting stress. In conclusion, communication that is empathetic, responsive, and attuned to the child's needs is key to the success of family-based interventions

INTRODUCTION

Neurodevelopmental disorders such as Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD) affect children's communication abilities, social interaction, attention, emotional regulation, and behavior. Selian (2023) explains that children with special needs require ongoing assessment and intervention to optimize their developmental potential. According to the Centers for Disease Control and Prevention (CDC), ASD prevalence continues to rise, affecting approximately 1 in 31 eight-year-old children. Meanwhile, ADHD is one of the most common developmental disorders among school-aged children, with a global prevalence of 5-7%. These high rates indicate that intervention services are increasingly needed not only in healthcare and educational facilities but also within families as the primary setting for children's daily activities Selian (2024).

The success of interventions for children with ASD and ADHD depends not only on the quality of professional services but also on the continuity of stimulation provided at home. Akram & Selian (2026) affirm that active parental involvement is a key factor supporting intervention effectiveness for children with autism. The family environment serves as the child's first learning space, so every interaction between parents and child contributes to the development of communication abilities, adaptive behavior, emotional regulation, and social skills. In this context, communication becomes the primary instrument connecting intervention delivery at service centers with its implementation in daily life (Azis & Selian 2026). Appropriate communication helps children understand instructions, build a sense of security, and improve responsiveness to various forms of stimulation (Anfasa & Selian 2025).

Establishing communication with children who have ASD and ADHD is not a simple process Maria Br Saragih & Selian (2026). Various barriers – such as limited verbal communication, difficulty sustaining attention, impulsive behavior, emotional dysregulation, and distinct sensory characteristics – require parents to adapt their communication styles to their children's needs. Huwaidi & Selian (2026) explain that adaptive communication strategies play an important role in helping children develop emotional regulation and build more positive interactions. Furthermore, Kamalia & Selian (2026) emphasize that a humanistic approach in supporting children with special needs encourages parents to understand each child's individual characteristics, enabling communication to become more empathetic, consistent, and supportive.

The development of the family-centered intervention concept shows that parental communication is no longer viewed merely as delivering instructions but as a process of building relationships, trust, and collaboration that support holistic child development. Maulana & Selian (2026) state that collaboration among families, schools, and professionals is an important factor in achieving successful intervention outcomes. Therefore, parents are not only caregivers but also active partners who implement communication strategies, provide positive reinforcement, help children manage emotions, and maintain intervention consistency at home.

Although various studies have examined intervention effectiveness and family involvement in supporting children with special needs, most still focus on child developmental outcomes. Research on how parents build adaptive communication strategies while supporting home-based interventions remains relatively limited. Anfasa & Selian (2025) focus more on mothers' experiences in accompanying psychological assessment processes, while Akram & Selian (2026) emphasize parental involvement in the assessment process for children with autism. Meanwhile, research on the transformation of parental communication strategies as part of family-based intervention remains largely unexplored in depth.

Based on this background, this study aims to explore the communication strategies applied by parents in supporting home-based interventions for children with ASD and ADHD using a qualitative approach. The novelty of this research lies in its analysis of the transformation in parental communication strategies—from instructional communication patterns toward collaborative, empathetic, and adaptive communication as part of family-centered intervention. The findings are expected to contribute to the development of family communication studies and serve as a foundation for designing parent empowerment programs to build more effective communication in supporting successful interventions for children with special needs.

LITERATURE REVIEW

Parental Involvement in Home-Based Intervention for Children with ASD and ADHD

Home-based intervention has become an essential component in supporting the developmental progress of children with Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD). While professional therapeutic services remain fundamental, increasing attention has been directed toward the role of parents as active participants in sustaining intervention outcomes within the family environment. According to Akram and Selian (2026), parental involvement significantly enhances the effectiveness of intervention programs by ensuring that therapeutic strategies are consistently implemented beyond clinical settings. This active participation enables children to receive continuous stimulation that promotes communication, emotional regulation, adaptive behavior, and independence.

The family-centered intervention model positions parents as collaborative partners rather than passive caregivers. Maulana and Selian (2026) argue that successful intervention requires strong collaboration among families, schools, and professionals, allowing children to receive consistent developmental support across multiple environments. Such collaboration strengthens communication between stakeholders and improves the continuity of intervention strategies, ultimately contributing to more sustainable developmental outcomes.

Communication Strategies for Children with Special Needs

Communication represents one of the most influential factors affecting intervention success for children with neurodevelopmental disorders. Children

with ASD and ADHD frequently experience difficulties in language development, attention regulation, social interaction, and emotional control, requiring parents to adopt communication approaches that are responsive to each child's individual characteristics. Selian (2023) explains that understanding children's developmental profiles forms the foundation for selecting appropriate communication strategies. Parents who recognize children's sensory preferences, communication styles, and emotional triggers are better able to provide effective guidance during daily interactions.

Further expanding this perspective, Selian (2024) emphasizes that communication with children with special needs should extend beyond instruction delivery to include empathy, emotional support, and relationship building. Adaptive communication involving simplified language, visual supports, consistent routines, nonverbal cues, and positive reinforcement enables children to understand expectations more effectively while reducing communication barriers. Such approaches foster trust between parents and children and facilitate the development of adaptive skills required for everyday functioning.

Adaptive Communication and Emotional Regulation

Recent studies have highlighted adaptive communication as a critical mechanism for improving children's emotional regulation and behavioral adjustment. Huwaidi and Selian (2026) found that communication tailored to children's developmental needs contributes significantly to emotional stability and positive parent-child interactions. Adaptive communication requires parents to continuously modify verbal and nonverbal communication based on children's cognitive abilities, sensory sensitivities, and emotional conditions.

This adaptive process aligns with humanistic approaches to supporting children with special needs. Kamalia and Selian (2026) suggest that humanistic communication emphasizes respect for children's individuality while encouraging parents to become more empathetic and responsive during interactions. Such communication creates supportive learning environments where children feel psychologically secure, enabling greater participation in intervention activities and promoting long-term developmental progress.

Family Experiences and Parenting Challenges

Although parents play an essential role in intervention, they often encounter numerous psychological and practical challenges throughout the caregiving process. Anfasa and Selian (2025) describe mothers' experiences during psychological assessment as emotionally demanding, involving uncertainty, stress, and continuous adaptation to children's developmental needs. Similar challenges are also reported by Maria Br. Saragih and Selian (2026), who emphasize that social stigma, limited public understanding, and inadequate support systems frequently increase parental psychological burden.

These emotional pressures influence communication quality within families. Parents experiencing stress or burnout may struggle to maintain patience, consistency, and responsiveness during daily interactions. Consequently, effective communication depends not only on children's

communication abilities but also on parents' emotional readiness and access to adequate social support. Creating supportive environments for families therefore becomes an important prerequisite for sustaining successful home-based intervention.

Qualitative Perspectives in Family Communication Research

Understanding parental communication requires research approaches capable of capturing subjective experiences and interactional dynamics within natural family settings. Rizkiyani and Selian (2025) explain that qualitative research provides comprehensive insight into participants' perspectives, meanings, and lived experiences, making it particularly suitable for investigating family communication processes. Similarly, Khalefa and Selian (2021) emphasize that purposive sampling allows researchers to select participants with rich experiences relevant to the phenomenon being explored, thereby producing meaningful qualitative findings.

Qualitative approaches are especially valuable for examining communication strategies because they reveal not only observable behaviors but also the reasoning, emotional adaptation, and contextual factors influencing parental decision-making throughout the intervention process.

METHODS

This study employs a qualitative approach with a descriptive design to explore in depth the communication strategies applied by parents in supporting the intervention process for children with Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD) in the home environment. A qualitative approach was chosen because it provides comprehensive understanding of subjective experiences, meanings, and communication dynamics that parents build while accompanying their children's intervention process. Rizkiyani & Selian (2025) explain that qualitative research aims to understand social phenomena based on participants' experiences, perspectives, and meanings constructed within natural contexts. Therefore, this study does not aim to test relationships between variables but rather to reveal social realities regarding parental communication strategies in supporting children's interventions within the family environment.

The research participants consisted of three parents who have children diagnosed with ASD and ADHD. Participants were selected using purposive sampling, a technique for determining informants based on specific considerations relevant to the research objectives, enabling the generation of information-rich cases. Khalefa & Selian (2021) explain that non-random sampling techniques, particularly purposive sampling, are highly suitable for qualitative research because they allow researchers to obtain participants with direct experience of the phenomenon under study. The inclusion criteria were: (1) parents of children diagnosed with ASD or ADHD; (2) actively involved in caregiving and home-based intervention implementation for at least six months; (3) interact directly with the child in daily activities; and (4) willing to participate by providing informed consent. The limited number of participants is considered

adequate because qualitative research emphasizes data depth over respondent quantity (Rizkiyani & Selian 2025).

Data collection was conducted through in-depth interviews and non-participant observation. In-depth interviews served as the primary technique to obtain information about parents' communication strategies, including verbal and nonverbal communication, instruction delivery, positive reinforcement provision, emotional management during interaction, and communication forms supporting intervention continuity at home. Semi-structured interviews were conducted using flexible interview guides, allowing researchers to explore participants' experiences more broadly according to the conversational flow. The entire interview process was recorded with participants' consent and transcribed verbatim for analysis. Additionally, non-participant observation was employed to observe communication patterns, interaction forms, children's responses to parental instructions, and naturally occurring communication situations in the home environment.

Data trustworthiness was maintained through the application of trustworthiness principles, including credibility, dependability, confirmability, and transferability. Rizkiyani & Selian (2025) explain that these four aspects are important indicators for ensuring qualitative research quality. Data credibility was achieved through method triangulation by comparing interview and observation results. The researcher also applied member checking, reconfirming transcripts and data interpretations with participants to ensure alignment with their intended experiences. Dependability was maintained through systematic documentation of the entire research process, while confirmability was achieved by compiling an audit trail enabling the analysis process to be retraced. Transferability was accomplished through presentation of contextual descriptions regarding participant characteristics, research environment, and data collection processes so readers can consider the relevance of findings to similar contexts.

Data analysis was conducted using the interactive analysis model of Miles, Huberman, and Saldaña, which includes three main stages: data condensation, data display, and conclusion drawing and verification. Analysis was performed simultaneously from the data collection process onward. During the data reduction stage, the researcher selected, coded, and organized data relevant to the research focus. Subsequently, data were presented in thematic narrative form to facilitate identification of patterns, relationships among themes, and meanings emerging from participants' experiences. The final stage was conducted through repeated interpretation until themes describing parents' communication strategies in supporting interventions for children with ASD and ADHD in the home environment were obtained.

All research stages were carried out in accordance with research ethics principles, including respect for participant autonomy, identity confidentiality, beneficence, and non-maleficence (Aulia & Selian, 2026). Before the research commenced, each participant received an explanation of the purpose, benefits, research procedures, and their right to withdraw at any time without consequences. Participant identities were anonymized using codes to maintain

personal data confidentiality, while all obtained information was used solely for academic purposes. Through the application of systematic methodological procedures and adherence to qualitative research principles as described by Rizkiyani & Selian (2025), this study is expected to produce an in-depth, credible, and meaningful depiction of parental communication strategies in supporting interventions for children with ASD and ADHD in the home environment.

RESULTS AND DISCUSSION

Theme 1. Understanding the Child's World: Building Communication through Recognition of Individual Characteristics

The research findings indicate that the communication strategies applied by parents did not form instantly but developed through a process of understanding the unique characteristics of each child. All participants revealed that in the early stages of accompanying children with Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD), they often experienced difficulties in establishing communication because they had not yet understood behavioral patterns, sensory needs, or how the child responded to the environment. Over time, parents began to realize that effective communication could not be built solely through verbal ability but must begin with the ability to understand the child's world from their perspective.

This understanding includes recognizing tantrum triggers, mood changes, sensory sensitivities, attention patterns, learning styles, and how the child expresses needs through both verbal and nonverbal behavior. Parents explained that each child has different communication patterns, so an approach that works for one child may not necessarily suit another. Therefore, the process of daily observation and interaction became the primary source for parents to recognize their child's characteristics more deeply.

One participant expressed that she began to understand the causes of her child's tantrums after observing behavioral patterns that emerged in daily activities.

"I used to think my child had tantrums because of defiance. After I paid closer attention, it turned out he gets upset when the environment is too noisy or when his routine changes. Since understanding that, I find it easier to calm him down." (R1)

Another participant explained that her child understands instructions more easily when conveyed through visual media rather than verbal explanations.

"My child understands faster when I show pictures or give examples directly. If I only explain with words, he often loses focus." (R2)

Meanwhile, the third participant conveyed that the child's mood changes are an important factor always considered before initiating communication.

"If I see that he is tired or in a bad mood, I don't give instructions right away. I wait until he is calmer so that communication becomes easier." (R3)

These findings indicate that parental communication strategies develop through the process of understanding the child's individual characteristics. From the perspective of Child-Centered Communication, communication is not only oriented toward message delivery but also toward the communicator's ability to understand the needs, abilities, and emotional condition of the interlocutor. This

approach places the child as the center of communication, so parents need to adjust their interaction style based on the child's developmental characteristics, communication abilities, and sensory needs. Thus, communication success is not determined by the number of instructions given but by the parents' ability to build interactions that align with the child's world.

Selian (2023) explains that understanding the characteristics of children with special needs is the primary foundation for building effective communication. Parents who understand their child's individual needs tend to be more capable of choosing appropriate communication strategies, resulting in more positive and meaningful interactions. This finding is supported by Selian (2024) who affirms that communication with children with ASD and ADHD must begin with a comprehensive understanding of the child's developmental characteristics, not merely focusing on visible behavioral changes. The results of this study reinforce both findings by demonstrating that when parents first understand the child's world, they are able to build more empathetic relationships, making communication more effective in supporting the intervention process at home.

Theme 2. From Instruction to Interaction: Adaptation of Verbal and Nonverbal Communication Strategies

The research findings indicate that parents experienced significant changes in how they communicate with their children throughout the intervention process. In the early stages, most participants still used instructional communication patterns by giving direct commands. However, this approach often did not produce the expected responses because children had difficulty understanding lengthy, abstract, or hastily delivered instructions. These experiences prompted parents to develop more adaptive communication strategies by adjusting their message delivery to match the child's communication abilities.

This shift was evident in the use of simpler sentences, giving one instruction at a time, utilizing visual cues, gestures, eye contact, facial expressions, and softer, more consistent vocal tones. Parents also began to realize that nonverbal communication was often easier for children to understand compared to lengthy verbal explanations.

One participant explained that she began reducing the use of long sentences because they made her child lose focus more easily.

"Now I speak more briefly. For example, I just say 'get your shoes' or 'sit down first.' If there are too many sentences, my child gets confused." (R1)

Another participant revealed that using pictures and hand gestures was more effective than giving verbal instructions alone.

"I usually point to objects or directly demonstrate what I mean. That way, the child understands faster what needs to be done." (R2)

Meanwhile, the third participant emphasized the importance of maintaining facial expressions and tone of voice so that the child feels safe during communication.

"If I speak in a high tone, my child becomes more restless. Now I try to stay calm and use a friendlier expression." (R3)

From the perspective of Communication Accommodation Theory, individuals adjust their communication styles to achieve interaction effectiveness with their conversation partners. The results of this study show that parents gradually underwent an accommodation process by simplifying language, slowing speech rate, utilizing nonverbal communication, and adjusting message delivery based on the child's abilities. These adaptations not only improved the child's understanding of instructions but also created more positive relationships between parents and children during the intervention process.

Huwaiddi & Selian (2026) explain that adaptive communication strategies play an important role in helping children with Autism Spectrum Disorder (ASD) develop emotional regulation and improve the quality of interactions with their surrounding environment. Furthermore, Selian (2024) affirms that children with special needs have different communication characteristics, so the approaches used by parents need to be tailored to each child's abilities and needs. The findings of this study reinforce those research results by demonstrating that the use of simple language, nonverbal communication, and communication style adjustments can improve the effectiveness of parent-child interaction. Thus, adaptive communication not only facilitates message delivery but also creates a sense of safety, increases the child's attention, and supports the success of interventions carried out in the home environment.

Theme 3. Becoming a Co-Therapist at Home: Communication as Part of the Intervention Process

The research findings indicate that the communication established by parents does not only function as a means of interaction in daily life but evolves into an integral part of the intervention process carried out at home. All participants revealed that after their children underwent regular therapy, they began to understand the importance of continuing various forms of stimulation outside therapy sessions. This condition transformed the parents' role from merely being caregivers to becoming co-therapists—individuals who actively apply various communication strategies to reinforce intervention outcomes in daily activities.

This role transformation was evident in the increased involvement of parents in training children's communication abilities, providing positive reinforcement, observing behavioral development, and discussing observation results with therapists. Communication was no longer viewed as a spontaneous activity but became a learning medium designed to train language skills, attention, emotional regulation, social interaction, and children's independence. Parents also strived to create learning opportunities through simple activities such as playing, eating together, dressing, and household chores, so that the intervention process unfolded naturally within family routines.

One participant explained that nearly every daily activity was utilized as an opportunity to train the child's communication skills.

"Now almost all activities at home I turn into practice. During meals, I encourage my child to name foods; during play, I train him to ask for things using words." (R1)

Another participant revealed that she regularly discussed her child's development with the therapist to ensure that home-based exercises remained aligned with intervention goals.

"After every therapy session, I always ask what should be practiced at home. So the exercises at home are not random but follow the therapist's guidance." (R2)

Meanwhile, the third participant explained that communication became the primary means of motivating the child when facing difficulties during the learning process.

"If the child starts struggling, I don't immediately give more commands. I encourage him first, then we try together until he succeeds." (R3)

These findings indicate that communication has a broader function than merely conveying information. Within the perspective of Family-Centered Care, families are positioned as primary partners in the service process, so parents have an active role in designing, implementing, and evaluating interventions alongside professionals. Communication serves as a bridge connecting therapy programs with their implementation in the home environment, allowing the stimulation received by the child to occur consistently and continuously.

Akram & Selian (2026) explain that active parental involvement in the intervention process significantly contributes to improving service effectiveness for children with autism. Furthermore, Maulana & Selian (2026) affirm that good collaboration among families, schools, and professionals is an important factor in supporting the development of children with special needs. The findings of this study reinforce those research results by demonstrating that communication is the primary instrument that transforms the parental role into that of a co-therapist in home-based intervention implementation. Thus, intervention success is determined not only by the quality of therapy provided at service centers but also by the consistency of communication that parents build in daily activities within the family environment.

Theme 4. When Communication Faces Barriers: Psychological, Emotional, and Environmental Challenges

The research findings indicate that the implementation of communication strategies in supporting interventions for children with Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD) is inseparable from various multidimensional barriers. These obstacles originate not only from the child's characteristics but are also influenced by parents' psychological conditions and the surrounding social environment. All participants described that communication often encountered difficulties when children displayed tantrum behaviors, impulsivity, difficulty maintaining attention, or limitations in responding to given instructions. These conditions required parents to continuously adjust their communication strategies to remain effective across various situations.

In addition to barriers stemming from child characteristics, this study also revealed that parents' psychological conditions became a factor affecting communication success. The continuous caregiving activities carried out over the long term caused some parents to experience emotional fatigue (parental burnout), stress, and anxiety regarding their child's development. When parents'

emotional conditions were less stable, communication tended to become more instructive, less patient, and potentially gave rise to conflict during interaction processes. On the other hand, the social environment also presented challenges in the form of societal stigma, lack of understanding from extended family regarding the child's condition, and limited coordination between home, school, and therapy services. These obstacles often compounded families' psychological burdens and affected the consistency of communication applied in daily life.

From the perspective of Communication Barrier Theory, communication effectiveness is influenced by various obstacles that may arise from the communicator, the communicatee, or the communication environment. In this study, communication barriers emerged as a result of the combination of children's developmental characteristics, parents' emotional conditions, and external factors affecting interaction processes. Therefore, communication failure cannot be understood merely as the child's inability to receive messages but also as the result of interactions among various psychological, social, and environmental factors that mutually influence one another. These findings indicate that communication success requires parents' adaptive capacity to adjust their communication style according to the child's condition while simultaneously managing the pressures encountered during the intervention process.

Huwaiti & Selian (2026) explain that the success of supporting children with Autism Spectrum Disorder (ASD) is greatly influenced by family emotional readiness, effective communication, and support from the surrounding environment. These findings are reinforced by (Kamalia & Selian, 2026) who state that communication barriers within families are influenced not only by child characteristics but also by resource limitations, psychological stress, and lack of social support. Furthermore, (Anfasa & Selian, 2025) reveal that parents' experiences in accompanying children with special needs are often colored by emotional challenges that affect daily interaction patterns. The results of this study reinforce those findings by demonstrating that communication success depends not only on the child's ability to receive messages but also on parents' psychological readiness and environmental support that enable the establishment of adaptive, consistent, and supportive communication. Therefore, strengthening parental capacity and creating an inclusive environment are important components in supporting the success of family-based interventions.

Theme 5. Adaptive Communication as a Strategy for Building Children's Independence

The research findings indicate that the communication strategies applied by parents have evolved from instructional communication patterns toward more adaptive and participatory communication. Parents no longer view communication merely as a means of giving commands or correcting children's behavior but as a medium for building children's ability to manage emotions, understand rules, solve simple problems, and develop independence in daily activities. This change demonstrates that communication has an educative

function that plays an important role in supporting intervention success in the home environment.

In practice, parents implemented various communication strategies, such as using positive reinforcement, providing children with opportunities to choose, delivering instructions gradually, giving praise for positive behavior, and habituating two-way communication in daily activities. These strategies enabled children to learn simple decision-making, understand the consequences of their behavior, and improve emotional regulation abilities when facing challenging situations. Thus, communication was no longer centered on obedience to instructions but was directed toward building adaptive capabilities that children could apply in everyday life.

The findings of this study can be explained through the concept of Positive Reinforcement, which emphasizes the importance of reinforcing positive behavior so that such behavior recurs. Additionally, the principle of Behavior Modification explains that changes in children's behavior can be shaped through communication consistency, appropriate consequences, and a supportive learning environment. In the family context, the success of these strategies is also influenced by Parental Responsiveness—the parents' ability to understand the child's needs, provide appropriate responses, and adjust communication patterns according to the child's development. The higher the parental responsiveness, the greater the opportunity for children to develop communication abilities, emotional regulation, and independence in various activities.

Akram & Selian (2026) explain that active parental involvement in the intervention process significantly contributes to child development. Furthermore, Maulana & Selian (2026) affirm that consistent communication between families and professionals is an important factor in supporting service success for children with special needs. These findings are reinforced by Selian (2024) who states that the development of independence in children with special needs is influenced not only by formal intervention programs but also by the quality of interaction built within the family environment. Unlike previous studies that emphasized parental involvement in intervention processes, this study demonstrates that adaptive communication is the primary mechanism bridging parental involvement and the development of children's independence. Thus, adaptive communication represents one of the novelties of this research, as it positions communication as a strategic factor in building adaptive abilities and independence for children in the home environment.

Theme 6. From Communication to Family Empowerment: Implications for Home-Based Intervention

The research findings indicate that the communication established by parents not only impacts children's ability to understand instructions but also fosters warmer relationships, enhances trust between parents and children, and strengthens family involvement in the intervention process. Responsive and consistent communication allows children to feel safer expressing their needs, while parents gain a better understanding of their child's characteristics and

development. These conditions demonstrate that communication is the primary foundation for building sustainable intervention in the home environment.

An important implication of this study is the need for a paradigm shift in the implementation of interventions for children with Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD). Intervention programs should not only focus on improving children's abilities through formal therapy services but also need to pay attention to strengthening family capacity, particularly parents' communication skills. Parents require ongoing education, training, and support to be able to apply communication strategies appropriate to their child's developmental needs in various daily life situations.

The findings of this study support the concept of Parent Empowerment, which is the empowerment of parents as active partners throughout the intervention process. Through such empowerment, parents not only gain knowledge about their child's condition but also develop the confidence to make decisions, solve various communication problems, and maintain intervention consistency at home. This approach aligns with the concept of Family-Centered Intervention, which positions the family as an integral part of the service system, as well as the principle of Humanistic Care, which emphasizes appreciation for each family's experiences, needs, and potential.

Maulana & Selian (2026) affirm that effective collaboration among families, schools, and professionals is one of the main factors supporting successful intervention for children with special needs. In line with this, Akram & Selian (2026) explain that active parental involvement at every stage of intervention can improve service effectiveness and encourage more optimal child development. Furthermore, Anfasa & Selian (2025) show that parents' experiences in accompanying children with special needs constitute a learning process that shapes their ability to face various parenting challenges. Kamalia & Selian (2026) also affirm that a humanistic approach provides space for families to actively participate in decision-making and intervention implementation according to each child's unique needs.

The findings of this study extend those previous findings by demonstrating that communication does not only function as a medium for conveying information but also as an instrument for family empowerment in supporting home-based intervention success. Adaptive, empathetic, and consistent communication enables parents to act as primary partners in the intervention process, thereby creating a more supportive learning environment for child development. Therefore, intervention programs for children with ASD and ADHD need to be designed with the strengthening of family communication capacity as one of the main components, so that intervention success depends not only on professional services but also on the family's ability to maintain the quality of interaction within the home environment.

CONCLUSIONS AND RECOMMENDATIONS

This study demonstrates that communication strategies applied by parents—such as using simple and consistent language, providing gradual instructions, utilizing verbal and nonverbal communication, offering positive

reinforcement, and collaborating with therapists—play an important role in supporting successful interventions for children with Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD) in the home environment. Adaptive, responsive communication oriented toward individual children's needs can improve interaction effectiveness, support the development of communication abilities, emotional regulation, and children's independence. Therefore, it is recommended that parents receive ongoing education and training regarding effective communication strategies, while professionals and intervention service providers need to strengthen family-based support programs. Future research is expected to involve a larger number of participants, broader geographical coverage, and utilize more diverse methodological approaches to produce more comprehensive findings with greater transferability.

FURTHER STUDY

This study has several limitations, including a relatively small number of participants and involving only parents with specific characteristics, so the findings cannot fully capture the experiences of families with children with Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD) across various contexts. Furthermore, this study employs a qualitative approach focused on exploring subjective experiences, meaning the findings are not intended to be broadly generalized. Therefore, future research is recommended to involve a larger number of participants, broader and more diverse geographical coverage, and combine qualitative and quantitative approaches to obtain a more comprehensive understanding of the effectiveness of parental communication strategies in supporting interventions for children with ASD and ADHD in the home environment.

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