

DAFTAR PUSTAKA

- Akhmetzyanova, A. I., & Artemyeva, T. V. (2019). *How Children with Developmental Disorders Understand Emotional States of Their Peers and Adults in Different Interaction Situations*. 298(Essd), 98–101. <https://doi.org/10.2991/essd-19.2019.21>
- Aldao, A., & Nolen-Hoeksema, S. (2010). Specificity of cognitive emotion regulation strategies: A transdiagnostic examination. *Behaviour Research and Therapy*, 48(10), 974–983. <https://doi.org/10.1016/j.brat.2010.06.002>
- American Psychiatric Association. (2013). *The Diagnostic and Statistical Manual of Mental Disorder, 5 th Edition (DSM-V)*. American Psychiatric Association.
- Anderson, V., Darling, S., Hearps, S., Darby, D., Dooley, J., McDonald, S., Turkstra, L., Brown, A., Greenham, M., Crossley, L., Charalambous, G., & Beauchamp, M. H. (2023). Deep phenotyping of socio-emotional skills in children with typical development, neurodevelopmental disorders, and mental health conditions: Evidence from the PEERS. *PLoS ONE*, 18(10 October), 1–17. <https://doi.org/10.1371/journal.pone.0291929>
- Andrés-Roqueta, C., Adrian, J. E., Clemente, R. A., & Villanueva, L. (2016). Social cognition makes an independent contribution to peer relations in children with Specific Language Impairment. *Research in Developmental Disabilities*, 49–50, 277–290. <https://doi.org/10.1016/j.ridd.2015.12.015>
- APA dictionary of psychology (2nd ed.). (2015). In G. R. VandenBos (Ed.), *Dictionary of the old low and central Franconian psalms and glosses*. American Psychological Association. <https://doi.org/10.1037/14646-000>
- Azwar, S. (2016). *Metode Penelitian*. Pustaka Belajar.
- Azwar, S. (2017). *Penyusunan Skala Psikologi (Edisi 2)*. Pustaka Belajar.
- Azwar, S. (2018). *Reliabilitas dan validitas (Edisi 4)*. Pustaka Belajar.
- Azwar, S. (2019). *Metode penelitian psikologi (Edisi 2)*. Pustaka Belajar.
- Bailes, L. G., Ennis, G., Lempres, S. M., Cole, D. A., & Humphreys, K. L. (2023). Parents' emotion socialization behaviors in response to preschool-aged children's justified and unjustified negative emotions. *PLoS ONE*, 18(4 April), 1–16. <https://doi.org/10.1371/journal.pone.0283689>
- Baker, J. K., Fenning, R. M., Crnic, K. A., Baker, B. L., & Blacher, J. (2007). Prediction of social skills in 6-year-old children with and without developmental delays: Contributions of early regulation and maternal scaffolding. *American Journal on Mental Retardation*, 112(5), 375–391. [https://doi.org/10.1352/0895-8017\(2007\)112\[0375:POSSIY\]2.0.CO;2](https://doi.org/10.1352/0895-8017(2007)112[0375:POSSIY]2.0.CO;2)
- Basten, M., van der Ende, J., Tiemeier, H., Althoff, R. R., Rijlaarsdam, J., Jaddoe, V. W. V., Hofman, A., Hudziak, J. J., Verhulst, F. C., & White, T. (2014). Nonverbal intelligence in young children with dysregulation: the Generation R Study. *European Child and Adolescent Psychiatry*, 23(11), 1061–1070. <https://doi.org/10.1007/s00787-014-0551-x>
- Behrendt, H. F., Scharke, W., Herpertz-Dahlmann, B., Konrad, K., & Firk, C. (2019). Like mother, like child? Maternal determinants of children's early social-emotional development. *Infant Mental Health Journal*, 40(2), 234–247. <https://doi.org/10.1002/imhj.21765>

- Berkovits, L., Eisenhower, A., & Blacher, J. (2017). Emotion Regulation in Young Children with Autism Spectrum Disorders. *Journal of Autism and Developmental Disorders*, 47(1), 68–79. <https://doi.org/10.1007/s10803-016-2922-2>
- Blandon, A. Y., Calkins, S. D., Keane, S. P., & O'Brien, M. (2008). Individual differences in trajectories of emotion regulation processes: The effects of maternal depressive symptomatology and children's physiological regulation. *Developmental Psychology*, 44(4), 1110–1123. <https://doi.org/10.1037/0012-1649.44.4.1110>
- Bourke-Taylor, H. M., Joyce, K. S., Grzegorzczyn, S., & Tirlea, L. (2022). Profile of Mothers of Children with a Disability Who Seek Support for Mental Health and Wellbeing. *Journal of Autism and Developmental Disorders*, 52(9), 3800–3813. <https://doi.org/10.1007/s10803-021-05260-w>
- Brenning, K., Soenens, B., Vansteenkiste, M., De Clercq, B., & Antrop, I. (2022). Emotion Regulation as a Transdiagnostic Risk Factor for (Non)Clinical Adolescents' Internalizing and Externalizing Psychopathology: Investigating the Intervening Role of Psychological Need Experiences. *Child Psychiatry and Human Development*, 53(1), 124–136. <https://doi.org/10.1007/s10578-020-01107-0>
- Brobst, J. B., Clopton, J. R., & Hendrick, S. S. (2009). Parenting children with autism spectrum disorders: The couple's relationship. *Focus on Autism and Other Developmental Disabilities*, 24(1), 38–49. <https://doi.org/10.1177/1088357608323699>
- Brown, M. A., Lee McIntyre, L., Crnic, K. A., Baker, B. L., & Blacher, J. (2011). Preschool children with and without developmental delay: Risk, parenting, and child demandingness. *Journal of Mental Health Research in Intellectual Disabilities*, 4(3), 206–226. <https://doi.org/10.1080/19315864.2011.596990>
- Calkins, S. D., & Hill, A. (2007). Caregiver Influences on Emerging Emotion Regulation: Biological and Environmental Transactions in Early Development. In J. J. Gross (Ed.), *Handbook of emotion regulation* (pp. 229–248). The Guilford Press.
- Castro-Schilo, L., Taylor, Z. E., Ferrer, E., Robins, R. W., Conger, R. D., & Widaman, K. F. (2013). Parents' Optimism, Positive Parenting, and Child Peer Competence in Mexican-Origin Families. *Parenting*, 13(2), 95–112. <https://doi.org/10.1080/15295192.2012.709151>
- Chadwick, O., Kusel, Y., & Cuddy, M. (2008). Factors associated with the risk of behaviour problems in adolescents with severe intellectual disabilities. *Journal of Intellectual Disability Research*, 52(10), 864–876. <https://doi.org/10.1111/j.1365-2788.2008.01102.x>
- Chan, N., & Neece, C. L. (2018). Parenting Stress and Emotion Dysregulation among Children with Developmental Delays: The Role of Parenting Behaviors. *Journal of Child and Family Studies*, 27(12), 4071–4082. <https://doi.org/10.1007/s10826-018-1219-9>
- Chung, J. C. Y., Mevorach, C., & Woodcock, K. A. (2022). Establishing the transdiagnostic contextual pathways of emotional outbursts. *Scientific Reports*, 12(1), 1–13. <https://doi.org/10.1038/s41598-022-11474-4>

- Cohen, D. J., & Volkmar, F. R. (1997). *Handbook of autism and pervasive developmental disorders (2nd ed.)*. John Wiley & Sons, Inc.
- Cohodes, E. M., Preece, D. A., McCauley, S., Rogers, M. K., Gross, J. J., & Gee, D. G. (2022). Development and Validation of the Parental Assistance with Child Emotion Regulation (PACER) Questionnaire. *Research on Child and Adolescent Psychopathology*, 50(2), 133–148. <https://doi.org/10.1007/s10802-020-00759-9>
- Collins, W. A., Maccoby, E. E., Steinberg, L., Hetherington, E. M., & Bornstein, M. H. (2000). Contemporary research on parenting: The case for nature and nurture. *American Psychologist*, 55(2), 218–232. <https://doi.org/10.1037/0003-066X.55.2.218>
- Desiningrum, D. R. (2016). *Psikologi Anak Berkebutuhan Khusus*. Psikosain. <https://core.ac.uk/download/pdf/76939829.pdf>
- Draghi, T. T. G., Cavalcante Neto, J. L., Rohr, L. A., Jelsma, L. D., & Tudella, E. (2020). Symptoms of anxiety and depression in children with developmental coordination disorder: a systematic review. *Jornal de Pediatria*, 96(1), 8–19. <https://doi.org/10.1016/j.jped.2019.03.002>
- Eisenberg, N., Cumberland, A., & Spinrad, T. L. (1998). Psychological Inquiry : An International Journal for the Advancement of Psychological Theory Parental Socialization of Emotion Parental Socialization of Emotion. *Psychological Inquiry*, 9(4), 241–273. <https://doi.org/10.1207/s15327965pli0904>
- English, T., & Springstein, T. (2024). A PERSON-SPECIFIC APPROACH TO EMOTION REGULATION FLEXIBILITY ACROSS ADULTHOOD. *Innovation in Aging*, 8(Supplement_1), 455–455. <https://doi.org/10.1093/geroni/igae098.1481>
- Fairfax, A., Brehaut, J., Colman, I., Sikora, L., Kazakova, A., Chakraborty, P., & Potter, B. K. (2019). A systematic review of the association between coping strategies and quality of life among caregivers of children with chronic illness and/or disability. *BMC Pediatrics*, 19(1), 1–16. <https://doi.org/10.1186/s12887-019-1587-3>
- Farantika, D., Rachmah, L. L., Purwaningrum, D., & Sanjaya, S. (2024). ANALISIS PERSPEKTIF GENDER DALAM STRATEGI COPING ANAK. 4(2), 60–66.
- Fiona, E., & Indianti, W. (2019). Developing Emotion Regulation Skills By Emotion Regulation Skills System Training for Children With Mild Intellectual Disability. *Jurnal Psikologi Insight*, 2(2), 51–66. <https://doi.org/10.17509/insight.v2i2.15242>
- Fujiki, M., Spackman, M. P., Brinton, B., & Hall, A. (2004). The Relationship of Language and Emotion Regulation Skills to Reticence in Children With Specific Language Impairment. *Journal of Speech, Language, and Hearing Research*, 47(3), 637–646. [https://doi.org/10.1044/1092-4388\(2004/049\)](https://doi.org/10.1044/1092-4388(2004/049))
- Ghozali, I. (2018). *Aplikasi analisis multivariate dengan program IBM SPSS 25 (9th ed.)*. Badan Penerbit Universitas Diponegoro.
- Gigliotti, F., Giovannone, F., Belli, A., & Sogos, C. (2024). Atypical Sensory Processing in Neurodevelopmental Disorders: Clinical Phenotypes in Preschool-Aged Children. *Children*, 11(7).

- <https://doi.org/10.3390/children11070875>
- Green, S., & Baker, B. (2011). Parents' emotion expression as a predictor of child's social competence: Children with or without intellectual disability. *Journal of Intellectual Disability Research*, 55(3), 324–338. <https://doi.org/10.1111/j.1365-2788.2010.01363.x>
- Gross, J. J. (1998). Antecedent- and response-focused emotion regulation: Divergent consequences for experience, expression, and physiology. *Journal of Personality and Social Psychology*, 74(1), 224–237. <https://doi.org/10.1037//0022-3514.74.1.224>
- Gross, J. J. (2015). Emotion Regulation: Current Status and Future Prospects. *Psychological Inquiry*, 26(1), 1–26. <https://doi.org/10.1080/1047840X.2014.940781>
- Gruhn, M. A., Dunbar, J. P., Watson, K. H., Reising, M. M., McKee, L., Forehand, R., Cole, D. A., & Compas, B. E. (2016). Testing specificity among parents' depressive symptoms, parenting, and child internalizing and externalizing symptoms. *Journal of Family Psychology*, 30(3), 309–319. <https://doi.org/10.1037/fam0000183>
- Gunarsa, S. D. (2008). Psikologi perkembangan anak dan remaja. In *Gunung Mulia*. Gunung Mulia. <https://doi.org/10.1515/ism.1930.19.4.243>
- Hallahan, D. P., Pullen, P. C., Kauffman, J. M., & Badar, J. (2020). Exceptional Learners. *Oxford Research Encyclopedia of Education*, February. <https://doi.org/10.1093/acrefore/9780190264093.013.926>
- Hauser-Cram, P., & Woodman, A. C. (2016). Trajectories of Internalizing and Externalizing Behavior Problems in Children with Developmental Disabilities. *Journal of Abnormal Child Psychology*, 44(4), 811–821. <https://doi.org/10.1007/s10802-015-0055-2>
- Housman, D. K. (2017). The importance of emotional competence and self-regulation from birth: a case for the evidence-based emotional cognitive social early learning approach. *International Journal of Child Care and Education Policy*, 11(1). <https://doi.org/10.1186/s40723-017-0038-6>
- Hu, X., Yin, L., Situ, M., Guo, K., Yang, P., Zhang, M., & Huang, Y. (2018). Parents' impaired emotion recognition abilities are related to children's autistic symptoms in autism spectrum disorder. *Neuropsychiatric Disease and Treatment*, 14, 2973–2980. <https://doi.org/10.2147/NDT.S174538>
- Hurlock, E. B. (2003). Psikologi Perkembangan: Suatu Pendekatan Sepanjang Rentang Kehidupan, terj. In *Isti Widiyati*, Jakarta: Erlangga.
- Jacobs, E., Mazzone, S., Simon, P., & Nader-Grosbois, N. (2019). The Unexpected Impact of Parental Emotional Socialization on Theory of Mind and Emotion Regulation: The Case of Children with Intellectual Disabilities. *Psychology*, 10(09), 1302–1332. <https://doi.org/10.4236/psych.2019.109084>
- Johnston, C., & Mash, E. J. (2001). Families of children with attention-deficit/hyperactivity disorder: Review and recommendations for future research. *Clinical Child and Family Psychology Review*, 4(3), 183–207. <https://doi.org/10.1023/A:1017592030434>
- Kasari, C. L., Jahromi, L. B., & Gulsrud, A. C. (2012). Emotional Development in Children with Developmental Disabilities. In *The Oxford Handbook of*

- Intellectual Disability and Development* (pp. 239–253). [https://books.google.co.id/books?id=ma7ly0TEO6EC&lpg=PA239&ots=tJVuhRNgMA&dq=Kasari emotional development 2012&lr&pg=PA239#v=onepage&q&f=false](https://books.google.co.id/books?id=ma7ly0TEO6EC&lpg=PA239&ots=tJVuhRNgMA&dq=Kasari%20emotional%20development%202012&lr&pg=PA239#v=onepage&q&f=false)
- Keluskar, J., Reicher, D., Gorecki, A., Mazefsky, C., & Crowell, J. A. (2021). Understanding, Assessing, and Intervening with Emotion Dysregulation in Autism Spectrum Disorder: A Developmental Perspective. *Child and Adolescent Psychiatric Clinics of North America*, 30(2), 335–348. <https://doi.org/10.1016/j.chc.2020.10.013>
- King, G. L., Macdonald, J. A., Greenwood, C. J., Kehoe, C., Dunsmore, J. C., Havighurst, S. S., Youssef, G. J., Berkowitz, T. S., & Westrupp, E. M. (2023). Profiles of parents' emotion socialization within a multinational sample of parents. *Frontiers in Psychology*, 14(August), 1–18. <https://doi.org/10.3389/fpsyg.2023.1161418>
- Kross, E., & Ayduk, O. (2008). Facilitating adaptive emotional analysis: Distinguishing distanced-analysis of depressive experiences from immersed-analysis and distraction. *Personality and Social Psychology Bulletin*, 34(7), 924–938. <https://doi.org/10.1177/0146167208315938>
- Laurent, A. C., Prizant, B. M., & Gorman, K. S. (2018). *Model Perspective*.
- Leclerc, J., O'Connor, K. P., Forget, J., & Lavoie, M. E. (2011). Behavioral Program for Managing Explosive Outbursts in Children with Tourette Syndrome. *Journal of Developmental and Physical Disabilities*, 23(1), 33–47. <https://doi.org/10.1007/s10882-010-9213-1>
- Lemeshow, S., & Hosmer, D. W. (1997). *Besar Sampel dalam Penelitian Kesehatan (terjemahan)*. Gadjah Mada University Press.
- Lovejoy, M. C., Graczyk, P. A., O'Hare, E., & Neuman, G. (2000). Maternal depression and parenting behavior. *Clinical Psychology Review*, 20(5), 561–592. [https://doi.org/10.1016/s0272-7358\(98\)00100-7](https://doi.org/10.1016/s0272-7358(98)00100-7)
- Maimun. (2017). *Psikologi Pengasuhan: Mengasuh Tumbuh Kembang Anak dengan Ilmu*. Sanabil. [https://repository.uinmataram.ac.id/527/4/Psikologi Pengasuhan %281%29_Compressed.pdf](https://repository.uinmataram.ac.id/527/4/Psikologi%20Pengasuhan%281%29_Compressed.pdf)
- Marquis, W. A., Noroña, A. N., & Baker, B. L. (2017). Developmental delay and emotion dysregulation: Predicting parent–child conflict across early to middle childhood. *Journal of Family Psychology*, 31(3), 327–335. <https://doi.org/10.1037/fam0000267>
- Mash, L. E., Schauder, K. B., Cochran, C., Park, S., & Cascio, C. J. (2017). Associations between interoceptive cognition and age in autism spectrum disorder and typical development. *Journal of Cognitive Education and Psychology*, 16(1), 23–37. <https://doi.org/10.1891/1945-8959.16.1.23>
- Mbatha, N. L., & Mokwena, K. E. (2023). Parental Stress in Raising a Child with Developmental Disabilities in a Rural Community in South Africa. *International Journal of Environmental Research and Public Health*, 20(5), 1–15. <https://doi.org/10.3390/ijerph20053969>
- Miller-Slough, R., Zeman, J. L., Poon, J. A., & Sanders, W. M. (2016). Children's Maternal Support-Seeking: Relations to Maternal Emotion Socialization Responses and Children's Emotion Management. *Journal of Child and Family*

- Studies*, 25(10), 3009–3021. <https://doi.org/10.1007/s10826-016-0465-y>
- Miyake, A., Friedman, N. P., Emerson, M. J., Witzki, A. H., Howerter, A., & Wager, T. D. (2000). The Unity and Diversity of Executive Functions and Their Contributions to Complex “Frontal Lobe” Tasks: A Latent Variable Analysis. *Cognitive Psychology*, 41(1), 49–100. <https://doi.org/10.1006/cogp.1999.0734>
- Monsell, S. (2003). Task switching. *Trends in Cognitive Sciences*, 7(3), 134–140. [https://doi.org/10.1016/S1364-6613\(03\)00028-7](https://doi.org/10.1016/S1364-6613(03)00028-7)
- Morris, A. S., Silk, J. S., Morris, M. D. S., Steinberg, L., Aucoin, K. J., & Keyes, A. W. (2011). The Influence of Mother-Child Emotion Regulation Strategies on Children’s Expression of Anger and Sadness. *Developmental Psychology*, 47(1), 213–225. <https://doi.org/10.1037/a0021021>
- Morris, A. S., Silk, J. S., Steinberg, L., Myers, S. S., & Robinson, L. R. (2007). The role of the family context in the development of emotion regulation. *Social Development*, 16(2), 361–388. <https://doi.org/10.1111/j.1467-9507.2007.00389.x>
- Nainggolan, N. F., & Sukri, U. (2022). Tanggung Jawab Orang Tua dalam Pendidikan Anak. *Inculco Journal of Christian Education*, 2(1), 14–24. <https://doi.org/https://doi.org/10.59404/ijce.v2i1.41>
- Neurological, psychiatric, and developmental disorders: Meeting the challenge in the developing world. (2001). In *Committee on Nervous System Disorders, Board on Global Health*.
- Nolen-Hoeksema, S. (2012). Emotion regulation and psychopathology: The role of gender. *Annual Review of Clinical Psychology*, 8, 161–187. <https://doi.org/10.1146/annurev-clinpsy-032511-143109>
- Norona, A. N., & Baker, B. L. (2014). The transactional relationship between parenting and emotion regulation in children with or without developmental delays. *Research in Developmental Disabilities*, 35(12), 3209–3216. <https://doi.org/10.1016/j.ridd.2014.07.048>
- Novita, D., Amirullah, & Ruslan. (2016). PERAN ORANG TUA DALAM MENINGKATKAN PERKEMBANGAN ANAK USIA DINI DI DESA AIR PINANG KECAMATAN SIMEULUE TIMUR. *Jurnal Ilmiah Mahasiswa Pendidikan Kewarganegaraan Unsyiah*, 1(1), 22–30. <https://jim.usk.ac.id/pendidikan-kewarganegaraan/article/view/355>
- Ojha, A., Miller, J. G., King, L. S., Davis, E. G., Humphreys, K. L., & Gotlib, I. H. (2022). Empathy for others versus for one’s child: Associations with mothers’ brain activation during a social cognitive task and with their toddlers’ functioning. *Developmental Psychobiology*, 64(7), 6. <https://doi.org/10.1002/dev.22313>
- Papalia, R. D. E., Olds, S. W., & Feldman, R. D. (2009). Physical and Cognitive Development in Adolescence. In *Human Development*.
- Petrenko, C. L. M. (2013). A Review of Intervention Programs to Prevent and Treat Behavioral Problems in Young Children with Developmental Disabilities. *Journal of Developmental and Physical Disabilities*, 25(6), 651–679. <https://doi.org/10.1007/s10882-013-9336-2>
- Pisula, E. (2008). Interactions of fathers and their children with autism1. *Polish*

- Psychological Bulletin*, 39(1), 35–41. <https://doi.org/10.2478/v10059-008-0005-8>
- Poerwadarminta, W. J. S. (2003). *Kamus Umum Bahasa Indonesia*. Balai Pustaka.
- Priyono. (2016). *Metode Penelitian Kuantitatif*. Zifatama Publishing. [https://books.google.co.id/books?id=lggHEAAAQBAJ&lpg=PA1&ots=I1bsDNR2gG&dq=Winarsunu%2C+T.+2017\).+Statistik+dalam+penelitian+psikologi+dan+pendidikan.+UMM+Press&lr&pg=PA2#v=onepage&q=Winarsunu,+T.+2017\).+Statistik+dalam+penelitian+psikologi+dan+pendid](https://books.google.co.id/books?id=lggHEAAAQBAJ&lpg=PA1&ots=I1bsDNR2gG&dq=Winarsunu%2C+T.+2017).+Statistik+dalam+penelitian+psikologi+dan+pendidikan.+UMM+Press&lr&pg=PA2#v=onepage&q=Winarsunu,+T.+2017).+Statistik+dalam+penelitian+psikologi+dan+pendid)
- Pusdatin. (2024). *Total Peserta Didik Berkebutuhan Khusus PROV. SUMATERA BARAT*. Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi. https://referensi.data.kemdikbud.go.id/berkebutuhan_khusus/total/wilayah/080000/1
- Regalado, M., Sareen, H., Inkelas, M., Wissow, L. S., & Halfon, N. (2004). Parents' Discipline of Young Children: Results From the National Survey of Early Childhood Health. *Pediatrics*, 113(Supplement_5), 1952–1958. <https://doi.org/10.1542/peds.113.S5.1952>
- Rieskiana, F. (2021). Peran Sekolah Inklusi Terhadap Tumbuh Kembang Anak Autisme. *JEA (Jurnal Edukasi AUD)*, 7(2), 61. <https://doi.org/10.18592/jea.v7i2.4625>
- Rutigliano, B. E., Randolph, A. L., & Park, C. N. (2023). Understanding Parents' Self-Awareness of Their Parenting Style(s) and Its Influences on Their Parenting Choices - A Grounded Theory Study. *The Family Journal*, 31(3), 385–391. <https://doi.org/10.1177/10664807231163268>
- Saarni, C. (1999). *The development of emotional competence*. Guilford Press.
- Santoso, H. (2008). PERAN BUKU BACAAN DAN LINGKUNGAN DALAM MENUNJANG PERKEMBANGAN BAHASA ANAK. In *UPT Perpustakaan Universitas Negeri Malang*. <https://spi.um.ac.id/wp-content/uploads/2012/02/Katalog-UM-2011.pdf>
- Santrock, J. W. (2019). *Child Development : Fourteenth Edition*. In *McGraw- Hill Education* (Vol. 53, Issue 9).
- Sekarasih, L. (2016). Restricting, Distracting, and Reasoning: Parental Mediation of Young Children's Use of Mobile Communication Technology in Indonesia. *Mobile Communication in Asia*, 129–146. https://doi.org/10.1007/978-94-017-7441-3_8
- Shah, P. (2016). Interoception: The Eighth Sensory System: Practical Solutions for Improving Self-Regulation, Self-Awareness and Social Understanding of Individuals with Autism Spectrum and Related Disorders. *Journal of Autism and Developmental Disorders*, 46(9), 3193–3194. <https://doi.org/10.1007/s10803-016-2848-8>
- Shaw, P., Stringaris, A., Nigg, J., & Leibenluft, E. (2014). Emotion Dysregulation in Attention Deficit Hyperactivity Disorder. *American Journal of Psychiatry*, 171(3), 276–293. <https://doi.org/10.1176/appi.ajp.2013.13070966>
- Sheppes, G., Scheibe, S., Suri, G., & Gross, J. J. (2011). Emotion-regulation choice. *Psychological Science*, 22(11), 1391–1396. <https://doi.org/10.1177/0956797611418350>
- Sovner, R., & Hurley, A. D. (1986). *Four factors affecting the diagnosis of*

- psychiatric disorders in mentally retarded persons*. 5(9), 45–49. <https://doi.org/1987-07641-001>
- Stalker, K., & McArthur, K. (2012). Child abuse, child protection and disabled children: A review of recent research. *Child Abuse Review*, 21(1), 24–40. <https://doi.org/10.1002/car.1154>
- Sugiyono. (2007). Statistika untuk penelitian / Sugiyono. In *Statistika untuk penelitian* / Sugiyono (pp. 1–99). /free-contents/index.php/buku/detail/statistika-untuk-penelitian-sugiyono-39732.html
- Supratiknya, A. (2014). *Pengukuran Psikologis*.
- Syakaraofath, N. A., Mashuri, M. F., Pertiwi, R. E., Sulaiman, A., & Hijrianti, U. R. (2021). *Panduan penulisan skripsi Fakultas Psikologi Universitas Muhammadiyah Malang*. Fakultas Psikologi Universitas Muhammadiyah Malang.
- Syaputri, E., & Afriza, R. (2022). Peran Orang Tua Dalam Tumbuh Kembang Anak Berkebutuhan Khusus (Autisme). *Educativo: Jurnal Pendidikan*, 1(2), 559–564. <https://doi.org/10.56248/educativo.v1i2.78>
- Syarifah, F. (2022). *Jumlah Anak Berkebutuhan Khusus Terus Bertambah tapi Hanya 12 Persen yang Sekolah Formal*. Liputan 6. <https://www.liputan6.com/disabilitas/read/5233102/jumlah-anak-berkebutuhan-khusus-terus-bertambah-tapi-hanya-12-persen-yang-sekolah-formal>
- Tajik-Parvinchi, D., Farmus, L., Tablon Modica, P., Cribbie, R. A., & Weiss, J. A. (2021). The role of cognitive control and emotion regulation in predicting mental health problems in children with neurodevelopmental disorders. *Child: Care, Health and Development*, 47(5), 608–617. <https://doi.org/10.1111/cch.12868>
- Taylor, J. L. (2002). A review of the assessment and treatment of anger and aggression in offenders with intellectual disability. *Journal of Intellectual Disability Research : JIDR*, 46 Suppl 1, 57–73. <https://doi.org/10.1046/j.1365-2788.2002.00005.x>
- Thompson, R. A., & Goodman, M. (2009). Development of self, relationships, and socioemotional competence: Foundations for early school success. In O. A. Barbarin & B. H. Wasik (Eds.), *Handbook of child development and early education: Research to practice* (pp. 147–171). The Guilford Press.
- van den Bedem, N. P., Dockrell, J. E., van Alphen, P. M., de Rooij, M., Samson, A. C., Harjunen, E. L., & Rieffe, C. (2018). Depressive symptoms and emotion regulation strategies in children with and without developmental language disorder: a longitudinal study. *International Journal of Language & Communication Disorders*, 53(6), 1110–1123. <https://doi.org/10.1111/1460-6984.12423>
- Van Lissa, C. J., Keizer, R., Van Lier, P. A. C., Meeus, W. H. J., & Branje, S. (2019). The role of fathers' versus mothers' parenting in emotion-regulation development from mid-late adolescence: Disentangling between-family differences from within-family effects. *Developmental Psychology*, 55(2), 377–389. <https://doi.org/10.1037/dev0000612>

- Vernhet, C., Dellapiazza, F., Blanc, N., Cousson-Gélie, F., Miot, S., Roeyers, H., & Baghdadli, A. (2019). Coping strategies of parents of children with autism spectrum disorder: a systematic review. *European Child and Adolescent Psychiatry*, 28(6), 747–758. <https://doi.org/10.1007/s00787-018-1183-3>
- Waters, S. F., Virmani, E. A., Thompson, R. A., Meyer, S., Raikes, H. A., & Jochem, R. (2010). Emotion regulation and attachment: Unpacking two constructs and their association. *Journal of Psychopathology and Behavioral Assessment*, 32(1), 37–47. <https://doi.org/10.1007/s10862-009-9163-z>
- Widyawati, Y., Scholte, R. H. J., Kleemans, T., & Otten, R. (2023). Parental Resilience and Quality of Life in Children with Developmental Disabilities in Indonesia: The Role of Protective Factors. *Journal of Developmental and Physical Disabilities*, 35(5), 743–758. <https://doi.org/10.1007/s10882-022-09878-1>
- Winarsunu, T. (2017). *Statistik dalam Penelitian Psikologi dan Pendidikan*. UMM Press.
- Wong, M. S., McElwain, N. L., & Halberstadt, A. G. (2009). Parent, Family, and Child Characteristics: Associations With Mother- and Father-Reported Emotion Socialization Practices. *Journal of Family Psychology*, 23(4), 452–463. <https://doi.org/10.1037/a0015552>
- Xiong, N., Yang, L., Yu, Y., Hou, J., Li, J., Li, Y., Liu, H., Zhang, Y., & Jiao, Z. (2011). Investigation of raising burden of children with autism, physical disability and mental disability in China. *Research in Developmental Disabilities*, 32(1), 306–311. <https://doi.org/10.1016/j.ridd.2010.10.003>
- Yumpi-R, F. (2016). Peran Orang Tua Pada Regulasi Emosi Anak Autis. *INSIGHT*, 12(1), 39–56. <https://doi.org/https://doi.org/10.32528/ins.v12i1.328>
- Zeman, J., Perry-Parrish, C., & Cassano, M. (2010). Parent-child discussions of anger and sadness: the importance of parent and child gender during middle childhood. *New Directions for Child and Adolescent Development*, 2010(128), 65–83. <https://doi.org/10.1002/cd.269>

