**ASSOCIATIONS BETWEEN TRANSDIAGNOSTIC SYMPTOMS AND PARENT-CHILD RELATIONSHIP QUALITY IN FAMILIES OF CHILDREN WITH NEURODEVELOPMENTAL DISABILITIES**

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**Objective:** Parent-child relationship quality is linked to outcomes in children with neurodevelopmental disabilities (NDDs; Dennis et al., 2018). Few studies have examined how this relationship is influenced by child symptoms across various NDDs. The current study examines relations between transdiagnostic symptoms and parent-child relationship quality in families seeking treatment for child mental health problems.

**Method**: Parent-child dyads participated in cognitive-behavioural therapy for child mental health problems. Diagnoses included autism spectrum disorder, attention-deficit/hyperactivity disorder, learning disability, and cerebral palsy. Parent-child relationship quality was assessed with the Positive Affect Index (PAI; Bengtson & Schrader, 1982). Child symptoms assessed included social impairments, academic difficulties, internalizing/externalizing problems, IQ, executive functioning, and attention problems.

**Results**: Baseline PAI scores were negatively associated with IQ, social impairments, and externalizing problems, and IQ and externalizing problems uniquely predicted variance in baseline PAI scores. Children with severe social impairments and clinically significant externalizing problems had lower baseline PAI scores. Children with clinically significant academic difficulties had higher baseline PAI scores.

**Discussion/Conclusion**: Children with lower cognitive abilities and fewer clinical symptoms experienced more positive parent-child relationship quality. Future research will explore interactions between cognitive factors (e.g., IQ) and clinical symptoms (e.g., externalizing problems), and their links with parent-child relationship quality.

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