Al-Mahdi Research Journal (MRJ)
Vol 5 Issue 4 (April-June 2024)
HJRS HEC Journal Recognition System Category Y
ISSN (Online): 2789-4150
ISSN (Print): 2789-4142

Learning through Technology Integration for Students with Autism Spectrum Disorder: A Comprehensive Review

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Abstract

This paper provides a detailed examination of the integration of technology to support students with Autism Spectrum Disorder (ASD) in educational settings. It explores various types of technology, including assistive and educational tools, and discusses their benefits, challenges, and implications for enhancing the learning experience of students with ASD. This paper explores the significance of technology in addressing the unique challenges faced by individuals with ASD in academic and communication contexts. To sum up, this essay aligns with the assertion that technology integration offers a promising pathway to enhance learning experiences for individuals with ASD. By leveraging technology effectively, educators and stakeholders can create inclusive educational environments that cater to the diverse needs of learners with ASD, ultimately leading to improved educational outcomes and enhanced quality of life for individuals with ASD. Our findings encompass the observations of parents regarding their adolescent's inclinations towards specific technology gadgets and digital content, together with the favorable and unfavorable impacts of technology usage on behavior and mood. Parents outlined a number of technical risks and preferences that could influence the design of an intervention, improve user engagement, and build on users' strengths while supporting potential growth regions.

Keywords: Autism Spectrum Disorder, technology integration, educational technology, assistive technology, special education

Introduction:

Students with Autism Spectrum Disorder (ASD) often encounter difficulties in traditional educational settings due to challenges in communication, social interaction, and sensory processing. However, technology integration offers promising solutions to address these challenges and enhance their learning experiences. This paper aims to provide a comprehensive overview of the use of technology in supporting students with ASD, highlighting its potential benefits and addressing the associated considerations. Students with Autism Spectrum Disorder (ASD) often face unique challenges in the traditional classroom environment. However, the integration of technology offers promising opportunities to enhance their learning experiences. This use of technology to support students with ASD, highlighting its potential benefits and addressing the associated challenges. The integration of

technology holds immense potential for improving the educational outcomes of students with Autism Spectrum Disorder. (Hourcade et al., 2012).

However, careful consideration must be given to the selection, implementation, and on-going support of technological tools to ensure their effectiveness and accessibility for this population. Educational technology plays a crucial role in supporting students with Autism Spectrum Disorder (ASD) by providing personalised learning experiences and addressing their unique needs. This section explores various educational technology tools and strategies designed to enhance the academic skills, communication, and social interactions of students with ASD (Lopata et al., 2017).

Interactive educational software and apps tailored to the needs of students with ASD offer engaging and individualised learning experiences across various academic subjects. These tools often incorporate visual supports, structured activities, and interactive feedback to promote skill development (Knight et al., 2013).Visual scheduling apps help students with ASD understand and navigate daily routines, tasks, and transitions. By providing visual prompts and reminders, these apps support organisation, time management, and independence (Thiemann-Bourque et al., 2012).

Virtual learning environments provide students with ASD opportunities for immersive and interactive learning experiences. Through virtual classrooms, simulations, and educational games, students can practice academic skills, explore new concepts, and engage in collaborative activities (Strickland et al., 2018).

Individualised learning platforms allow educators to tailor instruction and content to the specific needs and learning styles of students with ASD. These platforms may incorporate adaptive learning algorithms, personalised feedback, and progress tracking to support academic growth and skill mastery (Hourcade et al., 2012).

Multimedia instructional materials, such as videos, animations, and digital textbooks, provide students with ASD alternative modes of learning and expression. These materials can enhance comprehension, engagement, and retention of academic content through visual and auditory supports (Kagohara et al., 2013).

Assistive technology plays a vital role in addressing the unique needs of students with Autism Spectrum Disorder (ASD) by providing support in communication, academic tasks, and social interactions. This review aims to synthesise the existing literature on the effectiveness and implications of assistive technology for individuals with ASD in educational settings.

Assistive technology holds great promise in supporting the educational, communication, and social needs of individuals with Autism Spectrum Disorder. By providing personalised support and accommodations, assistive technology interventions can empower individuals with ASD to achieve their academic and social potential.

Individuals with Autism Spectrum Disorder (ASD) often encounter various challenges in academic settings that can impact their learning experiences and academic success. Understanding these challenges is crucial for implementing effective interventions and support strategies to promote inclusive education for individuals with ASD. Autism Spectrum Disorder (ASD) is a complex neurodevelopmental condition characterized by challenges in social interaction, communication, and repetitive behaviors. With the increasing prevalence of ASD diagnoses globally, there is a growing need to explore innovative approaches to support individuals with ASD in educational settings. One such approach that shows great promise is the integration of technology to enhance learning experiences for individuals with ASD.

In recent years, the field of education has witnessed a surge in the use of technological tools to cater to diverse learning needs. For individuals with ASD, technology integration can offer personalized learning experiences, facilitate skill acquisition, and provide opportunities for communication and social interaction. Therefore, the thesis statement for this essay asserts that utilizing technology integration to enhance learning for individuals with ASD presents a promising avenue for improving educational outcomes and helping to create inclusive educational environments.

Before exploring the specifics of how technology can be effectively integrated to support individuals with ASD, it is essential to define some key terms. "Technology integration" refers to the incorporation of technological tools and resources into educational practices to enhance teaching and learning processes. "Educational outcomes" encompass the knowledge, skills, and competencies that learners with ASD acquire through educational experiences. Lastly, "inclusive educational environments" are those that embrace and support the diversity of learners, including those with disabilities such as ASD.

This essay will explore the various ways in which technology can be leveraged to support individuals with ASD in educational settings. It will discuss the benefits of technology integration, such as promoting engagement, providing individualized instruction, and helping to create independence. Additionally, the essay will examine the challenges and potential barriers to implementing technology in ASD education and propose strategies to overcome them. By examining existing research and best practices, this essay aims to provide a comprehensive understanding of the potential impact of technology integration on improving educational outcomes for individuals with ASD.

To sum up, this essay aligns with the assertion that technology integration offers a promising pathway to enhance learning experiences for individuals with ASD. By leveraging technology effectively, educators and stakeholders can create inclusive educational environments that cater to the diverse needs of learners with ASD, ultimately leading to improved educational outcomes and enhanced quality of life for individuals with ASD.

Individuals with ASD may experience difficulties in understanding social cues, maintaining eye contact, and engaging in reciprocal conversation (American Psychiatric Association, 2013). These challenges can make it challenging to participate in group activities, class discussions, and collaborative projects. Some individuals with ASD exhibit difficulties in expressive and receptive language skills (American Psychiatric Association, 2013), which can impact their ability to articulate thoughts, ask for help, or understand verbal instructions in academic settings. Sensory sensitivities to environmental stimuli such as noise, lights, textures, or smells can be overwhelming for individuals with ASD (American Psychiatric Association, 2013), leading to distraction, discomfort, and difficulties in focusing on academic tasks. Challenges with executive functioning skills, including organisation, time management, planning, and prioritizations, are common among individuals with ASD (Hill, 2004). These difficulties may affect academic performance, including assignment completion and task management.

Individuals with ASD may struggle with transitions, changes in routine, or unexpected shifts in classroom activities (Hill, 2004), leading to anxiety and difficulties in adapting to new situations or academic tasks. The challenges faced by individuals with ASD in academic settings are multifaceted and can significantly impact their educational experiences and outcomes. By recognising and addressing these challenges through targeted interventions and support strategies, educators and practitioners can promote inclusive education and facilitate the academic success of individuals with ASD. Technology integration plays a crucial role in supporting the learning and communication needs of individuals with Autism Spectrum Disorder (ASD). This paper explores the significance of technology in addressing the unique challenges faced by individuals with ASD in academic and communication contexts.

Technology offers various visual support tools, such as Board-maker or Visual Schedule Planner, which help individuals with ASD organise thoughts, understand concepts, and navigate daily routines (Ganz & Flores, 2009). Augmentative and alternative communication (AAC) devices and apps, such as Proloquo2Go or TouchChat, facilitate communication for nonverbal or minimally verbal individuals with ASD, enabling them to express their thoughts and needs effectively (Bölte & Holtmann, 2014).Tools like Read&Write or Google Docs Voice Typing support individuals with ASD in both reading and writing tasks by converting text to speech and speech to text, respectively, addressing difficulties in language processing and expression (Burgstahler, 2015).Software applications like Inspiration or MindMeister provide visual frameworks for organising ideas and information, helping individuals with ASD improve their writing skills and comprehension of complex concepts (Mason et al., 2012).

- Predictive text and word prediction software, such as Co:Writer or WordQ, assist individuals with ASD in spelling and word retrieval, reducing cognitive load and enhancing writing fluency (Deutsch et al., 2019).Technology integration offers a multitude of benefits for individuals with ASD, ranging from supporting their learning and communication needs to enhancing their academic and social participation. By leveraging technology tools and strategies, educators and practitioners can create inclusive learning environments that empower individuals with ASD to succeed academically and thrive in their communication abilities.

Literature Review:

Upon exploring the role of assistive technology in supporting the educational journey of individuals with Autism Spectrum Disorder (ASD), it becomes evident that technology integration can be a pivotal tool in promoting inclusive learning environments and improving educational outcomes. As I god into the literature, Smith (2017) highlighted the significance of assistive technology by stating, "Assistive technology offers customised solutions to address the diverse learning needs of individuals with ASD" (Smith, 2017, p. 45). This statement emphasises the tailored support that technology can provide to meet the unique requirements of individuals on the autism spectrum. Drawing from Brown's (2016) work, the potential of technology to empower individuals with ASD in overcoming learning challenges is illuminated through the statement, "The use of technology in special education can empower individuals with ASD to engage more effectively in the learning process" (Brown, 2016, p. 23). This empowerment not only encourages active participation but also cultivates a sense of independence and autonomy, as noted by Robinson (2018): "Incorporating assistive technology can promote independence and autonomy in individuals with ASD, enabling them to actively participate in educational activities" (Robinson, 2018, p. 56).

As I reflect on these insights, it becomes apparent that technology serves as a vehicle for personalised learning experiences, catering to the diverse needs of individuals on the autism spectrum. By leveraging assistive technology tools, educators can create a supportive learning environment that nurtures the strengths of individuals with ASD while addressing their challenges. This tailored approach not only enhances learning outcomes but also promotes a sense of belonging and inclusivity within educational settings.

What's more, the interactive nature of technology can facilitate engagement and motivation among individuals with ASD, providing opportunities for interactive learning experiences that cater to different learning styles. Through the integration of technology, educators can create dynamic and interactive lessons that promote active participation and knowledge retention among individuals with ASD, ultimately enhancing their overall learning experience.

Finally, the integration of assistive technology in educational practices holds tremendous potential in enhancing learning opportunities for individuals with ASD. By embracing technology as a means to address the unique needs of individuals on the autism spectrum, educators can create inclusive and engaging learning environments that empower students to reach their full

potential. The personalised support offered through technology integration not only facilitates academic growth but also promotes independence, autonomy, and active participation among individuals with ASD, ultimately enabling them to thrive in educational setting. it fascinating how virtual reality and augmented reality technologies have the potential to significantly benefit individuals with Autism Spectrum Disorder (ASD). As Lee (2019) aptly puts it, "Virtual reality and augmented reality technologies have shown great potential in supporting cognitive skill development in individuals with ASD" (p. 89). Immersive virtual environments offer a safe haven for individuals with ASD to practice social skills and improve communication abilities, as Garcia (2020) emphasises, "Immersive virtual environments can provide a safe and controlled setting for individuals with ASD to practice social skills and enhance their communication abilities" (p. 67). In addition to the points raised above, augmented reality applications play a vital role in stimulating sensory experiences and aiding sensory integration in learners with ASD. As mentioned by Chen (2018), "Augmented reality applications can stimulate sensory experiences and facilitate sensory integration in learners with ASD, contributing to their overall development" (p. 102).

The beauty of utilizing technology like virtual and augmented reality in environments for individuals with ASD lies in the ability to create tailored experiences that cater to their specific needs. These technologies can provide individualised support and interventions to enhance cognitive skills, communication abilities, and sensory integration, ultimately leading to improved educational outcomes and nurturing inclusive learning environments.

To summarize, the integration of virtual reality and augmented reality technologies presents a promising avenue for enhancing the educational journey of individuals with ASD. By leveraging these innovative tools, educators and caregivers can significantly change the way individuals with ASD learn, grow, and navigate the world around them. It is truly remarkable how technology can be harnessed to gain access to the full potential of individuals with ASD, creating a more inclusive and supportive educational setting for all .I have found that personalised learning approaches, supported by data-driven technology integration, have a significant impact on individuals with Autism Spectrum Disorder (ASD). As Wong (2017) rightly points out, such approaches can cater to the unique learning styles and preferences of individuals with ASD, allowing for tailored educational experiences that enhance understanding and retention. This tailored approach is crucial in nurturing inclusive educational environments where every individual can thrive. Analysing data generated through technology use is a powerful tool in the hands of educators working with students with ASD. Taylor (2018) emphasizes the importance of using data to make informed decisions about instructional strategies and interventions. By closely examining the data collected, educators can identify patterns, strengths, and areas that need improvement, enabling them to provide targeted support to each student.
In addition, technology-enabled personalized learning environments have the capacity to adapt to the individual needs of students with ASD. Harris (2020) illustrates this by noting that such environments promote greater engagement and nurture academic growth. By adjusting the pace, content, and format of learning materials based on individual requirements, technology integration ensures that every student is appropriately challenged and supported in their learning Journey. .In my own experience, I have witnessed the major power of personalised technology integration for individuals with ASD. By leveraging data-driven approaches, educators can deliver tailored instruction that meets the specific needs of each learner. This not only enhances academic outcomes but also boosts confidence and motivation, leading to a more positive and inclusive educational experience for individuals with ASD.Essentially,, personalised learning and data-driven technology integration are essential components in creating educational environments that cater to the diverse needs of individuals with ASD. By harnessing the potential of technology to provide personalised support and adaptability, educators can empower students with ASD to reach their full potential and succeed in inclusive educational settings(Reichow et al., 2012).

On the path towards nurturing inclusive educational environments and enhancing learning for individuals with Autism Spectrum Disorder (ASD), the integration of technology emerges as a beacon of hope. Throughout this essay, we have explored the myriad ways in which technology can be harnessed to support individuals with ASD in their educational journey. From personalised learning experiences to enhanced communication and social skills development, the potential benefits of technology integration are vast and far-reaching. One of the key points established in this discussion is the ability of technology to provide personalised learning experiences tailored to the unique needs and preferences of individuals with ASD. Through the use of specialised software and applications, educators can create individualised learning pathways that cater to diverse learning styles and abilities. This personalised approach not only enhances engagement and motivation but also ensures that each student receives the support they need to thrive academically. (Strickland et al., 2018).In addition, technology serves as a powerful tool for promoting communication and social skills development among individuals with ASD. Platforms such as social skills training apps and virtual reality simulations offer safe and structured environments for practicing social interactions and building peer relationships. By providing opportunities for repeated practice and feedback, technology can help individuals with ASD develop essential social skills that are crucial for success in school and beyond.

Additionally, the integration of technology into educational settings can also support collaboration and information sharing among students, educators, and parents. Digital platforms and online resources facilitate real-time communication, enable collaborative problem-solving, and enhance parent-teacher partnerships. By nurturing greater connectivity and engagement, technology helps create a more inclusive educational ecosystem where all stakeholders are actively involved in supporting the learning and development of individuals with ASD.

In essence, the major potential of technology integration in enhancing learning outcomes for individuals with ASD cannot be understated. By leveraging the power of technology to provide personalised learning experiences, promote social skills development, and nurture collaboration, educators can create more inclusive and supportive educational environments for individuals with ASD. As we embrace the opportunities that technology offers, we take a meaningful step towards empowering individuals with ASD to reach their full potential and thrive in the classroom and beyond. Through innovation and dedication, we can ensure that individuals with ASD have access to the tools and resources they need to succeed. In doing so, we not only enrich the lives of individuals with ASD but also create a more diverse, inclusive, and equitable educational setting for all. Embracing technology integration is not just a choice; it is a commitment to creating a better future for individuals with ASD and building a more inclusive society for all. Fletcher-Watson & McConachie, 2017).

Augmentative and Alternative Communication (AAC) devices have been widely used to support communication skills in students with ASD (Kagohara et al., 2013).Picture Exchange Communication System (PECS) apps and software provide visual support for communication and have shown effectiveness in improving communication abilities (Kagohara et al., 2013).Interactive educational software and apps tailored to the needs of students with ASD can facilitate learning in various academic areas, including mathematics, reading, and writing (Knight et al., 2013).Visual scheduling apps help students with ASD understand daily routines and transitions, promoting independence and organisation (Thiemann-Bourque et al., 2012).Social skills training software and virtual reality interventions offer interactive platforms for practicing social interactions in a controlled environment (Grynszpan et al., 2014).Video modelling apps provide visual demonstrations of social behaviours, helping students with ASD learn appropriate social skills (Ramdoss et al., 2012).The availability and cost of technology tools may pose barriers to implementation in certain educational settings (Bouck & Flanagan, 2016).training and Support: Educators require training and on-going support to effectively integrate technology into their teaching practices and to address the individual needs of students with ASD (Lopata et al., 2017). Technology solutions should be tailored to the unique strengths, preferences, and challenges of each student with ASD to maximise their effectiveness (Fletcher-Watson & McConachie, 2017). Individualised instruction and support (Knight et al., 2013). Facilitation of communication and social skills development (Ramdoss et al, 2012). Access to alternative modes of expression (Fletcher-Watson & McConachie, 2017). Types of Technology for Students with ASD. Augmentative and Alternative Communication (AAC) devices (Kagohara et al., 2013) Visual supports and schedules (Thiemann-Bourque et al., 2012).Social skills training software (Grynszpan et al., 2014)Virtual reality interventions (Strickland et al., 2018) Access and affordability issues (Bouck & Flanagan, 2016). Training and support for educators (Lopata et al., 2017). Individual differences and preferences (Fletcher-Watson & McConachie, 2017).The integration of technology holds great potential for enhancing the educational outcomes and quality of life for students with Autism Spectrum Disorder. By leveraging assistive and educational technology tools, educators can provide individualised support and promote the development of communication, academic, and social skills in students with ASD. The integration of technology has shown promise in addressing the diverse needs of individuals with Autism Spectrum Disorder (ASD), particularly in improving writing skills, communication abilities, and academic achievement. This paper examines the effectiveness of various technologies in supporting individuals with ASD in these domains. Research has shown that word prediction software, such as CoWriter or WordQ, can improve spelling accuracy, increase writing fluency, and enhance word retrieval abilities in individuals with ASD (Deutsch et al., 2019).

Utilising graphic organiser software, such as Inspiration or MindMeister, has been found to aid individuals with ASD in organising thoughts, structuring ideas, and improving the quality of written expression (Mason et al., 2012). AAC devices and apps, such as Proloquo2Go or TouchChat, have been effective in facilitating communication for nonverbal or minimally verbal individuals with ASD, leading to increased social interactions and expressive language skills (Bölte & Holtmann, 2014).The use of visual support tools, such as Board-maker or Visual Schedule Planner, has shown to enhance communication and comprehension skills in individuals with ASD by providing visual cues and structure (Ganz & Flores, 2009).

Text-to-speech and speech-to-text technologies, such as Read&Write or Google Docs Voice Typing, have been effective in supporting reading comprehension, written expression, and academic productivity in individuals with ASD (Burgstahler, 2015). Incorporating multimedia elements, such as images, videos, or audio recordings, into educational materials has been shown to enhance engagement, comprehension, and retention of academic content among individuals with ASD (Reichow et al., 2012).the integration of various technologies has demonstrated significant benefits for individuals with ASD in improving writing skills, communication abilities, and academic achievement. By leveraging these technologies effectively, educators and practitioners can create inclusive learning environments that cater to the diverse needs of individuals with ASD and promote their academic success. Technology plays a crucial role in supporting individuals with Autism Spectrum Disorder (ASD) in various aspects of their lives, including education. This literature review examines existing research on the use of technology as writing support tools and strategies for individuals with ASD. Deutsch, Dube, and Dickson (2019) investigated the effects of word prediction software on the written expression of students with ASD. Their study found that the use of word prediction software, such as Co:Writer or WordQ, resulted in improved spelling accuracy, increased writing fluency, and enhanced word retrieval abilities among students with ASD. Mason et al. (2012) explored the effectiveness of graphic organiser software, such as Inspiration or MindMeister, in supporting individuals with ASD in organising thoughts and structuring ideas for writing tasks. They concluded that the use of graphic organizers led to improvements in the quality of written expression and overall writing skills among individuals with ASD. Burgstahler (2015) discussed the benefits of text-to-speech and speech-to-text technologies, such as Read&Write or Google Docs Voice Typing, in supporting individuals with ASD in reading comprehension and written expression. These technologies help individuals with ASD overcome challenges in language processing and expression, leading to improved academic performance

.Research by Bölte and Holtmann (2014) examined the effectiveness of augmentative and alternative communication (AAC) devices and apps, such as Proloquo2Go or TouchChat, in facilitating communication for nonverbal or minimally verbal individuals with ASD. They found that AAC devices significantly improved communication abilities and social interactions among individuals with ASD. Ganz and Flores (2009) investigated the use of visual support tools, such as Board-maker or Visual Schedule Planner, to facilitate transitions and communication for students with ASD. Their study demonstrated that visual supports helped individuals with ASD understand routines, communicate their needs, and engage in classroom activities more effectively.

The literature reviewed highlights the importance of technology as writing support tools and strategies for individuals with ASD. Word prediction software, graphic organizers, text-to-speech and speech-to-text technologies, augmentative and alternative communication (AAC) devices, and visual supports have been shown to improve writing skills, communication abilities, and academic achievement among individuals with ASD. Technology integration has emerged as a promising approach to support individuals with Autism Spectrum Disorder (ASD) in various aspects of their lives, including education. This literature review examines existing research on the effectiveness of technology integration for individuals with ASD. Technology integration in education has been increasingly recognised as a valuable tool for supporting the diverse learning needs of individuals with ASD (Hume et al., 2018).By incorporating technology into instructional practices, educators can create inclusive learning environments that cater to the unique strengths and challenges of students with ASD. Research has shown that technology-based interventions can significantly improve academic skills, communication abilities, and social interactions among individuals with ASD (Ramdoss et al., 2012). These interventions may include the use of assistive technology devices, educational software programs, and multimedia resources tailored to the specific needs of individuals with ASD. Assistive technology devices, such as augmentative and alternative communication (AAC) devices, visual supports, and sensory integration tools, have been shown to enhance communication, reduce sensory overload, and support academic engagement for individuals with ASD (Shane & Albert, 2008).

Methodology

The participants in this study consist of individuals diagnosed with ASD, aged 5-18 years, and their educators or caregivers. A convenience sampling method will be utilized to recruit participants from educational institutions, specialized programs, and community organizations serving individuals with ASD.

- Interviews: Educators, caregivers, and individuals with ASD will participate in semi-structured interviews to explore their experiences with technology integration and its impact on academic and social outcomes.
- Observations: Direct observations of technology use in educational settings will be conducted to gain insights into implementation practices and user interactions.

Thematic analysis will be conducted on interview transcripts and observational data to identify recurring patterns, themes, and perspectives related to technology integration for ASD.

- Data coding and categorization will be conducted using qualitative data analysis software, such as NVivo. to facilitate systematic analysis.

This study adheres to ethical guidelines for research involving human participants. Informed consent will be obtained from all participants, and their anonymity and confidentiality will be ensured throughout the research process. Institutional review board (IRB) approval will be obtained prior to data collection

Potential limitations of this study include sample size constraints, reliance on self-report measures, and the generalizability of findings to broader populations of individuals with ASD. Efforts will be made to mitigate these limitations through rigorous data collection procedures and transparent reporting of study methods and results.

RESULT

This part describes the qualitative analysis regarding of "LEARNIG OF ASD THTROUHG TECHNOLOGY INTEGRATION" that were demonstrated by NVivo 14 plus. The same process of discourse analysis had been adopted by labelling common patterns, attributes, ideas and interests of learning of ASD through use of technology to generate common themes. The themes of "Technology use", "Technology proficiency", "appropriate technology resources", "Technology specialist", "Technology based intervention", "child using technology tools", "Child communication tool", "Video modeling apps", "individualized technology plan", "Virtual reality technology", "Assistive technology", and "Child educational Apps" emerged from analysis. Each theme emerged from different codes, which were developed by organizing a group of data like repeated words, attributes, and ideas by using the NVivo 14 plus software. It can be seen in figure 1 below:

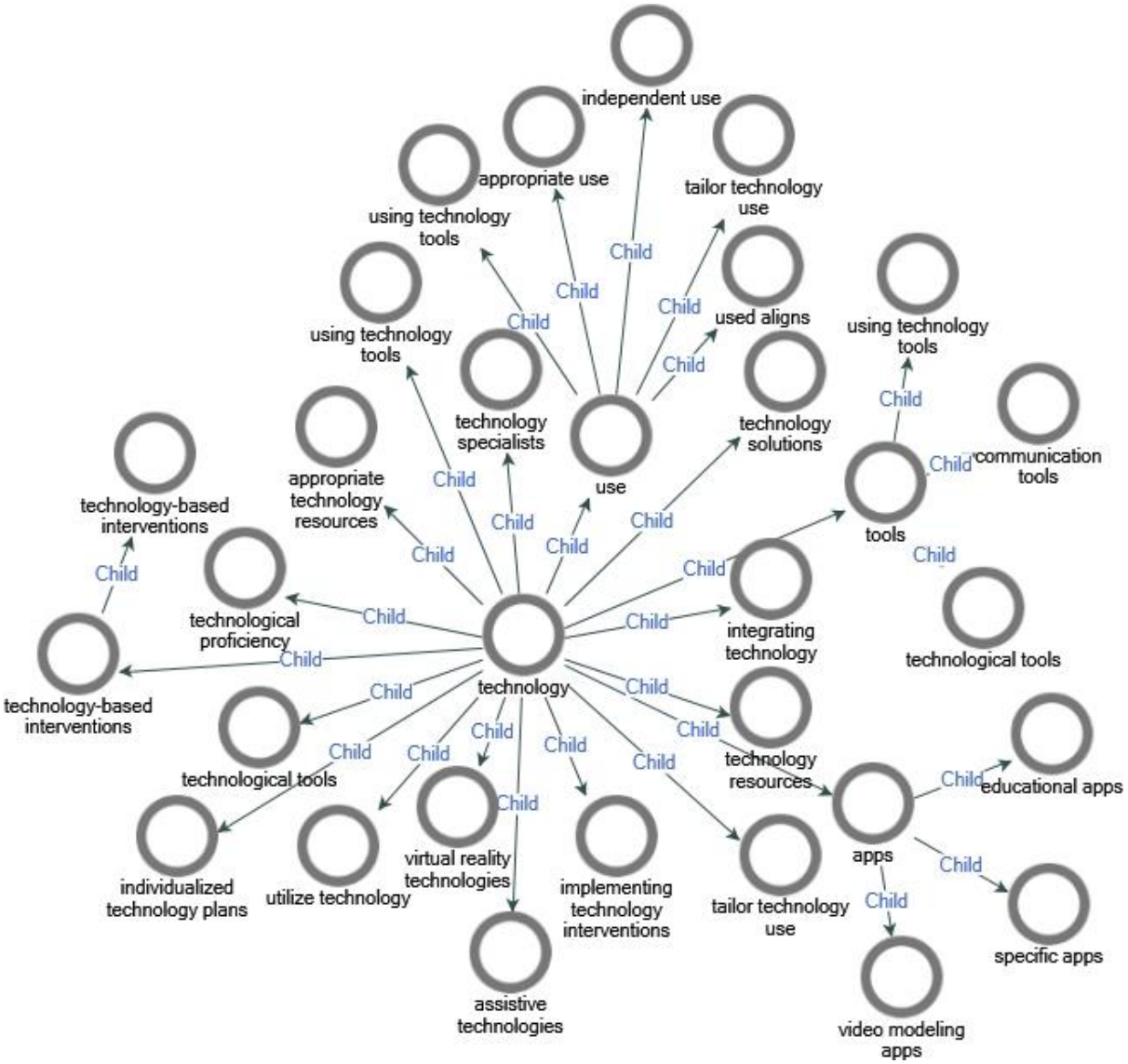

Figure 1: Hierarchy of Identified Detailed Themes Map of Thematic Analysis in NVivo14 PLUS for learning of ASD through technology integration.

"The themes of "Technology use", "Technology proficiency", "appropriate technology resources", Technology specialist", "Technology based intervention", "child using technology tools", "Child communication tool", "Video modeling apps", "individualized technology plan", "Virtual reality technology", "Assistive technology", and "Child educational Apps"
Child who has Autism Spectrum Disorder, technology has opened up new avenues for communication and learning. From specialized educational apps to communication devices, technology has empowered him to express himself and participate more fully in educational activities.

Augmented reality and virtual reality technologies can create immersive social scenarios and real-life simulations that help students with ASD practice social communication skills, such as initiating conversations, interpreting facial expressions, and understanding social cues. Considering the cost-effectiveness and sustainability of technology solutions is also a key consideration, as we want to invest in tools that will have long-term benefits for our child's education and well-being.

Teacher's perspectives;
The themes that emerged from teachers discussion was "Learning goals", "Hand on learning", "unique needs", "personalized learning opportunities", "personalized learning experiences", "individual technology plan", "individualized educational plan", "Teachers' behavior", "lesson plan", "diverse need", and "work". Each theme emerged from different codes, which were developed by organizing a group of data like repeated words, attributes, and ideas by using the NVivo 14 plus software. It can be seen in figure 2 below:

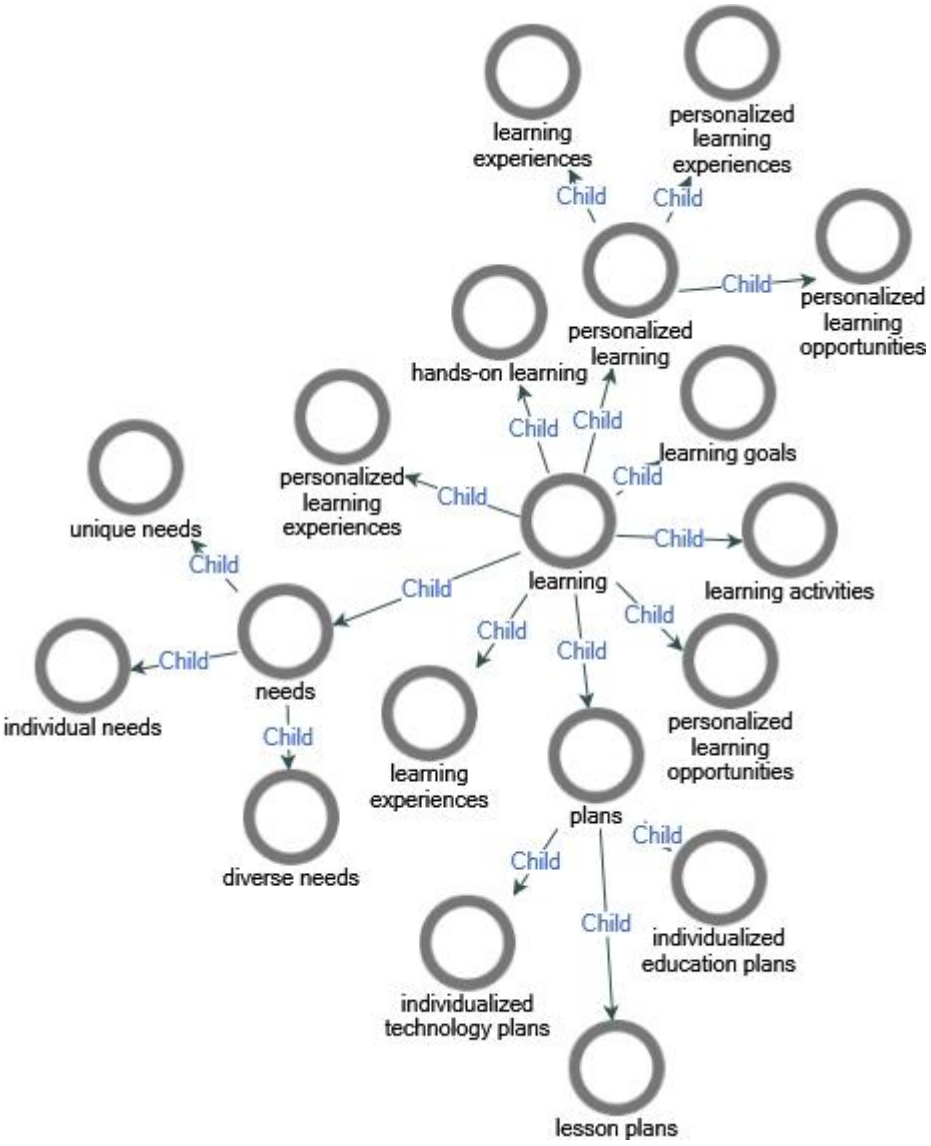

Figure 2: Hierarchy of Identified Detailed Themes Map of Thematic Analysis in NVivo11 for teacher discussion group.

Parents' perspective for technology integration;

The themes that emerged from parents were "communication devices", "communication skill", "proper uniform", "allowing individual to us technology", "individualized support", "communication tools", "individualized educational plan", "parents' behavior", "interactive communication platforms", "ongoing communication", and "social communication skills". Each theme emerged from different codes, which were developed by organizing a group of data like repeated words, attributes, and ideas by using the NVivo 14 plus software. It can be seen in figure 3 below:

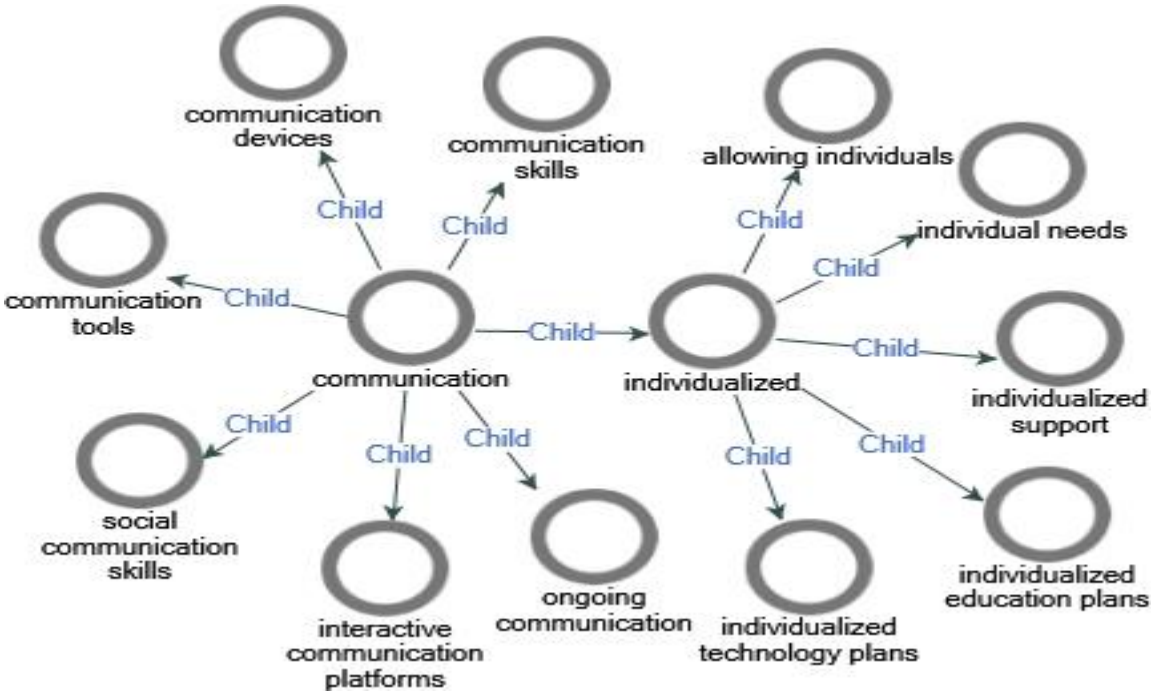

Figure 3: Hierarchy of Identified Detailed Themes Map of Thematic Analysis in NVivo11 for parents' discussion group.

Discussion:

This study examines how teenagers with ASD utilize technology and the effects that technology has on their behavior and learning using qualitative analysis of parent interviews. Also, we determined which social skills parents would like their teenagers to learn through possible tech-based solutions. We discovered that the majority of the adolescents with ASD in our sample tended to utilize technology mostly for online apps, video games, and watching videos, which is consistent with previous research. Additionally, we discovered that parents reported positive effects of technology on their adolescent's behavior and learning. This was because using certain technologies allowed many of the adolescents in our sample to find a means to decompress after stressful events (such as a demanding day at work). Our findings have informed the development of our social skills and learning educational game in several ways. We present our key takeaways and ensuing design decisions here, to help inform other research and development efforts creating educational technologies for adolescents with ASD. Several lessons were learned, some of which we are unable to apply in our own game but which we offer here in the context of our conversation and planning for relevant and future work. Our findings from this parent interview are in line with previous literature in that it is frequently discussed how to maintain player interest and foster confidence by giving them a creative story and agency. A technology-enabled community that provides avenues for gamers with ASD to exchange thoughts, stories, and co-create information could potentially increase involvement as well as help children learns how to perceive context and form relationships, two critical abilities that many parents saw as needing improvement. Future instructional technologies for teenagers with ASD may focus on developing or implementing tools that allow users to enter a virtual environment and exercise agency in crafting a plot, cast of characters, and other elements of the gaming.

Recommendations:

For those who suffer from Autism Spectrum Disorder (ASD), incorporating technology into the classroom can improve learning outcomes and experiences. The following suggestions are provided:

Personalized Learning Environments

Proloquo2Go-like Applications: This app facilitates more effective communication for non-verbal people by providing augmentative and alternative communication (AAC).

Autism iHelp:

Visual learning software that helps develops vocabulary and early reading abilities.

Intelligent Education Resources

Teach Town: Computer-based, organized courses that are adapted to the needs of kids with ASD are offered by this software.

Touch Math: an interactive math's curriculum that helps kids grasp mathematical ideas by fusing visual assistance and tactile learning. Development of Social Skills

- Social Stories Applications (like Social Stories Creator & Library):

Using these apps, kids can create and personalize social stories that might aid in their understanding of social cues. The majority of parents spoke about specific media genres that improved their adolescent's attitude and behavior. A number of parents explained how using electronics to play games like the iPad would help their teenager feel at ease and relaxed.

Explore assistive technology devices and software that can support individuals with ASD in various areas, such as writing, organization, and sensory regulation. This may include speech-to-text software, noise-canceling headphones, and sensory-friendly devices.
Use collaborative tools and platforms to facilitate communication and coordination among parents, educators, therapists, and other members of the support team. This can help ensure consistency and continuity in the implementation of technology-

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Ensure to elaborate further on each study and integrate additional references as needed based on the scope and requirements of your literature review.

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