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Effective Teaching Approaches for Learners with Autism Spectrum Disorder: A Comprehensive Literature Review

Dr. Sajid Nadeem Khosa

Principal, Department of Special Education, Govt. of the Punjab,

Lahore.

Dr. Zahid Majeed

Director, Academic Planning & Course Production, Allama Iqbal Open University, Islamabad,
Pakistan

Dr. Abdul Basit Rana

Senior Special Educationist, Department of Special Education,

Govt. of the Punjab, Lahore, E. mail: basitranakkot@yahoo.com

Zarbakhat Ayesha

Clinical Psychologist, Rukhsana Shafqat Medical Center,, Bhakkar Punjab

Abstract:

The educational system is increasingly struggling to address the requirements of pupils with Autism Spectrum Disorder (ASD), a condition that is growing more common among young children. Although educators in conventional classrooms are increasingly cognizant of effective strategies for facilitating positive results for kids with autism spectrum disorder, it remains essential for them to pursue ongoing professional development in this domain. This literature review aims to examine the diverse challenges encountered

by autistic children in the classroom due to their condition. Furthermore, it offers recommendations for educators concerning effective behavioural techniques, social strategies, and academic approaches that can be implemented in the classroom to enhance the academic performance of children with autism spectrum disorder and improve their learning outcomes.

Key Words: *Autism, interventions, Social Skills, Academic Performance, Behavioral Challenges, Behavioral Techniques Social Strategies, Academic Techniques,*

Introduction:

Educators face numerous responsibilities as they strive to meet the academic, behavioural, and social needs of their students. The requirements of autistic students are insufficiently met owing to the present condition of support services. According to Fleury et al. (2014), general education instructors frequently lack understanding of (a) how traits linked to autism spectrum disorder affect student performance, (b) the academic profiles of individuals with autism spectrum disorder across various subjects, and (c) effective interventions that enhance academic outcomes for individuals with autism spectrum disorder (p. 69).

Due to teachers' misunderstanding and insufficient preparation, kids on the autism spectrum may be largely diverted from academic activities during the school day (Muchetti, 2013). A significant majority of children with autism spectrum disorder who receive suitable schooling have enhancements in academic achievement, functional language, socialization, adaptive abilities, and communication. Manti, Scholte, and Van Berckelaer-Onnes (2013) believe that many individuals can more effectively leverage their qualities and skills, utilizing them in a more productive and generalized manner. Page sixty-four Further research is necessary to ascertain the most effective techniques for enhancing the lives of students, particularly autistic children, ensuring that educators are informed of the appropriate measures to implement (Muchetti, 2013).

The primary objective of this project is to identify methods to assist varied student groups with autism spectrum disorder in achieving academic success by improving their social, behavioural, and educational experiences. All classrooms, especially those designed for students with special needs, can gain from the techniques shown herein. Students on the autism spectrum can benefit from these pedagogical

strategies at any age, with necessary adaptations to address their specific needs as they advance through their education. These strategies address the common social issues, behavioural challenges, and academic obstacles that many students on the autism spectrum face. Academic interventions, behavioural interventions, and social interventions are independent methodologies; nonetheless, there is considerable overlap within these domains due to their connection and reciprocal influence.

As individuals enhance their interpersonal skills, they typically demonstrate a reduction in repetitive behaviours (Boyd, Woodard, & Bodfish, 2011). The acquisition of learning and knowledge is directly influenced by heightened involvement in academic and educational pursuits, which may be improved by minimizing repetitive habits. Di Martelli, 2013. Furthermore, there exists a correlation between enhanced social skills and academic achievement; hence, improving pupils' social competencies will help elevate their academic success. The social competencies of students on the autism spectrum influence both the quality of their relationships and their interactions with peers (Ostmeyer & Scarpa, 2012). Positive interactions with classmates may enhance students' self-esteem and emotional development, leading to increased engagement and, ultimately, improved academic performance. Furthermore, a significant correlation exists between social skills and intellectual achievement, indicating that improving a child's social competencies will positively influence their academic performance.

Autism Spectrum Disorder's Impact on Academic Performance

Individuals with Autism Spectrum disability (ASD), a neurodevelopmental disability, frequently exhibit deficits in communication and social interaction (CDC, 2015). Individuals on the autism spectrum frequently display demanding or repeated behaviours. An individual's cognitive ability may be influenced by autism. As autism is a spectrum condition, its consequences and manifestations can differ significantly among individuals. The Centre's for Disease Control and Prevention (CDC) estimates the prevalence of autism spectrum disorder to be one case per 68 children (2015). The illness affects men five times more often than women and influences individuals across all demographics, irrespective of colour, ethnicity, or financial level. While the exact etiology of autism remains elusive, certain traits can increase the probability of its manifestation in a child. Factors encompass parental age and familial history of the disease (Centre's for Disease Control and Prevention, 2015).

Individuals on the autistic spectrum may encounter difficulties in establishing

significant relationships and engaging in productive talks (Jacklin & Farr, 2005). Between thirty and fifty percent of students on the autistic spectrum exhibit severely restricted verbal communication abilities upon entering school (Muchetti, 2013, p. 359). Many individuals encounter difficulties in both verbal and nonverbal communication (Fleury et al., 2014). Due to their difficulties in interpreting social cues, individuals on the autism spectrum encounter persistent difficulty in interpersonal interactions (Jackson and Farr, 2005). Individuals on the autistic spectrum often experience social anxiety, resulting in potential rejection by their peers. They may occasionally experience bullying and taunting (Ostmeyer & Scarpa, 2012). All of these factors influence a child's mental and emotional well-being. For high-functioning, active individuals on the autism spectrum, such situations trigger a self-reinforcing loop of apprehension, despondency, and social ineptitude, exacerbating existing emotions of anxiety and sadness. Individuals with social challenges clearly face obstacles in educational settings (Fleury et al., 2014). Individuals on the autistic spectrum frequently have challenges in the classroom stemming from difficulty in regulating their social relationships (Ostmeyer & Scarpa, 2012). Elliot and Gresham identified eight social skills via a teacher survey: "listening to others, adhering to procedures, complying with rules, disregarding distractions, taking turns, soliciting assistance, fostering interpersonal relationships, maintaining composure, assuming responsibility for one's behaviour, and performing kind acts for others." These skills are considered essential for efficient classroom learning (Ostemyer & Scarpa, 2012, p. 932). For numerous students on the autistic spectrum, these social skills can provide significant challenges. Certain elements of the school environment may exacerbate the effects of autism spectrum disorder on students. Envision a classroom: it is occasionally really congested and raucous. Most schools see regular alterations in staff and student rosters, leading to a dynamic educational atmosphere marked by evolving norms and expectations (Fleury et al., 2014). All these factors may hinder kids on the autistic spectrum from participating in class.

Individuals on the autistic spectrum frequently exhibit ritualistic or repeated behaviours (Fleury et al., 2014). Their challenges in surmounting these tendencies exacerbate their social unease. The prevalence of these repetitive activities in autistic individuals is attributed to deficits in the executive functioning system. Individuals with autism frequently have challenges in self-regulation due to impairments in executive functioning.

Due to the pain and anxiety that autistic kids frequently encounter in

unfamiliar or changing environments, transitions can be very challenging for them (Perfitt, 2013). Boyd et al. (2011) assert that individuals' emotional regulation is influenced by excessively stressful events, which often lead to disruptive behaviours that impede their routines or habitual actions. Children on the autism spectrum have numerous additional challenges that impede their learning progress compared to typically developing peers. Impatience and inadequate observational abilities are prevalent in autistic children (Field et al., 2010). Despite frequently excelling in visual processing, they typically require considerably more time to comprehend spoken and written content (Fleury, et al., 2014). Their difficulty in executing multi-step instructions, organizing materials, and maintaining self-motivation stems from their deficient executive functioning system, as previously noted. They struggle to empathize with others and to formulate generalizations (Ostmeyer & Scarpa, 2012). Children with autism may struggle to perceive the overall image but can still recognize the individual jigsaw pieces within the finished picture (Farth, 1989, cited in Jacklin & Farr, 2005, p. 202). Unlike typically developing children, many autistic children tend to focus on the individual components of a puzzle rather than the completed image formed by their assembly.

Autism affects literacy skills since numerous autistic youngsters' encounter difficulties with fundamental reading abilities (Muchetti, 2013). Autistic children may possess the ability to process text, although they often struggle with comprehension due to inferior understanding skills compared to their decoding capabilities (Whalon & Hart, 2011). Furthermore, they struggle to draw conclusions (Jacklin & Farr, 2005). Moreover, individuals who experience challenges with visual-motor speed and fine motor skills frequently encounter difficulties in grasping a pencil, and even when they succeed, their handwriting may be indecipherable (Fleury et al., 2014).

The interplay of behavioural, social, and linguistic problems substantially impacts the academic success likelihood of adolescents with autism spectrum condition. Given that schools are social environments, children with autism inherently have a disadvantage upon enrolment relative to their typically developing peers. Consequently, a framework must be established to support autistic students both socially and academically. Individuals on the autism spectrum can benefit from various academic, behavioural, and social interventions in both regular and special education environments, significantly improving their educational experiences.

Behavioral Techniques

Students on the autism spectrum may intermittently exhibit behaviours that disturb the school environment and hinder their own learning (Ostmeyer & Scarpa, 2012). Examples of troublesome behaviour include failure to adhere to instructions, difficulty conforming to school regulations, and participation in disruptive, repetitive actions. Stress may cause an autistic individual to exhibit "extreme irritation, violence, self-injury, or other repetitive and problematic behaviours" when confronted with interventions intended to mitigate their repetitive actions (Boyd et al., 2011, p.197). To enhance academic engagement among students exhibiting these tendencies, instructional and behavioural interventions are typically implemented (Fleury et al., 2014).

The study conducted by Boyd, Woodard, and Bodfish (2011) aimed to assess the efficacy of ERP therapies, commonly employed for OCD treatment, in mitigating repetitive behaviours in children diagnosed with autism spectrum disorder and intellectual disabilities. The results indicate that following ERP therapies, individuals allocated more time to academic tasks, prolonged avoidance of the trigger stimuli, and exhibited less repeated behaviours throughout the study. Moreover, the frequency of the behaviours was diminished. Besides the anticipated advantages, these findings are promising as trial participants were also educated on the application of ERP therapies. Although additional research is required to substantiate the efficacy of ERP in mitigating habits that impede learning, the study's results and the suggestion for teachers to implement it judiciously are promising indicators for the future.

The utilization of iPads as a technological intervention for kids on the autism spectrum is rapidly emerging as an innovative and effective strategy for reducing disruptive classroom behaviours (Neely, Rispoli, Camargo, Davis, & Boles, 2013). A study by Neely, Rispoli, Camargo, Davis, and Boles (2013) used two male volunteers displaying troublesome behaviour on the autism spectrum, who were instructed using iPads rather than traditional paper-and-pencil methods. The academic engagement levels of both students were elevated with the iPads in contrast to conventional teaching approaches. Both students fulfilled the same course requirements; however, the iPads rendered the tasks more entertaining and less reminiscent of traditional academic "work." Considering the extensive utilization of iPads in educational environments, it is necessary to establish norms on their informed usage.

Students on the autism spectrum may get advantages from utilizing iPads to enhance transitional abilities (Neely et al., 2013). Perfitt (2013) asserts that

individuals with autism spectrum disorder frequently display problematic actions when confronted with alterations in school, courses, or activities. The plethora of visual learning applications accessible for iPads enables numerous children on the autism spectrum to get advantages from visual schedules and timetables, particularly during transitions. During the transition of her students with autism spectrum disorder to a new school, Perfitt (2013) conducted a qualitative study. Subsequently, she offered guidance to assist autistic youngsters in adapting to changes more comfortably.

Rather than employing a standardized method, customize each student's transition plan to address their individual requirements. Engage pupils in the formulation of their plans to guarantee their comprehension of forthcoming events. • Prepare coping strategies to address the pressures children may encounter. • Instruct youngsters in conventional methods for managing diverse stressful circumstances.

Implementing self-directed learning initiatives effectively reduces children's dependence on adults. Page 194.55 in Perfitt. These straightforward strategies can be readily incorporated into transition plans to facilitate seamless and effective transitions for autistic pupils. Assisting kids with spectrum condition in acclimating to new situations can enhance their academic achievement by mitigating behavioural and social issues, so rendering the school experience more enjoyable.

Academic Strategies

Teachers of students on the autistic spectrum can employ both formal academic procedures and behavioural strategies to assist these students reach their full academic potential. To implement such strategies, all it takes is a new technological presentation of the course material. People on the autistic spectrum tend to be proficient with technology, especially tablets and computers, because they learn best visually. Technology integration individualized shared reading programs, comprehensive training, and well-organized learning spaces are some strategies that can be used in the classroom.

In the classroom, computers can be useful tools for imparting knowledge and abilities. Some research suggests that children on the autistic spectrum might benefit from the use of computer applications designed to teach social and behavioural skills. Computers, like iPads, can be used to pique students' interest. Informed computer use can also have a significant positive impact on autistic students (Jacklin & Farr, 2005). One benefit of utilizing computers with autistic students, according to one teacher in the study by Jacklin and Farr (2005), is that they provide a "visual impact on what

they are learning" (p. 208). The autistic study participants also saw computer use as a distraction from traditional teaching methods, as well as an adjunct to those methods that helped them succeed. Due to the lack of pressure to employ their interpersonal communication skills, the children's stress levels were momentarily reduced while using the internet. The students also gained self-assurance and a sense of control over their own academic destiny because of the computer's capacity to supply them with a level of predictability they would not have had with other teachers.

Students on the autistic spectrum can also benefit from adapted shared reading exercises to boost their literacy skills. An adult reads aloud to a pupil while engaging in conversation and asking questions; this method is called "shared reading" (Muchetti, 2013). The requirements of autistic students can be met by tailoring reading aloud exercises to their specific interests and abilities. When the content is shortened while retaining the main concepts, subject, and plot, it can be used as age-appropriate literature (Fleury et al., 2014). Muchetti (2013) studied the impact of teacher-led shared reading activities on both student engagement and reading comprehension in a classroom setting with autistic children who had difficulty communicating verbally. A variety of items, visual aids, and altered text were utilized in various activities. Four autistic children, ranging in age from six to eight, participated in group reading exercises with the help of certified classroom educators. Reading comprehension and student engagement improved for all four participants throughout the intervention phase when compared to the baseline phase. The results are promising because they demonstrate that children on the autism spectrum can gain from early literacy activities designed specifically for their condition, and that these exercises can enhance their reading comprehension. Because many autistic students have difficulty understanding what they read, teachers can aid their students' literacy development by implementing adapted shared reading activities.

For tasks to be taught in several steps, tasks must be broken down into manageable components because individuals with autism often struggle with executive functioning (Fleury et al., 2014). Thirdly, it is essential to provide autistic students with individualized instruction in order to facilitate their acquisition of new academic skills. Verbal and visual cues are often used to help children learn each step independently, and then they are progressively reduced. According to Fleury et al. (2014), on page 72, it is essential for teachers to provide students with "several opportunities to independently practice and apply the taught knowledge, modelling, guided practice, and clear descriptions of the skill or task sequence" when teaching

academic subjects. Students retain more information and are more likely to apply what they've learnt when they're given smaller, more manageable tasks to complete.

The fourth strategy for creating a setting that will aid autistic children's academic development is to set up structured learning environments (Muchetti, 2013). Researchers Manti, Scholte, and Van Berckelaer-Onnes (2013) looked at a Dutch special education school to find out what methods of instruction were most effective in helping students learn new material. Among the 89 students and instructors present, 45 were marked by autism spectrum disorder. Teachers were asked to fill out surveys, and students were given standardized tests many times over the course of two years. Structure availability was the most important element influencing the academic progress of students with autism spectrum disorder, according to Manti et al. Supporting children with autism spectrum disorder, well-structured learning spaces reduce disruptive behaviours, anxiety, and disorientation while also enhancing academic progress. This research emphasizes the usefulness of such environments. According to Fleury et al. (2014), "having an understanding of activities, timetables, and expectations enhances learners' capacity to participate effectively and adapt to classroom demands" (p. 72), which highlights the importance of this method. Teachers have the power to establish dependable routines for their students, which can alleviate anxiety and uncertainty. Students on the autistic spectrum who struggle to keep track of their own appointments can benefit from having their schedules written down.

Strategies such as targeted tailored instruction, modified shared reading activities, technological integration, and the development of organized learning spaces can help students on the autistic spectrum succeed in the classroom. It may not take much preparation to put these state Educators of kids on the autism spectrum can utilize both formal academic methodologies and behavioural methods to facilitate these pupils in achieving their maximum academic potential. Implementing such solutions requires merely a novel technical presentation of the course information. Individuals on the autism spectrum often exhibit proficiency with technology, particularly tablets and computers, due to their preference for visual learning. Strategies for the classroom include the incorporation of technology, individualized shared reading programs, comprehensive training, and well-structured learning environments.

In the classroom, computers serve as valuable instruments for disseminating knowledge and skills. Research indicates that youngsters on the autism spectrum may gain advantages from computer apps aimed at teaching social and behavioural skills. Devices such as iPads can effectively stimulate pupils' engagement. Informed computer

use can significantly benefit autistic kids (Jacklin & Farr, 2005). A benefit of employing computers with autistic pupils, as noted by a teacher in the study by Jacklin and Farr (2005), is that they offer a "visual impact on what they are learning" (p. 208). The autistic study participants perceived computer use both as a diversion from conventional teaching methods and as a supplementary tool that facilitated their success. The absence of pressure to utilize their interpersonal contact skills led to a temporary reduction in the children's stress levels while engaging with the internet. The kids acquired self-confidence and a sense of agency regarding their academic futures due to the computer's ability to provide a level of predictability unattainable with human educators.

Students on the autism spectrum can also benefit from modified shared reading activities to enhance their literacy skills. An adult reads aloud to a student while facilitating dialogue and posing enquiries; this technique is termed "shared reading" (Muchetti, 2013). The needs of autistic pupils can be addressed by customising reading aloud activities to align with their particular interests and capabilities. Condensing information while preserving the primary concepts, subjects, and narrative allows it to serve as age-appropriate literature (Fleury et al., 2014). Muchetti (2013) examined the effects of teacher-led shared reading activities on student engagement and reading comprehension in a classroom of autistic children with vocal communication challenges. A diverse array of materials, visual aids, and modified text were employed in multiple activities. Four autistic children, aged six to eight, engaged in group reading activities facilitated by certified educators. Reading comprehension and student engagement enhanced for all four participants throughout the intervention phase relative to the baseline phase. The results are encouraging as they indicate that children on the autistic spectrum can benefit from early literacy programs tailored to their needs, which can improve their reading comprehension. Due to the challenges many autistic students face in comprehending text, educators can facilitate their literacy advancement by employing modified shared reading activities.

Tasks requiring multiple stages should be deconstructed into manageable components, as individuals with autism frequently experience difficulties with executive functioning (Fleury et al., 2014). Thirdly, it is imperative to deliver personalised instruction to autistic pupils to enhance their acquisition of new academic abilities. Verbal and visual prompts are frequently employed to assist children in mastering each stage autonomously, thus diminishing their usage. Fleury et al. (2014) assert on page

72 that it is imperative for educators to offer students "multiple opportunities to independently practice and apply the taught knowledge, modelling, guided practice, and clear descriptions of the skill or task sequence" in academic instruction. Students remember greater information and are more inclined to apply their knowledge when assigned smaller, more achievable assignments.

The fourth technique for fostering academic development in autistic children is to establish structured learning environments (Muchetti, 2013). Researchers Manti, Scholte, and Van Berckelaer-Onnes (2013) examined a Dutch special education institution to determine the most effective instructional approaches for facilitating student learning of new information. Of the 89 pupils and educators present, 45 were identified as having autism spectrum disorder. Educators were requested to complete surveys, while pupils underwent standardized assessments multiple times over a two-year period. Manti et al. identified structure availability as the primary factor affecting the academic advancement of students with autism spectrum disorder. Structured learning environments for children with autism spectrum disorder mitigate disruptive behaviours, anxiety, and disorientation, while also promoting academic advancement. This study highlights the utility of such environments. Fleury et al. (2014) assert that "understanding activities, timetables, and expectations enhances learners' ability to participate effectively and adapt to classroom demands" (p. 72), underscoring the significance of this approach. Educators possess the ability to create reliable routines for their students, thereby mitigating fear and ambiguity. Students on the autism spectrum who have difficulty managing their appointments can benefit from having their timetables documented.

Strategies like customized instruction, adapted shared reading activities, technological integration, and the creation of structured learning environments can facilitate the success of individuals on the autism spectrum in the classroom. Implementing these tactics may require minimal preparation, given they are all viable possibilities. Providing these programs with the necessary attention significantly enhances the likelihood of academic success for students with autism.

Social Strategies

Classroom practices can be implemented to aid kids with autism in improving their social skills. Many autistic youngsters necessitate instruction in social relationships due to their restricted social awareness and inadequate imitation skills (Jacklin & Farr, 2005). Instructing autistic students in social skills is most efficacious when conducted in a familiar context where their behaviour is anticipated. Numerous autistic pupils encounter difficulties in generalizing their acquired knowledge, and this methodology acknowledges that (Fleury et al., 2014). Students on the autistic spectrum may struggle to transfer their social skills from environments like the playground or home to the classroom setting (Ostmeyer & Scarpa, 2012). Instructing social skills in the classroom is most effective when they are linked to the curriculum. Tutors and peer role models enhance the social skills development of students on the autistic spectrum. In the absence of a comprehensive school initiative, educators might nevertheless establish a student-centered peer modelling program utilizing a comparable approach. Educational institutions can assist students with autism in enhancing their social skills by utilizing customized computer programs in the classroom and engaging them in enjoyable **Imitation Exercises.**

Fleury et al. (2014) discovered that children with autism spectrum disorder struggle to acquire new skills through observation due to their inability to imitate others. Children on the autism spectrum encounter significant challenges in observing others, a crucial mechanism for social learning in typically developing children. Educators can assist students on the autism spectrum in learning to replicate their behaviours by playfully modelling those of the autistic student. If you emulate their behaviour, people are more inclined to follow your example, potentially leading them to adopt your actions in other desired activities. Field et al. (2010) conducted a study to assess the impact of an imitative adult on the social and imitative behaviours of twenty nonverbal children with autism spectrum disorder. Although autistic children may lack flawless imitation abilities, the findings indicated that they can nevertheless exhibit social imitations when an adult demonstrates the behaviour. Considering that youngsters demonstrated increased imitative behaviour when they were themselves being imitated, parents and educators may contemplate using game-like reciprocal rounds of imitation to augment the children's imitative abilities. Emulate others to acquire new abilities; this facilitates socialization and intellectual development in autistic youngsters.

Research on autism indicates that computer usage can enhance an individual's

social, behavioural, academic, and linguistic skills. Utilizing computers can promote turn-taking with a parent, instructor, student, or even the computer itself as a social strategy (Jacklin and Farr, 2005). A qualitative study by Jacklin and Farr (2005) revealed that efficient computer use can enhance social ties for autistic youngsters. "Being used appropriately" signifies that teacher interventions are customized to address the individual needs of each student and promote social interaction. The absence of teacher-facilitated social interactions can lead to compulsive and unregulated computer usage, potentially impeding the development of social skills. This form of repeated activity is prevalent among those with autism; nevertheless, methods exist to instruct them in regulating it.

Discussion

This research study has discovered several ways for assisting kids on the autism spectrum, which may be beneficial for both general and special education teachers. All the treatments evaluated assist individuals with autism spectrum disorder experiencing social, behavioural, or intellectual difficulties. The proposed solutions are substantiated by research indicating that the implemented measures enhance kids' academic achievement, conduct, and social skills. Enhancing these aspects and increasing classroom participation will render our educational system more efficient and pleasurable for kids with autism spectrum disorder.

Educators can include certain tactics into their lessons with minimal to no preparation. Crucial due to the insufficient time available for educators to get new knowledge and implement it to meet the needs of children with special education requirements (Ostmeyer & Scarpa, 2012). Numerous applications are available for instructing social, behavioural, and academic skills; the majority of educational institutions possess access to technology such as iPads and computers. Modifying a book to incorporate visual aids and objects for autistic kids may require minimal effort, given the curriculum's objectives already encompass enhancing children's literacy. If students do not participate in the creation of their transition plans or visual schedules to facilitate transitions, teachers will find it simpler to manage troublesome behaviour.

The significant rise in students identified with autism spectrum disorder (ASD) necessitates comprehensive professional development opportunities for educators in this field (Fleury et al., 2014). Educators can enhance their comprehension of autism spectrum disorder and its impact on student performance

through professional development initiatives. General education teachers can gain from mentorship focused on the specific needs of their autistic students. This will assist in identifying the specific areas of concentration for each student and facilitate the development of a more effective approach to address their individual requirements. Enhanced communication and collaboration between special education and general education teachers is essential (Whalon & Hart, 2010). Fleury et al. (2014). If educators could simultaneously address kids' intellectual, behavioural, and social needs, it would be advantageous for all parties involved.

Conclusion

Although numerous research have investigated autism broadly, those analyzing successful interventions for children on the autistic spectrum predominantly concentrate on a singular methodology. This literature review consolidates numerous ideas derived from extensive study to aid educators in planning for children on the autism spectrum. Further study is required to assess current interventions aimed at improving educational settings for autistic kids (Manti et al., 2013; Muchetti, 2013). According to de Bruin et al. (2013), p. 542, further research "has the potential to significantly enhance the quality of school experiences, engagement in inclusive education, employment, independent living, and social relationships for young individuals with spectrum disorder." Enhanced research in this domain will augment the advantages for individuals with autism across all facets of life.

As educators, we are duty-bound to equip our pupils to become contributing members of society. By creating tailored classrooms, we can assist children on the autism spectrum in cultivating the cognitive, behavioural, and social skills necessary for success in both academic and life pursuits. Incorporating tailored solutions to address the individual needs of each student enhances the probability of academic success for all children. While additional study is required, using the measures detailed in this literature review may enhance educational chances for autistic students and elevate their test results.

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