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Integrative Teaching Methods: Enhancing Behavioral Development Outcomes for Children with Autism Spectrum Disorder (ASD)

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Abstract

The development and well-being of children with autism spectrum disorder (ASD) are greatly enhanced by behavioral techniques, which concentrate on strengthening academic performance, social interaction, communication, and emotional control. Behavioral issues are successfully addressed by evidence-based strategies like Functional Behavioral Assessments (FBA), Positive Behavioral Interventions and Supports (PBIS), and Applied Behavior Analysis (ABA). PBIS places a strong emphasis on reducing disruptive behaviors, encouraging social connections, creating supportive classroom settings, and using positive reinforcement to control behavior proactively. The usefulness of PBIS in enhancing classroom behavior and peer relationships is widely acknowledged by stakeholders. FBA is a methodical technique for determining the underlying causes of problematic behaviors. It makes it possible to implement specialized interventions that increase communication, lessen frustration, replace maladaptive behaviors, and strengthen emotional regulation. There is broad agreement regarding the efficacy of FBAs, which show better long-term behavioral effects when used regularly. Children who receive coping skills training are better able to handle stress, emotions, and social difficulties by using strategies like role-playing and mindfulness. High means scores and agreement rates demonstrate how well this intervention works to improve resilience, emotional control, and self-awareness. The results highlight the value of tailored, team-based, and research-based approaches involving teachers, parents, and therapists. These methods give children with autism the skills they need to flourish in a variety of spheres of life with self-assurance and flexibility, while also promoting independence, improving developmental outcomes, and improving their general quality of life.

Key words: Positive Behavioral Interventions and Supports, Autism Spectrum Disorder, Behavioral Strategies, Coping Skills Training, Functional Behavioral Assessments,



Introduction

According to the American Psychiatric Association (2013), autism spectrum disorder (ASD) is a neuro-developmental disease marked by difficulties with communication, social interaction, and repetitive activities. When it comes to managing and enhancing the lives of people with autism, behavioral methods are crucial tools. The foundation of these tactics is Applied Behavior Analysis (ABA), which aims to comprehend how behavior functions, how it interacts with the environment, and how learning occurs (Cooper, Heron, & Heward, 2020).

Children with autism benefit greatly from behavioral interventions that support their social, emotional, and academic growth. Behavioral Interventions and Supports (PBIS) and Functional Behavioral Assessments (FBA) have been shown to significantly improve social skills, communication, and adaptive behaviors (Horner et al., 2010; O'Neill et al., 2015). While FBA offers a methodical approach to determining the root causes of troublesome behaviors, PBIS has been very successful in lowering challenging behaviors and creating a supportive learning environment (Sugai & Horner, 2002).

Another evidence-based strategy is coping skills training, which gives kids coping mechanisms for stress, anxiety, and frustration and improves their capacity to adjust to everyday obstacles (Attwood, 2007). Since research highlights the significance of adjusting interventions to the particular needs and skills of each child, these tactics must be customized (National Research Council, 2001). For these tactics to be successfully implemented and continuously improved, cooperation between parents, teachers, and therapists is essential (Koegel, Ashbaugh, & Koegel, 2016).

Behavioral techniques are essential for promoting the growth of autistic youngsters. Children's general well-being and independence can be enhanced by caregivers and educators using evidence-based strategies like PBIS, FBA, and Coping Skills Training to help them reach their full potential and lead satisfying lives.

Behavioral Strategies and Autistic children

Behavioral strategies are methodical techniques that emphasize skill development, reinforcement, and environmental modifications in an effort to change behavior. Children with autism benefit greatly from these tactics in terms of their academic, social, emotional, and developmental growth. Children with autism spectrum disorder (ASD) have shown remarkable improvements when evidence-based interventions like Applied Behavior Analysis (ABA), Positive Behavioral Interventions and Supports (PBIS), and Social Skills Training are implemented (Smith, 2001).

The improvement of communication abilities is one of the main effects. A lot of kids with autism have trouble communicating both verbally and nonverbally. Alternative means of expressing needs and desires are offered by behavioral tactics such as Picture Exchange Communication Systems (PECS) and functional communication training (FCT), which lessen frustration and foster meaningful connections (Ganz et al., 2012).

Behavioral techniques are also essential for enhancing social skills. Children with autism can better comprehend social norms and react correctly in a variety of contexts with the aid of interventions such as social narratives, role-playing, and



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modeling (Koegel et al., 2012). These abilities boost self-esteem and emotional fortitude while promoting improved peer connections and participation in school and community events.

Additionally, by using Functional Behavioral Assessment (FBA) to determine the root reasons of problematic behaviors like aggression, self-harm, or meltdowns, behavioral methods employ proactive and replacement behaviors. To reduce disruptive behaviors and create a more pleasant atmosphere, for instance, sensory breaks or alternate sensory tools might be implemented if a behavior is motivated by sensory needs (Carr et al., 1999).

By employing visual aids, dividing work into digestible steps, and rewarding success, behavioral interventions improve learning in the classroom. Children's overall academic achievements are improved by these techniques, which also help them stay focused, complete tasks more effectively, and build problem-solving abilities (Lovaas, 1987).

Behavioral techniques provide a comprehensive effect that includes independence and emotional health. Children can develop a sense of autonomy by learning efficient coping mechanisms for anxiety and frustration, such as deep breathing or mindfulness. Working together, parents, teachers, and therapists can also guarantee success and consistency in a variety of settings. Behavioral techniques greatly improve autistic children's quality of life. The basis for long-term development and well-being is laid by them as they foster fundamental talents, lessen undesirable behaviors, and establish encouraging frameworks that enable kids to face obstacles with self-assurance and independence. Children with autism can have their behavioral issues managed with behavioral techniques. These strategies include:

Positive Behavioral Interventions and Supports (PBIS)

Positive reinforcement is emphasized in proactive behavior management strategies, which also lessen disruptive behaviors. A proactive, research-based paradigm called Positive Behavioral Interventions and Supports (PBIS) aims to improve academic, social, and emotional outcomes for all students, including those with autism spectrum disorder (ASD). By establishing clear expectations, teaching good behaviors directly, and providing positive reinforcement in supportive settings, PBIS places a strong emphasis on preventing problematic behaviors (Sugai & Horner, 2002). In contrast to reactive disciplinary methods, PBIS emphasizes building a healthy school climate and tackling the underlying causes of behavior. For autistic children, who may struggle with emotional control, communication, and sensory sensitivity, this framework is especially important (Kern et al., 2001). PBIS solutions for autistic children often include the use of customized supports such as visual schedules, social narratives, and sensory-friendly accommodations to create predictable and organized environments that reduce anxiety and maladaptive behaviors (Carr et al., 1999). PBIS improves functional communication skills and lowers frustration by training replacement behaviors, such as using communication tools to convey needs rather than acting disruptively. According to Koegel et al. (2010), the focus on positive reinforcement—such as rewarding task completion or applauding efforts—further encourages autistic children to participate in appropriate activities, fostering confidence and self-worth. Additionally, to guarantee consistency and efficacy across contexts and



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facilitate the transfer of skills from school to the home and community, PBIS entails cooperation between educators, parents, and specialists (Crone et al., 2010). Another essential element of PBIS is data-driven decision-making, which enables interventions to be routinely evaluated and modified in response to the child's development, guaranteeing adaptability and responsiveness to specific needs. According to research, using PBIS helps autistic children's social skills, decreases the frequency and intensity of problem behaviors, and boosts their academic engagement (Horner et al., 2005). Additionally, by fostering understanding and lowering stigma, PBIS promotes an inclusive and compassionate school atmosphere that benefits peers as well as autistic children (Bradshaw et al., 2008). PBIS gives teachers a methodical framework for dealing with behaviors in a positive way, which lowers stress and enhances the atmosphere in the classroom. By giving autistic kids the fundamental social, emotional, and adaptive skills they need to flourish in a variety of settings and improve their quality of life, PBIS ultimately helps achieve long-term results. Supported by a wealth of research and real-world applications, PBIS develops a compassionate and successful strategy for addressing the special needs of autistic children by using evidence-based methods and emphasizing teamwork.

Table 1: Data Summary of Responses on Positive Behavioral Interventions and Supports (PBIS) of Behavioral Strategies

Statement		SA	A	N	D A	SD A	Tota l	Mea n Score
PBIS Support for positive behaviour in classroom for autistic children.	<i>f</i>	14	40	00	02	04	60	3.77
	<i>%</i>	23.33	66.67	00	3.33	6.67	100	
Reinforcement and Rewards in PBIS modify the behavior of autistic children.	<i>f</i>	12	42	00	05	01	60	3.75
	<i>%</i>	20	70	00	8.33	1.67	100	
PBIS techniques modify and reduce challenging behaviors during classroom activities in autistic children.	<i>f</i>	21	38	00	01	00	60	3.90
	<i>%</i>	35	63.33	00	1.67	00	100	
Implementation PBIS Consistently, develop fosters supportive environment for autistic children.	<i>f</i>	12	48	00	00	00	60	3.80
	<i>%</i>	20	80	00		00	100	
PBIS improves autistic children's participation and social relations in group settings.	<i>f</i>	08	46	01	05	00	60	3.75
	<i>%</i>	13.33	76.67	1.67	8.33	00	100	

Table 1 reflects the influence of Positive Behavioral Interventions and Supports (PBIS) on autistic children in classroom settings is generally seen favorably, as seen in data table 1. With mean scores ranging from 3.75 to 3.90 for all claims, there is broad consensus that PBIS helps autistic children with their social interactions, difficult behaviors, and positive conduct. The claim that "PBIS techniques modify and reduce challenging behaviors during classroom activities in autistic children" had the highest mean score of 3.90 (35% strongly agreeing and 63.33% agreeing),



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indicating that PBIS is thought to be very successful at dealing with difficult behaviors in the classroom. The high agreement rate (98.33%) and low disagreement rate (1.67%) provide more evidence for this. With a mean score of 3.77 and 66.67% agreeing and 23.33% strongly agreeing, the statement "PBIS Support for positive behavior in the classroom for autistic children" supports the notion that PBIS encourages positive behavior in the classroom. The presence of some strongly disagree replies (6.67%) and the slight disagreement (3.33%) suggest that PBIS may not always be as successful for all children. With agreement percentages of 70% and 76.67%, respectively, the assertions about PBIS's reinforcement and rewards and their function in changing behavior (mean score 3.75) and enhancing group involvement and social relationships (mean score 3.75) also demonstrate significant support. Nonetheless, a small percentage of disagreement in both instances (8.33% and 8.33%) points to some variation in the perceptions of PBIS interventions in various settings. A significant degree of agreement with the efficacy of PBIS treatments for autistic children is demonstrated by the statements' mean scores, which range from 3.75 to 3.90. With the highest mean score (3.90), "PBIS techniques modify and reduce challenging behaviors during classroom activities in autistic children" demonstrated considerable agreement regarding the efficacy of PBIS in treating problematic behaviors. The statements "PBIS improves autistic children's participation and social relations in group settings" and "Reinforcement and Rewards in PBIS modify the behavior of autistic children" had the lowest mean scores (3.75).

With a focus on its ability to decrease problematic behaviors and improve participation and social interactions, the research concludes that PBIS is widely supported as an effective behavioral management method for autistic children in school settings.

Functional Behavioral Assessments (FBA)

The goal of functional behavioral assessment (FBA), a methodical and scientifically supported procedure, is to determine the causes of problematic behaviors in people, especially those with developmental disorders like autism. By examining the contextual and environmental elements that affect particular actions, this evaluation aims to ascertain their function or purpose (O'Neill et al., 1997). Typically, an FBA entails determining the behavior itself, its antecedents (the circumstances or events that precede the behavior), and its repercussions (the immediate aftermath of the behavior). Determining whether a behavior is used to attract attention, escape or avoid tasks, obtain material rewards, or satisfy sensory demands is the main goal of FBA (Hanley et al., 2003). An FBA is especially helpful in determining and resolving the underlying reasons of behaviors that may impede learning, social relationships, or everyday functioning for autistic children, who frequently suffer with communication, sensory processing, and emotional regulation (Matson et al., 2011). By giving a clear and systematic knowledge of these behaviors, FBA enables the development of focused, tailored interventions that focus on teaching appropriate replacement behaviors rather than merely repressing the problematic ones (Ervin et al., 2001). When a kid acts aggressively to avoid a challenging activity, for example, FBA can help teachers and caregivers change the assignment or educate the child to ask for help instead. Similarly, interventions can provide sensory breaks or instruments to satisfy sensory



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requirements in a way that is socially acceptable if self-stimulatory actions result from those needs (Kern et al., 2001). By addressing the root causes of behaviors rather than just treating the symptoms, FBA helps autistic children change their behavior in a positive way, improve their communication skills, and feel less frustrated and anxious (Carr et al., 1999). Furthermore, by encouraging emotional control, boosting independence, and establishing supportive environments that meet their particular requirements, FBA-based therapies enhance the general quality of life for kids with autism. FBA guarantees that the methods that are produced are uniform and successful in various contexts, including the community, school, and home, by incorporating parents, educators, and other stakeholders in the evaluation process (Crone et al., 2010). Ultimately, functional behavioral assessment is a thorough method for comprehending and promoting the overall development of autistic children, allowing them to flourish intellectually, socially, and emotionally. It is not merely a tool for handling difficult behaviors.

Table 2: Data Summary of Responses on Functional Behavioral Assessments (FBA) of Behavioral Strategies

Statement		SA	A	N	D A	SD A	Total	Mean Score
FBA identifies the basic causes of challenging behaviors in learner's with autism	<i>f</i>	08	45	00	04	03	60	3.77
	<i>%</i>	13.33	75.00	0.00	6.67	5.00	100	
Behavior intervention strategies that employ FBA data are more effective for autistic children.	<i>f</i>	6	41	00	03	00	60	3.75
	<i>%</i>	10.00	68.33	0.00	5.00	0.00	100	
FBA support to develop customized strategies to minimize challenging behaviors autistic children.	<i>f</i>	9	43	00	07	01	60	3.77
	<i>%</i>	15.00	71.67	0.00	11.67	1.67	100	
Frequent usage of FBA helps autistic children's long-term behavioral outcomes.	<i>f</i>	18	41	00	01	00	60	3.88
	<i>%</i>	30.00	68.33	0.00	1.67	0.00	100	
FBA enhance communication and collaboration among teachers, parents, and specialists.	<i>f</i>	19	40	00	01	00	60	3.90
	<i>%</i>	31.67	66.67	0.00	1.67	0.00	100	

The table 2 reflects a positive view of FBAs (functional behavioral assessments) and how they help kids with autism. The average scores, which range from 3.75 to 3.90, show that there is broad consensus regarding the advantages of FBAs in addressing many facets of behavior management and intervention. With 75% of respondents agreeing (A) and 13.33% strongly agreeing (SA), the statement "FBAs identify the basic causes of challenging behaviors in learners with autism" had a mean score of 3.77. This suggests that most people acknowledge FBAs as useful instruments for determining the root reasons of difficult behaviors in kids with autism. Despite having a somewhat lower mean score of 3.75, 68.33% of respondents agreed with the statement that "Behavior intervention strategies that employ FBA data are more effective for autistic children" (A). A somewhat lower percentage of



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respondents strongly agreed with this statement than with the preceding one, suggesting some hesitancy regarding the generalizability of FBA in all behavioral interventions, even though the majority of respondents feel FBA-driven interventions are beneficial. With 71.67% (A) agreeing and 15% strongly agreeing (SA), the statement "FBAs support the development of customized strategies to minimize challenging behaviors in autistic children" had a score of 3.77. This implies that FBAs are generally regarded as useful instruments for developing individualized plans to meet the unique requirements of children with autism. The statement that received the highest mean score, 3.88, was "Frequent usage of FBA helps autistic children's long-term behavioral outcomes," with 68.33% agreeing and 30% strongly agreeing. This suggests a general agreement that regular FBA use is critical to attaining favorable long-term behavioral results in autistic children. The statement that received the highest percentage of agreement, with a mean score of 3.90, was that "FBAs enhance communication and collaboration among teachers, parents, and specialists." It is evident from this that FBAs are well known for encouraging improved communication and cooperation between all those involved in the child's development. With a focus on their function in determining behavioral causes, creating customized methods, and encouraging long-term success through improved teamwork, the research generally clearly supports the use of FBAs in autism treatments.

Strong support for the function of FBAs in promoting cooperation was indicated by the highest mean score (3.90) for the statement, "FBAs enhance communication and collaboration among teachers, parents, and specialists." Although it still shows favorable feedback, the statement "Behavior intervention strategies that employ FBA data are more effective for autistic children" had the lowest mean score (3.75). All statements have consistently high agreement percentages, with the majority of them obtaining strong agreement, especially those pertaining to the usefulness and efficacy of FBAs in determining causes and creating solutions.

Coping Skills Training

Students can better handle difficult circumstances when they are taught coping mechanisms for stress, anxiety, and frustration. A organized intervention called "coping skills training" teaches people how to deal with stress, emotions, and difficult circumstances (Hoffman et al., 2003). It entails techniques catered to the particular sensory, emotional, and social requirements of autistic kids. Through techniques like role-playing, mindfulness, social storytelling, and problem-solving exercises, this training gives students the skills they need to deal with anxiety, irritation, and overwhelming stimuli (Baker, 2001). Because autistic children often struggle with processing sensory information, interpreting social cues, and controlling their emotions, which can result in meltdowns or withdrawal, coping skills are essential (Mazefsky et al., 2014). These children improve their social skills and emotional resilience by acquiring coping mechanisms, which also help them self-regulate and adjust to different circumstances (Scarpa & Reyes, 2011). Furthermore, by lowering disruptive behaviors and creating a more positive atmosphere, good coping skills enhance students' academic performance as well as their relationships with instructors, peers, and family (Lopata et al., 2006). For instance, a kid can better manage stress and communicate if they are taught to identify and express their emotions using visual aids or relaxation methods like



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deep breathing (Koenig et al., 2010). Furthermore, coping skills encourage self-reliance, enabling autistic kids to confidently handle everyday obstacles and changes (Reaven et al., 2012). Through constant practice and encouragement, parents and teachers are essential in helping children develop these abilities and providing a safe environment in which they can be used in everyday situations (Volker et al., 2010). In summary, coping skills training improves autistic children's quality of life while also establishing the groundwork for their long-term mental health, social inclusion, and general wellbeing.

Table 6: Data Summary of Responses on Coping Skills Training of Behavioral Strategies

Statement	SA	A	N	DA	SDA	Total	Mean Score
Teaching coping skills improves emotional regulation and decreases meltdowns.	f 04 % 6.67	49 81.67	00 0.00	05 8.33	02 3.33	60 100	3.80
Coping skills training helps children with autism manage stress and anxiety.	f 14 % 23.33	35 58.33	01 1.67	08 13.33	02 3.33	60 100	3.85
Children with autism benefit from coping skills training when it comes to handling regular adjustments and transitions.	f 09 % 18.33	41 68.33	03 5.00	06 10.00	01 1.67	60 100	3.85
Coping skills training increases social and intellectual resilience.	f 11 % 18.33	38 63.33	04 6.67	05 8.33	02 3.33	60 100	3.85
Coping skills training helps children with autism become more self-aware and adept at handling problems.	f 06 % 10.00	49 81.67	01 1.67	03 5.00	01 1.67	60 100	3.93

Table 3 reflects the value of teaching coping skills to children with autism, with consistently high agreement rates for every assertion. According to the data, stakeholders generally believe that this kind of training improves self-awareness, social resilience, and emotional control. The training's effect on emotional stability and lowering disruptive behaviors was demonstrated by the 88.34% agreement rate with the statement, "Teaching coping skills improves emotional regulation and decreases meltdowns." Similarly, 81.66% of respondents agreed that "Coping skills training helps children with autism manage stress and anxiety," highlighting the importance of preparing kids to deal with emotional difficulties. 81.66% of respondents believed that training is important for promoting adaptation in children by helping them adjust to routine changes and transitions. 83.33% of respondents agreed with the statement, "Coping skills training increases social and intellectual resilience," highlighting the importance of these skills in fostering social connections and problem-solving ability. Interestingly, the statement "Coping skills training helps children with autism become more self-aware and adept at handling problems" received the greatest agreement (91.67%), underscoring its importance in



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promoting emotional intelligence and independence. There is broad agreement with the training's efficacy, as evidenced by the mean scores, which vary from 3.80 to 3.93. There appears to be widespread acceptance of these treatments based on the low levels of disagreement (6.67% to 16.66%) and neutral responses (0% to 6.67%) across statements. All things considered, the evidence emphasizes how important coping skills training is in tackling the main issues that autistic children confront. In addition to improving their social and emotional health, it also gives children the ability to deal with stressors and changes in daily life, which improves their quality of life and long-term developmental results.

Discussion

The research demonstrates a substantial consensus among respondents regarding the effectiveness of Positive Behavioral Interventions and Supports (PBIS) in supporting autistic children in classroom situations. It is clear from mean scores ranging from 3.75 to 3.90 that PBIS is generally regarded as a successful method for encouraging positive behavior, changing problematic behaviors, and improving social interactions among children with autism. The statement that earned the highest mean score (3.90) was specifically, "PBIS techniques modify and reduce challenging behaviors during classroom activities in autistic children." This highlights the important role that PBIS plays in lowering disruptions and improving focus during classroom activities.

Furthermore, the statement "Implementation of PBIS consistently develops a supportive environment for autistic children," which received a mean score of 3.80, emphasizes how crucial it is to apply PBIS consistently in order to create a setting where kids feel safe, supported, and inspired to participate in positive ways. For autistic children to achieve long-term behavioral results, this constancy is essential.

The statements "PBIS Supports for Positive Behavior in the Classroom for Autistic Children" (6.67% strongly disagreeing) and "PBIS Improves Autistic Children's Participation and Social Relations in Group Settings" (8.33% disagreeing) are two examples of the minor areas of disagreement despite the generally high level of agreement. These low disagreement rates imply that PBIS may be less effective in some situations or in certain cases, or that it may need to be modified.

According to the findings, respondents have a favorable opinion of Functional Behavioral Assessments (FBAs) in terms of its capacity to meet the diverse demands of autistic children. The findings show that FBAs are considered crucial instruments for determining the underlying reasons of problematic behaviors and assisting with tailored therapies, with mean scores ranging from 3.75 to 3.90. The usefulness of FBAs in evaluating behavioral problems in autistic children is highlighted by the substantial majority (75%) who think that these causes can be found using FBAs. Furthermore, the consistent agreement (3.77 mean) that FBAs help build customized tactics indicates that these assessments are essential for tailoring behavioral treatments, which are essential for addressing each child's unique requirements.

The efficiency of coping skills training in improving autistic children's intellectual, social, and emotional capacities. Strong stakeholder belief in the beneficial effects of the training is seen in the high levels of agreement across all items. Coping skills are crucial for controlling disruptive behaviors, as seen by the 88.34% who believed that they enhance emotional regulation and lessen meltdowns. The training's



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effectiveness in addressing fundamental issues like anxiety and adaptability is further demonstrated by the 81.66% and 83.33% agreement for statements pertaining to stress management and resilience building. The statement on self-awareness had the highest agreement (91.67%), indicating the important impact these interventions have in promoting self-reliance and problem-solving abilities. The average scores, which range from 3.80 to 3.93, support the idea that coping skills training is generally seen favorably. Low neutral replies and minimal disagreement (up to 16.66%) further support the widespread acceptance and efficacy of these tactics across a range of developmental domains.

Although the majority agreed, if somewhat hesitantly, that "behavior intervention strategies that employ FBA data are more effective for autistic children" had a somewhat lower mean score (3.75). This could indicate that although FBAs are useful, there might be more factors affecting the efficacy of therapies outside the information that FBAs provide.

Conclusion

In conclusion, PBIS is a very successful framework for dealing with difficult behaviors and encouraging positive outcomes for autistic children in school settings, according to the statistics. There is general consensus on PBIS's contribution to bettering classroom behavior, lowering disruptions, and fostering social interactions, as seen by the consistently high mean scores for all statements. PBIS is widely regarded as a useful technique for fostering a pleasant, encouraging learning environment for children with autism, despite certain areas of disagreement. To optimize its advantages, it must be used consistently and specifically. There is substantial evidence to support the use of FBAs in the behavioral management of autistic children. The evaluations are thought to be essential for determining the reasons for behavior, creating tailored intervention plans, and encouraging improved long-term behavioral results. FBAs are also well known for encouraging cooperation and communication between experts, parents, and teachers. The results highlight the significance of these tests in improving overall outcomes for kids with autism and show that regular use of FBAs greatly increases the effectiveness of autism therapies. Children with autism benefit greatly from coping skills training, which improves their self-awareness, social resilience, and emotional control. The information demonstrates its widespread acceptance and noteworthy influence, encouraging self-reliance and flexibility. In order to promote the holistic development of autistic children, our findings highlight the necessity of including coping skills training into educational and therapeutic programs.

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