



METHODOLOGY FOR DEVELOPING SOCIAL ADAPTATION IN CHILDREN WITH AUTISM SPECTRUM DISORDERS

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Abstract: *This article addresses the issue of developing social adaptation in children with autism spectrum disorders (ASD). The study analyzes the specific characteristics of social communication, behavior, and adaptation processes in this category of children. In addition, it presents data on the effectiveness of various methodological approaches, including Applied Behavior Analysis (ABA), the TEACCH approach, social stories, play therapy, and alternative communication methods.*

Furthermore, the article outlines practical recommendations aimed at preparing children with ASD for social life and ensuring their successful integration into society.

Keywords: *autism spectrum disorders, social adaptation, pedagogical approaches, communicative development, inclusive education, rehabilitation.*

Autism spectrum disorder (ASD) is a developmental condition manifested by specific difficulties in the areas of social interaction, communication, and behavior in children. Contemporary scientific research indicates that the level of social adaptation in children with ASD directly influences their future independence, academic success, and integration into society. Therefore, the formation and development of social adaptation in this group of children is considered one of the pressing issues in the fields of special pedagogy and psychology.¹

N.Tawankanjanachot and his co-authors define autism spectrum disorders (ASD) as “neurodevelopmental disorders characterized by impairments in social

¹ Shodmanxojiyeva I.N. // Mutaxassislarining autistik spektrida buzilishi bo'lgan bolalar va ularning ota-onalari bilan hamkorligi // Bola va Zamon / № 2 / 2023 68-69 b.

communication and social interaction, as well as restricted and repetitive patterns of behavior.” According to their research, “the prevalence of ASD has been increasing worldwide (Chiarotti & Venerosi, 2020; Onaolapo & Onaolapo, 2018). In Europe, this rate increased from 0.18% in 2006 to 0.61% in 2010 (Elsabbagh et al., 2012). In the United States, ASD prevalence was 0.67% in 2000, 1.47% in 2012, and 2.24% in 2014 (Christensen et al., 2018; Zablotsky et al., 2015).” Furthermore, prevalence rates have also been rising in several Asian countries (Adak & Halder, 2017). For instance, a systematic review and meta-analysis of epidemiological studies on ASD in Asia conducted by Qiu et al. (2020) reported that the pooled mean prevalence of ASD in this region is 0.36%. This figure is nearly twice as high as the 0.15% reported by Sun and Allison (2010).².

Today, early identification of children with autism spectrum disorders (ASD), providing them with education based on an individualized approach, and developing methodologies aimed at enhancing their social skills are of great importance. In particular, the process of developing social adaptation includes fostering the child’s ability to interact with the surrounding environment, establish communication with peers, and participate independently in everyday life activities.

In the context of Uzbekistan, ongoing reforms in the education system for children with special educational needs have led to an expansion of scientific and practical efforts aimed at supporting children with autism spectrum disorders (ASD). However, existing methodologies are often based on generalized approaches and do not sufficiently take into account the individual developmental characteristics of each child. Therefore, the development of effective methodologies tailored to the individual needs and capabilities of children with ASD, particularly in fostering their social adaptation, remains a pressing issue.

² N.Tawankanjanachot et al. Systematic review of the effectiveness and cultural adaptation of social skills interventions for adolescents with autism spectrum disorders in Asia. Research in Autism Spectrum Disorders 104 (2023) 102163 <https://doi.org/10.1016/j.rasd.2023.102163>

The development of social adaptation in children with autism spectrum disorders (ASD) requires a multi-component, systematic, and individualized approach. Modern scientific and practical evidence indicates that effective methodological approaches should focus on the comprehensive development of children's communicative, social, and behavioral skills. According to the analysis of the main approaches widely applied in this field, one of the most effective and scientifically grounded methods is Applied Behavior Analysis (ABA)³. This method is based on the principle of positive reinforcement in shaping a child's social behavior. Through ABA, children are taught skills such as maintaining eye contact, taking turns, and following simple social rules in a step-by-step manner. The advantage of this approach lies in its implementation through individualized programs and the ability to measure outcomes. However, in some cases, it may be conducted in settings that are detached from natural social environments, which can lead to difficulties in generalization.⁴.

The TEACCH (Treatment and Education of Autistic and Related Communication-Handicapped Children) approach is based on creating a structured learning environment. This method utilizes visual schedules, symbols, and clear environmental organization to establish a predictable and understandable social setting for the child. As a result, the child feels secure and is more likely to engage in independent activities. This approach is considered effective in developing social adaptation through everyday life activities⁵.

The Social Stories method helps children understand specific social situations. In this approach, simple and clearly written stories are used to teach the child how to behave appropriately in different contexts. For example, situations such as

³ Yoqubova H.B. Autizm sindromli bolalarda tadqiqot olib borgan olimlarning ilmiy-nazariy qarashlari. "Zamonaviy tilshunoslik yo'nalishlari va neyropsixolingvistika muammolari" mavzusidagi respublika ilmiy-amaliy anjuman materiallari. – Ilmiy nashr. – Farg'onan: FarDU, 2024. 19-noyabr. 109-111 betlar.

⁴ Никольская, О.С. Аутичный ребенок. Пути помощи / О.С.Никольская, Е.Р.Баенская, М.М.Либлинг. – М., Теревинф, 2021. – 143 с.

⁵ Mesibov, G., & Shea, V. (2010). The TEACCH program in autism education. *Journal of Autism and Developmental Disorders*, 40, 3–7.

welcoming guests, going to a store, or behaving appropriately in the classroom are modeled. This method is particularly beneficial for children who experience difficulties in understanding social situations.

Role-playing methods provide opportunities to develop social skills in natural settings. During play, the child interacts with peers, expresses emotions, and acquires social roles. This, in turn, contributes to the natural development of social adaptation.

Approaches aimed at developing speech and communication (such as the Picture Exchange Communication System – PECS) are of great importance. Through this method, the child learns to express their needs and desires using visual images. As a result, frustration is reduced, and opportunities for engaging in social communication are expanded⁶.

Furthermore, an inclusive educational environment is an important factor in developing social adaptation. Learning alongside typically developing peers serves as a social model for the child and helps reinforce skills in real-life situations.

In conclusion, there is no single universal method for developing social adaptation in children with autism spectrum disorders (ASD). To achieve the most effective outcomes, it is essential to apply the above-mentioned approaches in an integrated manner, taking into account each child's individual characteristics, needs, and level of development.

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