

Educational Interventions and Classroom Strategies for Children with Autism Spectrum Disorder: A Case Study of CRSR, Bhadrak, Odisha, India

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Abstract

The present study aimed to examine the educational interventions and classroom strategies for children with autism spectrum disorder (ASD) at the Center for Rehabilitation Services and Research (CRSR), Bhadrak, Odisha, India. A case study research design with a qualitative approach was adopted for this study. A total of 17 participants, including 8 children with ASD (aged 12–18 years), 5 special educators, and 4 therapists, were selected through purposive sampling. Data were collected through semi-structured interviews and structured classroom observations and the collected data were analyzed through thematic analysis. The results of the study revealed four major educational interventions such as speech therapy, occupational therapy, behavioral therapy, and sensory regulation therapy. In addition, three major classroom strategy domains emerged, including teaching and instructional strategies, communication and support strategies, and behavior management strategies. The study also identified key challenges faced by special educators, such as a lack of training and difficulties with emotional regulation during classroom interactions. The findings highlight the importance of integrated, individualized, and multisensory intervention approaches for improving communication, behavior, and learning outcomes of children with ASD. The study recommends strengthening professional training, classroom support systems, and evidence-based intervention practices to enhance inclusive education for children with ASD.

Keywords: Autism Spectrum Disorder, educational interventions, classroom strategies, special education, speech therapy, occupational therapy, sensory regulation, inclusive education

INTRODUCTION

Autism spectrum disorder (ASD) is a neurodevelopmental disorder characterized by deficits in social communication and the presence of restricted interests and repetitive behaviours (Hodges et.al.,2020). Autism affects children differently; therefore, structured and individualized educational support is required to address their specific learning needs (Odum et al., 2010). Early diagnosis and proper identification of the specific difficulties faced by autistic children play a crucial role in

ensuring the timely administration of appropriate educational and therapeutic interventions (Shahbuddin et.al., 2025). Children with ASD often experience difficulties in communication, social interaction, behaviour regulation, and learning, which can significantly affect their participation in educational settings. Communication challenges may manifest across different linguistic domains, including pragmatics, grammar, semantics and phonology (Vogindroukas et al., 2022). Many children also encounter difficulties in initiating communication, interpreting social cues, maintaining eye contact and managing repetitive behaviours and sensory sensitivities (Manik et al., 2025). In addition, sensory processing difficulties are frequently observed among children with ASD and may hinder their participation in classroom activities, daily living tasks and play behaviours (Ahmed et al., 2021; Yela-González et al., 2021). Such challenges often make it difficult for autistic students to adapt to regular classroom routines and learning environments (Mesibov, Shea, & Schopler, 2005). Given these challenges, educational interventions play a critical role in supporting the academic, social, behavioural and adaptive development of children with ASD. Research has demonstrated that appropriately designed educational interventions can enhance communication skills, social interaction, classroom engagement, behavioural regulation and overall quality of life among autistic children (Odom et al., 2010; Bellini et al., 2007). Furthermore, inclusive education provides opportunities for autistic children to learn alongside their peers while fostering acceptance, cooperation and social participation within mainstream educational settings (Holzer & Opitz, 2025).

The growing prevalence of ASD across the world has increased the demand for effective educational support systems and evidence-based intervention practices. In response to this need, several educational policies and legal frameworks have been introduced in India to promote equitable educational opportunities for children with disabilities, including those with ASD. The Rights of Persons with Disabilities (RPWD) Act, 2016, recognizes autism spectrum disorder as one of the specified disabilities and guarantees inclusive education, equal access, and legal protection. Similarly, the National Education Policy (NEP) 2020 emphasizes providing quality education for Children with Special Needs (CWSN) and advocates inclusive educational practices (Jana & Halder, 2023). In addition, Samagra Shiksha has strengthened efforts towards inclusive education by improving access, infrastructure and support services for children with disabilities. Despite these policy initiatives, the effective implementation of educational interventions and classroom strategies for children with ASD remains a challenge in many educational institutions. Although several intervention models and teaching approaches have been reported in the literature, their practical application in real educational settings is often constrained by issues related to adaptability, contextual suitability and sustainability (Kasari & Smith, 2013). Consequently, there is a need to document and examine context-specific intervention practices that can support meaningful educational outcomes for autistic children. Centre for Rehabilitation Services and Research (CRSR), Bhadrak, is a non-government organization that provides educational and rehabilitation services for children with disabilities. As an institution actively engaged in supporting children with ASD, CRSR offers an important setting for understanding the educational interventions and classroom strategies employed in practice. Therefore, the present study seeks to examine the educational interventions and classroom strategies implemented for children with autism spectrum disorder at CRSR, Bhadrak. This study will contribute to the special education literature by providing deep insights into the educational and psychological needs of autistic children, the challenges faced by special educators during the teaching-learning process, and the effectiveness of practical educational interventions and classroom strategies in inclusive and special school settings. It will also enrich existing research by offering evidence-based findings that may help special educators, therapists, policymakers and researchers develop more effective educational practices and support systems for autistic children.

REVIEW OF RELATED LITERATURES

Inclusive education surfaced as a remarkable approach for supporting students with autism spectrum disorder in mainstream classrooms. Perrelet et al. (2025) conducted a systematic review of 233 empirical studies and found that inclusive education efforts mainly focus on enhancing social participation by improving academic engagement, communication, and school adjustment among children with autism spectrum disorder. The study also prioritized the need for collaboration among educators, parents, therapists, and autistic individuals to achieve holistic inclusion. Similarly, the National Education Policy (NEP) 2020 elevates inclusive education by promoting equitable learning opportunities and personalized support for children with disabilities and children with autism spectrum disorder.

EDUCATIONAL INTERVENTIONS FOR CHILDREN WITH ASD

Research evidence indicates that educational interventions substantially improve behavioral, social, communicative, cognitive, and adaptive functioning among children with ASD. Shi et al. (2025) reported that the Treatment and Education of Autistic and Communication-Handicapped Children (TEACCH) intervention helps in reducing the level of anxiety and promotes participation in the case of autistic children. A pilot study also revealed that sensory-integrated behavioral interventions enhance students' engagement in the classroom by significantly reducing problematic behavioral functioning that hinders their participation in classrooms (Alotaibi et al., 2026). Further, Bašić et al. (2021) found that sensory integration therapy genuinely reduces stereotypical, repetitive, aggressive, and hyperactive violent behaviors while improving self-regulation among children with ASD. Similarly, Behavioural interventions have also resulted in significant importance in managing students with autism in educational settings. Behavioral interventions reduce maladaptive behavior by improving intellectual functioning and communication (Eldevik et al., 2026). Occupational therapy is another vital intervention that promotes sensory integration, emotional regulation, and social skill development, thereby enhancing the overall quality of life of autistic children (Mishra & Mishra, 2025). Further, Speech and language interventions have also demonstrated significant effectiveness in the education of students with autism. Speech therapy for children with autism spectrum disorders improved communication skills, social interaction, emotional and behavioral regulation, and speech and language development (Hryntsiv et al., 2025). AI-based technologies improve early detection and diagnostic accuracy of ASD and support personalized interventions through tools such as virtual reality training, augmentative communication systems, and robot-assisted therapies, enhancing communication skills and social interaction among children with ASD (Sahai, 2025).

CLASSROOM STRATEGIES FOR CHILDREN WITH AUTISM SPECTRUM DISORDER

Classroom strategies play a pivotal role in supporting the academic, behavioral, social, and cognitive needs of autistic students (Pettersson-Bloom & Holmqvist, 2022; Pettersson-Bloom & Holmqvist, 2022). Research also revealed that differentiated instructional strategies improve comprehension, academic engagement, and classroom participation among autistic children (Afzal, 2025). Visual cues, pictures, and graphic organizers assist children with autism spectrum disorder in understanding instructions and concepts taught by educators for academic development and independent functioning (Lee et al., 2025). Peer-mediated interventions have also been found to be significantly effective in enhancing student engagement and cooperative participation among children with ASD (Ragaglia et al., 2025). The sensory regulation strategies reduce anxiety and behavioral issues in children with autism spectrum disorder through a cluster randomized trial (Ning, 2025). Applied behavior analysis remains one of the most extensively studied interventions. A meta-analysis on applied behavior analysis-based interventions found that those interventions substantially improve communication, adaptive and cognitive skills, and social regulation in autistic children (Du et al., 2024).

Research has also highlighted the significant role of music therapy in supporting emotional regulation, communication skills, and social interaction among children with ASD (Wagner, 2024; Bharathi et al., 2021; Mayer-Benarous et al., 2021). Sensory- and motor-based classroom interventions contribute to improvements in impulsivity, hyperactivity, auditory perception, and auditory retention following vestibular-based interventions in autistic children (Erik et al., 2025; Rezai et al., 2025). Perceptual-motor activities integrated with obstacle-course exercises enhance dynamic balance in autistic children (Antika et al., 2026). This study also revealed that deep-pressure interventions significantly reduced physiological and behavioral distress levels in children with autism spectrum disorder, thereby facilitating emotional regulation and classroom participation.

CHALLENGES FACED BY SPECIAL EDUCATORS

Several studies have highlighted the difficulties encountered by special educators in teaching students with autism spectrum disorder. Teachers experienced significant challenges in managing problematic behaviors and maintaining classroom engagement among autistic students (Cook & Ogden, 2022). Similarly, educators have long experienced difficulties managing behaviors such as aggression, tantrums, emotional outbursts, and self-injury, which disrupt the classroom environment and negatively impact the teaching-learning process (Alp et al., 2026). Teacher preparedness plays a prominent role in educating children with ASD, as a lack of professional preparation and training minimizes teachers' confidence and effectiveness in addressing the needs of students with ASD (Chaudhry et al., 2025). Communication difficulties emerged as another challenge for educators, limiting classroom interaction and instructional delivery for educators working with autistic students (Hryntsiv

et al., 2025). Paisley et al. (2023) found that although educators employed various classroom strategies, only a limited number appropriately identified them as evidence-based practices, dictating a gap between knowledge and implementation. Lack of proper attention and engagement of students due to behavioral and communication characteristics creates a barrier in the teaching-learning process of children with autism spectrum disorder (Meindl et al., 2020; Tsegaye et al., 2025).

RESEARCH GAP AND RATIONALE OF THE STUDY

Research has demonstrated the effectiveness of many educational interventions that have proven their worth in teaching children affected by autism spectrum disorder. Some of those interventions are behavioral interventions, speech therapy, occupational therapy, sensory integration techniques, the use of visuals, peer-mediated interventions, and differentiated instructions (Bašić et al., 2021; Afzal, 2025; Hryntsiv et al., 2025; Lee et al., 2025; Mishra & Mishra, 2025). Nevertheless, most of the studies have focused on the success rates of interventions used and their effects on children with ASD. Relatively few studies have examined the implementation of such educational interventions in real learning environments and the difficulties teachers face. The scarcity of research conducted through empirical studies in special education schools in India on the practice of intervention in the learning process carried out by educators dealing with autistic children highlights the importance of conducting a study that addresses this issue. Therefore, this study focuses on exploring educational interventions for children with autism spectrum disorder (ASD), the techniques used by educators in their classrooms, and the difficulties encountered in implementing the teaching and learning process at the Center for Rehabilitation Services and Research (CRSR), Bhadrak.

RESEARCH QUESTIONS

This study addresses the following research questions:

RQ 1: What educational interventions are provided to children with autism spectrum disorder at CRSR, Bhadrak?

RQ 2: What classroom strategies are followed by educators for children with autism spectrum disorder at CRSR, Bhadrak?

RQ 3: What challenges do educators face in the classroom settings during the teaching-learning process with children with autism spectrum disorder at CRSR, Bhadrak?

METHODOLOGY

Research design

The present study adopted a case study research design with a qualitative approach aimed to gain an in-depth understanding of a particular phenomenon within its real context. This design was considered appropriate as the study focused on exploring educational interventions and classroom strategies for children with autism spectrum disorder. The case study method allows detailed investigation of practices, experiences, and interactions within a specific institutional setting. It facilitates the collection of rich and descriptive data through tools such as interviews and classroom observations.

Population and Sample

This study involves a total of 17 participants, including 8 autistic children within the age group 12-18, 5 special teachers, and 4 therapists from the Center for Rehabilitation Services and Research, Bhadrak, Odisha, India. The participants in this study have been selected through purposive sampling. The children represented different severity levels (Level 1, Level 2, and Level 3) and were enrolled in secondary grades. As the Center for Rehabilitation Services and Research (CRSR), Bhadrak follows an ability-based rather than age-specific classroom placement system; participants were selected based on their functional abilities. The therapist sample comprised one occupational therapist, one speech and language therapist, one behavior regulation therapist, and one psychologist, all of whom held professional qualifications in their respective fields.

Tools and Techniques

A semi-structured interview schedule and a structured observation schedule were used to collect relevant data.

Semi-structured interview schedule

A semi-structured interview schedule consisting of 11 open-ended questions was used to collect information from special educators and therapists on educational interventions, classroom strategies, therapeutic practices, and challenges encountered when working with children with autism spectrum disorder (ASD).

Structured observation schedule

A structured classroom observation schedule consisting of 49 checklist items was used to observe classroom practices and verify the information obtained through interviews. The schedule focused on examining the implementation of educational interventions, instructional practices, communication support, behavior management, student engagement, and sensory regulation strategies adopted by special educators in the classroom.

DATA COLLECTION PROCEDURES

The study was conducted at the Center for Rehabilitation Services and Research (CRSR), Bhadrak. Prior permission was obtained from the institution's Director to conduct the study. The study was carried out in accordance with established ethical standards. Informed consent was obtained from all participants before collecting the data. Confidentiality and anonymity of the participants were maintained throughout the study.

DATA ANALYSIS

The data collected through semi-structured interviews and structured classroom observations were analyzed using thematic analysis to identify themes related to educational interventions, classroom strategies, and challenges faced by special educators and therapists while working with children with autism spectrum disorder (ASD).

DATA ANALYSIS AND RESULTS OF THE STUDY

Educational Interventions Provided to Children with Autism Spectrum Disorder

The responses collected from participants through a semi-structured interview schedule were analyzed using Thematic analysis, and it was found that four types of educational interventions were provided to students with autism spectrum disorder: speech therapy, occupational therapy, behaviouristic therapy, and sensory regulation therapy.

T₁: Speech Therapy: In this theme, the responses indicated that special educators provide speech therapy to ASD students to enable verbal communication and to develop social communication, articulation, and fluency. This therapy included oral motor exercises that enhance movements of the tongue, cheeks, and lips, and then vocal sounds like humming and clicking, followed by consonant sounds, were practiced. One respondent stated.

After conducting a hearing test, I used to provide appropriate hearing aids and the therapeutic exercises (Respondent-1). The teacher also said that after the hearing test is administered, further personalized aids are provided to students with autism spectrum disorder. Therefore, from this analysis, it was found that Speech therapy was provided to ASD students as an educational intervention in the classroom settings.

T₂: Occupational therapy

According to the data collected from the teachers, Occupational therapy included sensory motor integration therapy, like obstacle courses, where a series of different physical tasks, like climbing, crawling, jumping, rolling, balancing, etc., were practiced. Another activity, called Hurdle crushing, is practiced by teachers and involves only one type of hurdle that the child must pass, such as jumping or stepping over. The teacher also mentioned that they used the Swing activity, which helped balance an autistic child's body, enabling them to spin, flap, or rock. The teacher also mentioned that proprioceptive input was provided to autistic children, which promotes motor planning, strengthens muscles, tendons, and joints, supports the reception of information, provides body position awareness, and helps with activities of daily living. The teacher said that they used Peg board activities, which strengthen sensorimotor integration in solving puzzles and improve attention in autistic children, and that Scooter board exercises help autistic students maintain balance, which makes them independent in performing their daily life activities properly. One respondent stated,

I use Occupational therapy, including sensory motor integration therapy, hurdle crossing, swing, proprio-septic input, peg board, and scooter board activities, which help ASD students to make themselves self-independent regarding performing their daily life activities properly (Respondent-3).

Therefore, from this interpretation, it was found that occupational therapies were provided to the ASD students as an educational intervention for the betterment of their daily life functioning by making them self-reliant.

T₃: Behaviouristic therapy

Based on the data collected from the teachers, it was found that Behaviouristic therapy includes vestibular activities like swiss ball exercise, swings, scooter boards that help the autistic children in maintaining body balance, provide calmness and improve co-ordination through engaging, back brushing, spinal massage, joint compression, wall pressure which jointly activates parasympathetic nervous system which gives relaxation and provides calmness, These therapies reduce maladaptive behaviours, enhances learning readiness, improve social skills and desired behaviours in autism spectrum disorder students. one respondent stated,

I used to give behavioristic therapy to autism spectrum disorder by practicing Swiss ball exercise, swings, scooter boards, back brushing, spinal massage, joint compression, and wall pressure to reduce their maladaptive behavior by enhancing their social skills (Respondent, 11).

Therefore, from the above scrutiny, it was established that behaviouristic therapies were practiced by autistic students as an educational intervention for improvement in desired behaviour by reducing unwanted behaviours of autism spectrum disorder students.

T₄: Sensory Regulation Therapy

Based on the data obtained from the special educators, they stated that Sensory regulation strategies include vestibular system exercises like jumping jacks, balance walk, trampoline jumps, short swinging sessions, also called the inner ear balance system that enhances spatial orientation, movement awareness, body coordination, balance, and posture, also regulates the level of alertness and calmness. The teacher added that sensory break strategies such as wall push-ups, chair push-ups, squeezing stress balls, and resistance band exercises support the nervous system by reducing anxiety and enhancing focus. Deep pressure activities like a weighted lap pad, tight hug, therapy ball compression, and wrapping in a blanket reduce aggression in ASD students. Teacher-led tactile sensory activities like textured sensory bins, sand tray, water play, and playing with clay improve sensory habituation. Oral sensory strategies like chewing tubes, drinking water, and crunchy snacks enhance attention and self-regulation. The quiet corner includes low lighting, soft cushion seating, and a visual calming chart that prevents sensory overload. One respondent stated,

I provide sensory regulation therapies to autism spectrum disorder students by executing activities like jumping jacks, balance walk, trampoline jumps ... wall push-ups, chair push-ups, squeezing stress balls, resistance band exercises to reduce anxiety ... tactile sensory activities like textured sensory bins, sand tray, water play, playing with clay ... oral sensory strategies like chewing tubes, drinking water, crunchy snacks for enhancement of self-regulation in autistic students (Respondent, 16).

Therefore, from the above interpretation, it was found that sensory regulation therapy was provided to children with autism spectrum disorder as an educational intervention for improving the nervous system, as well as self-regulation of autistic students.

Classroom Strategies Followed by Educators for Children with Autism Spectrum Disorder

From the collected data, it was found that teaching and instructional strategies, communication and support strategies, and behavior management strategies are provided to children with autism spectrum disorder (ASD) at the Center for Rehabilitation and Research (CRSR), Bhadrak.

T₁: Teaching and Instructional Strategies

The data collected from respondents indicated that teachers use adapted shared reading materials to enhance engagement among ASD students and provide them with concrete knowledge, thereby fostering their learning. The teacher mentioned that they use the Lovas method, in which concepts are broken down into smaller chunks, helping learners grasp them more easily. Personalized instructions are also provided to give specific attention to the diverse needs of individual students in the teaching-learning process for students with autism spectrum disorder. One respondent stated,

I used to give short and simplified instructions to ASD students as per their severity levels (Respondent-3).

Another respondent reported,

I used to set individual goals for each ASD child, and accordingly, within a period of time, it is assessed whether the goals have been achieved or not. If not, then again the plans are made to achieve the goals (Respondent-5).

Hence, from the above analysis, it was found that teaching and instructional strategies were used for autism spectrum disorder students as a classroom strategy to address their individual needs.

T₂: Communication and Support Strategies

The data collected from the respondents indicated that teachers used communication and support strategies, as per their statements. This includes picture exchange communication, which helps concretize concepts by physically exchanging pictures, where a child picks up a picture and delivers it to the teacher. The teacher stated that they are using Picture discrimination, where an ASD child identifies the correct image from multiple options; sentence structure, where a child assembles words to make sentences; and responding to questions, in which the child develops information processing in their mind. Visual supports are the use of symbols, images, objects, and other visual cues to promote and improve understanding. Sign languages and gestures are used for ASD students with hearing loss and who have difficulty in initiating communication. Joint Attention, Symbolic Play, Engagement and Regulation (JASPER) is used to improve language skills, develop social interaction, supports emotional regulation. Floortime is used by teachers to enhance two-way communication, student engagement, complex problem solving, and self-regulation. Verbal prompting by teachers helps ASD students by providing cues to students with difficulty understanding. Pivotal response training is a child-centered approach in which the child chooses activities of his preference. Teachers praise and encourage ASD students, which improves their attention in the classroom and helps develop rapport with the teacher and peers. One respondent stated,

I used to give floor-time and verbal prompting to support and improve their communication (Respondent-4).

Hence, this analysis found that communication and support strategies were employed for students with autism spectrum disorder as a classroom strategy to address their individualized needs.

T₃: Behaviour Management Strategies

Based on the data obtained from the respondents, it was found that behaviour management strategies include adapted exposure for ASD students with sensory hypersensitivity in which gradual introduction of dislike texture or sound, with minimum duration in initial phases followed by gradual increase in time duration encourages adaptability, response prevention intervention is provided where a child is systematically and supportively prevented from compulsive, inappropriate and maladaptive behaviours while being promoted to adopt a more acceptable behaviour. Independent training plans are provided to ASD students who have difficulty initiating tasks and are dependent on teacher prompts. Applied behavior analysis is a more structured behavioral intervention that uses reinforcement principles to reduce undesirable behaviors and improve appropriate behaviors in children with ASD. One Respondent stated,

Colourful lighting and music interventions are implemented to regulate and soothe students with autism spectrum disorder during periods of anxiety and distress (Respondent-2).

Hence, from the above interpretation, it was found that behavior management strategies were implemented in the classroom to reduce unwanted behavior among students with autism spectrum disorder by providing them with a sense of calm. Thereby, using this strategy for autistic children, their academic, social, and behavioral development occurs in the classroom settings.

Challenges faced by Special Educators in the Classroom

From the collected data, it was found that special educators face issues like a lack of training and emotional regulation challenges during the teaching and learning process of students with autism spectrum disorder in classroom settings.

T₁: Lack of Training

In this theme, the special educator's responses indicated that they did not receive any in-service training after joining the institution. The teacher mentioned that seminars and workshops were also not conducted in the institution for their professional development. Teachers also stated that they fall short in updating the necessary skills due to a lack of institutional support for their professional development.

I did not receive any training program, seminar or workshop by the institution after joining (Respondent-7).

Thus, from the above interpretation, it was found that the lack of training for educators acts as a hurdle in their professional development, which somehow affects their dealings with autistic children in the classroom settings.

T₂: Emotional Regulation Challenges

Teachers mentioned that they used to experience panic attacks from ASD students in the classroom. When the students get angry or irritated, they used to hamper the teacher due to emotional dysregulation. Educators expressed that Students used to bite or push them when they got irritated. As autistic children are unable to process information, they don't show a good response to the commands of the educators, and educators need to repeat the instructions again and again to gain attention and get things done by students, teachers added.

I used to experience panic attacks by ASD students when I had newly joined (Respondent-5).

Thus, from the above interpretation, it was found that lack of emotional regulation was one of the key challenges faced by the educators during handling the autism spectrum disorder students in the classroom settings.

RESULTS AND DISCUSSION

The analysis of themes emerging from the responses provided by special educators working at the CRSR, Bhadrak, revealed that multiple interventions and classroom strategies were utilized to cater to the different needs of children with ASD. Some of the challenges reported in the teaching-learning process primarily concern the hurdles faced by teachers in administering the interventions for the autistic children. Speech therapy was one of the major approaches used in the educational interventions. The focus was on developing communication skills, including articulation, fluency, verbal communication, and oral social communication, through oral-motor, voice, and hearing activities. This was evident through the use of hearing aids and customized exercises for the students. The findings of the current research are consistent with those of Hryntsiw et al. (2025), who found that speech and language therapies positively influence communication skills, social interactions, and language acquisition in children diagnosed with autism spectrum disorder (ASD). The use of speech therapy in the current study may be explained by the fact that communication problems are among the common characteristics of children with ASD, which often impede learning processes and communication with others. Another important treatment option revealed during the study was occupational therapy. Among the techniques used in occupational therapy were obstacles and hurdles, swinging, proprioception exercises, and activities performed on a scooter board and a pegboard, all of which served to develop motor coordination, attention, awareness of one's own body, and independence in performing activities of daily living. Such findings are similar to those provided by Mishra and Mishra (2025) and indicate that occupational therapy is crucial to achieving sensory integration and independent living in the case of children with ASD.

The results indicate that behaviouristic therapy and sensory regulation therapy were used. Behaviouristic techniques included exercises using the Swiss ball, swings, scooter boards, spine massage, back brushing, wall pressure, and joint compression to decrease undesirable behavior and promote learning readiness. Similarly, sensory regulation techniques included vestibular activities, sensory breaks, deep-pressure techniques, tactile and oral sensory activities, and the development of quiet spots to enhance self-regulation and reduce anxiety. This concurs with findings by Eldevik et al. (2026), Bašić et al. (2021), and Ning (2025) concerning the effectiveness of behavioral and sensory treatments in improving emotional and behavioral adjustment among autistic children. It can be noted that this practice is common owing to the frequency of sensory problems and behavioral issues in autistic children. It also indicates that behavioral management practices such as Mindfulness can be used as an intervention for improving subjective well-being, which leads to better emotional awareness and self-regulation among learners (Das et al., 2026). In addition, the study highlighted various methods used by teachers to facilitate effective learning in the classroom. Methods of teaching and instruction included using modified reading materials, setting individual goals, giving simple instructions, and breaking down the concept into smaller instructional units using the Lovas approach. This enabled teachers to address diverse abilities and varying degrees of disability among the learners. These findings corroborate the findings by Afzal (2025), which show that the use of differential instruction leads to better understanding and engagement of children with autism spectrum disorder. Similarly, a study reported that integration of ICT-based instructional approaches helps to enhance learning outcomes (Samantray & Acharya, 2022). This indicates that integration of individualized teaching with appropriate educational technologies may enhance the learning experience for children with ASD. Furthermore, Picture Exchange Communication Systems (PECS), visual cues, sign language, floortime, JASPER, verbal prompts, and pivotal response training were among the techniques that the teachers used to improve social skills and communication among the students. As per the assertions made by Lee et al. (2025) that visual and communication-based interventions significantly boost

students' understanding and classroom participation, such approaches are likely to be effective, as they aim to rectify communication problems, which are core characteristics of autism spectrum disorder. Some of the behavioral modification approaches that were adopted include adapted exposure methods, response prevention interventions, personalized behavior modification, applied behavior analysis, musical activities, and vibrant lights to reduce anxiety and encourage desirable behaviors. The results have corroborated prior studies showing that behavioral and sensory approaches to classroom intervention have helped autistic children regulate their emotions and behavior.

Despite the employment of these methods and strategies, challenges persisted regarding the lack of professional training and the difficulty in emotional regulation of the students with autism spectrum disorder. The teachers explained concerns regarding inadequate access to continuous professional development opportunities, particularly in-service training, workshops, and seminars, following their employment at the school. This is consistent with Chaudhry et al. (2025), who argued that poor professional preparation limits teachers' effectiveness in supporting ASD students. Furthermore, teachers with a higher level of emotional maturity and psychological well-being can manage the classroom challenges effectively (Meher et al., 2025a; Tikader & Mandal, 2025). These findings suggest that professional development for special educators should address both pedagogical and socio-emotional competencies. In addition, continuous professional development, institutional support, peer networks, and teacher mental health are essential to improve teacher effectiveness and sustain high-quality educational practices (Tikader & Acharya, 2025). Moreover, there were problems ranging from panic attacks to aggressive behaviors, including biting, pushing, and other maladaptive behaviors. This phenomenon has been similarly discussed by Cook & Ogden (2022) and Alp et al. (2026), which could be linked to the existence of communicational, sensory, and emotional problems that children with ASD face. The importance of emotional regulation observed in this study is supported by Meher et al. (2025b), who revealed that emotional maturity enhances resilience, self-awareness, and effective emotion regulation among learners (Meher et al., 2025b). Furthermore, the findings indicate that the institution adopts a holistic approach that includes therapy, personalized instruction, communication interventions, and behavioral strategies to support children with ASD in learning. At the same time, more professional development opportunities, including workshops, seminars, and specialized in-service training, are necessary to enhance the quality of the support services offered by the school.

Educational Implications

The findings have several important implications for special and inclusive education. In particular, the results underscore the importance of adopting a multidimensional intervention approach that incorporates therapies such as speech, occupational, behavioral, and sensory regulation therapy. These interventions should be embedded in schools that accommodate children with autism spectrum disorder, as they will improve communication, self-control, adaptability, and involvement in class activities.

The research emphasizes the use of personalized teaching methods, visual aids, communication therapy, and behavioral support to ensure meaningful learning among students with autism spectrum disorder (ASD). Educators in special education, as well as teachers working in inclusive settings, can adopt simplified instruction, individualized goals, visual communication, and behavior management strategies for students with varying levels of autism severity. It is equally necessary for special education teachers to participate in continuous professional development through workshops and training to ensure their readiness to teach ASD students. Teachers' knowledge and competencies related to evidence-based practices in interventions could improve the level of services offered to children with autism. Furthermore, the findings suggest that there is a need for educational organizations to create supportive environments for children diagnosed with ASD in terms of minimizing anxiety and maximizing their involvement in the process of learning. This information can be used by policymakers, administrators, and other special education personnel in designing intervention programs and services for children with ASD.

Limitations and Suggestions

This study was limited to the Center for Rehabilitation Services and Research (CRSR), Bhadrak. Therefore, the results of this study cannot necessarily be generalized to other educational institutions dealing with children with ASD. This research focused solely on the opinions of special teachers and did not incorporate the perspectives of parents and students. In addition, the main emphasis of this study was on the educational interventions administered in the classroom rather than assessing their impact on students. Further research should be conducted through different special and general educational

environments to gain deeper knowledge about educational approaches to children with ASD. Scientists can involve not only one stakeholder but also others, such as parents and therapists, to gain deeper insight into the problem. Further research could assess the efficiency of particular intervention approaches using quantitative or longitudinal approaches.

CONCLUSION

This study focused on educational interventions, classroom strategies, and challenges experienced by special educators while working with children having autism spectrum disorders (ASDs) at CRSR, Bhadrak. From this study, it was discovered that speech therapy, occupational therapy, behavior therapy, and sensory regulation therapy are some of the key educational interventions implemented by special educators when working with children with ASD. The study further found that special educators use various classroom strategies, including individualized instruction, visual cues, communication strategies, and behaviour management strategies, when working with autistic learners. Despite the implementation of these interventions and strategies, there have been challenges faced by the educators, such as a lack of professional training and issues with emotional and behavioural regulation of the autistic students. These findings underscore the importance of continuous professional development programs to maximize educators' knowledge, skills, and competencies in teaching and supporting autistic children. From the findings of this study, it is apparent that there is a need to adopt a holistic, multidisciplinary approach to the teaching of autistic children to support their educational success. This research helps enhance the existing body of literature by providing insights into educational interventions, instructional strategies, and real classroom experiences within a specialized education setting.

DECLARATIONS

Conflict of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

Use of Generative AI

No Generative Artificial Intelligence (AI) or AI-assisted technologies were used in the writing, analysis, interpretation, or preparation of this manuscript.

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