

**SPEECH INTERVENTION IN CHILDREN WITH AUTISM SPECTRUM  
DISORDER: A MODERN APPROACH TO TREATMENT AND  
MULTIDISCIPLINARY POTENTIAL**

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## **6. Introduction**

The rising prevalence of Autism Spectrum Disorder (ASD) necessitates a profound understanding of effective speech intervention strategies tailored for children diagnosed with this condition. As research elucidates the intertwining neuroanatomical, genetic, and psychosocial factors influencing speech disorders, clinicians must adopt a holistic and multidisciplinary approach to treatment (Jaishankar D et al., 2025). Grounded in modern methodologies, interventions such as virtual reality (VR) have shown promise in enhancing cognitive and social skills among children with ASD, offering tailored therapeutic environments that mimic real-life scenarios (Capobianco M et al., 2025). Understanding the complex nature of sensory processing in children with ASD is crucial, as difficulties in this area can exacerbate speech-related challenges (Gobelna N et al., 2025). Furthermore, integrating telemedicine into therapeutic protocols has emerged as a critical avenue for expanding access to specialized care. Together, these elements underscore the necessity of a collaborative framework involving diverse professionals, thereby maximizing treatment efficacy and improving outcomes for children with ASD.

### **6.1. Definition of Autism Spectrum Disorder (ASD)**

Autism Spectrum Disorder (ASD) is a complex neurodevelopmental condition characterized by a range of challenges, particularly in communication and social interaction. Children with ASD often exhibit repetitive behaviors and restricted interests, which can significantly impact their ability to connect with peers and navigate various social settings. Early diagnosis and intervention are crucial, as they can lead to improved outcomes through targeted therapies that enhance communication skills and mitigate behavioral challenges (Smith-Young et al., 2025). Multiple factors contribute to the presentation of ASD, encompassing genetic, neurological, and environmental influences that require a comprehensive approach when considering treatment adaptations (Loria R et al., 2025). The multidisciplinary potential of speech interventions, alongside other therapeutic modalities, plays a vital role in addressing the unique needs of each child with ASD (Below et al., 2025). Incorporating various perspectives, including those of educators, clinicians, and families, can create tailored support systems that significantly improve educational and social outcomes for these children.

### **6.2. Importance of speech intervention in children with ASD**

Speech intervention is paramount for children with Autism Spectrum Disorder (ASD), as it lays the groundwork for crucial communicative skills, social interaction, and overall development. Early and intensive interventions help address the unique challenges

Date: 27<sup>th</sup>July-2025

faced by these children, fostering their ability to express needs, engage in social discourse, and develop meaningful relationships. It has been observed that “children with autism benefit from intensive, early intervention that focuses on increasing the frequency, form, and function of communicative acts” "It is clear that children with autism benefit from intensive, early intervention that focuses on increasing the frequency, form, and function of communicative acts." . Moreover, multidisciplinary approaches, including collaborations among speech-language pathologists, educators, and parents, enrich the effectiveness of these interventions. Programs integrating innovative methods, such as e-Textile augmentative and alternative communication (AAC) devices, demonstrate significant potential by adapting to the individual needs of children with ASD, thus enhancing engagement and promoting learning (Vihriälä et al., 2025). The interconnected efforts of various professionals culminate in a comprehensive support system, essential for the holistic development of children with ASD .

### 6.3. Overview of modern approaches and multidisciplinary strategies

In contemporary speech intervention for children with Autism Spectrum Disorder (ASD), a multidisciplinary approach is paramount, combining insights from various fields to enhance treatment efficacy. For instance, incorporating music therapy has proven effective in fostering communication and emotional expression, suggesting a strengths-based methodology for engagement with autistic children (Loria R et al., 2025). Furthermore, the integration of rhythmic elements in Dance Movement Therapy (DMT) has been shown to facilitate not just movement but also interpersonal interaction, thereby addressing both motor and social skills essential for effective communication (Kátsika et al., 2025). Additionally, augmentative and alternative communication (AAC) technologies are gaining traction, urging a collaborative design process that includes input from both technical experts and specialists in speech-language pathology, ensuring that diverse communication needs are effectively met (Vihriälä et al., 2025). Such collaborative strategies are visualized in comprehensive models depicting interactions among various healthcare stakeholders , underlining the complexity and necessity of multidisciplinary frameworks in speech intervention for children with ASD.

### 7. Understanding Speech Challenges in Children with ASD

Understanding the speech challenges faced by children with Autism Spectrum Disorder (ASD) is crucial for developing effective interventions. These children often experience difficulties with both expressive and receptive communication, which are heavily influenced by their social interactions. For instance, while children with ASD may demonstrate the ability to articulate words, they frequently struggle with the pragmatic aspects of language use, indicating a significant gap in their social communication skills. As noted, In autism, receptive language is often seen to lag behind expressive language, emphasizing how social reciprocity deficits can impede conversational engagement "In autism, receptive language is often seen to lag behind expressive language. However, this, too, may be related to a lack of social reciprocity as parents of a child on the spectrum often remark how their children appear to tune out of conversational exchanges." (Maria



Date: 27<sup>th</sup>July-2025

Mody, John W Belliveau). Additionally, the integration of augmentative and alternative communication methods, as explored in recent studies, can provide substantial support for these children (Elo et al., 2025). Addressing these challenges through a multidisciplinary approach can foster more effective communication strategies, enhancing both language development and social skills .

#### 7.1. Common speech and language deficits associated with ASD

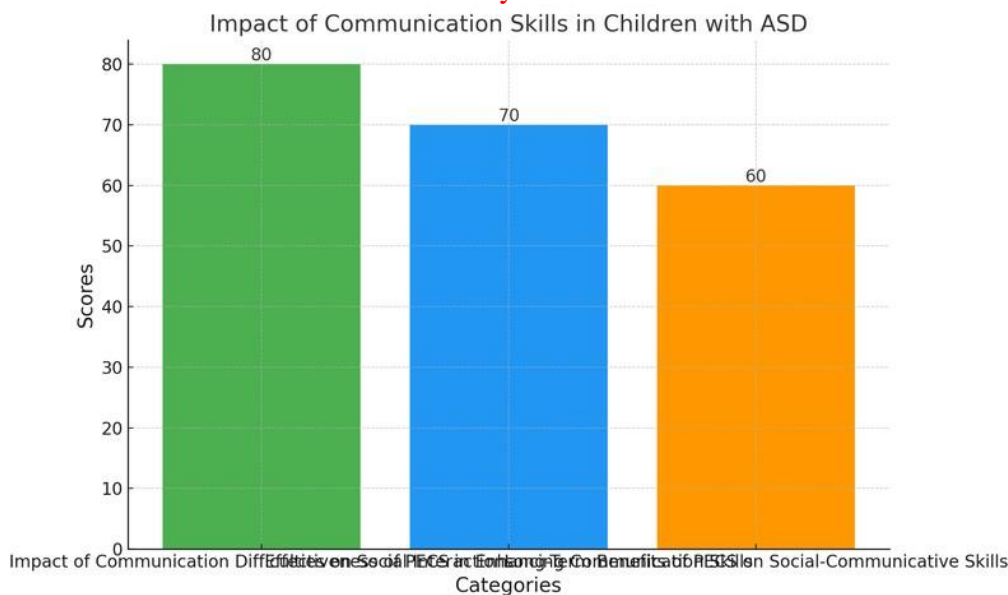
Children with Autism Spectrum Disorder (ASD) often experience a variety of speech and language deficits that significantly impact their communication abilities and social interactions. Common challenges include delays in speech development, difficulties in pragmatics, such as initiating conversations or understanding figurative language, and issues with speech sound production or articulation. These deficits can hinder not only effective communication but also emotional expression and the formation of social relationships, which are crucial for a child's development (Loria R et al., 2025). Research emphasizes the need for early and tailored interventions to address these specific deficits, highlighting the effectiveness of interdisciplinary approaches that incorporate speech-language therapy and family support (Smith-Young et al., 2025). Furthermore, studies have underscored the importance of understanding individual differences, as variations in sensory processing can influence communication styles and preferences among autistic individuals (Coyle et al., 2025). Such insights inform interventions, enhancing their effectiveness in targeting the multifaceted communication needs of children with ASD .

#### 7.2. Impact of communication difficulties on social interactions

Communication difficulties profoundly impact social interactions for children with autism spectrum disorder (ASD), leading to significant challenges in developing relationships and integrating into social settings. Children with ASD often struggle to engage in typical communication patterns, which can result in misunderstandings and social isolation, hindering their ability to form secure attachments and engage with peers and caregivers effectively (June T V Aranas et al., 2025). Furthermore, the stress and strain placed on parental relationships can exacerbate these communication barriers, ultimately affecting the child's overall emotional health and stability within the family unit (Alegre et al., 2025). The use of interventions like the picture exchange communication system (PECS) has shown potential in improving expressive communication skills among children, thereby enhancing their capacity to participate in social interactions (Stone-Smith et al., 2025). Thus, addressing communication difficulties through targeted speech interventions is vital for fostering social engagement and promoting healthier interpersonal relationships (Bondarenko et al., 2025).



Date: 27<sup>th</sup> July-2025



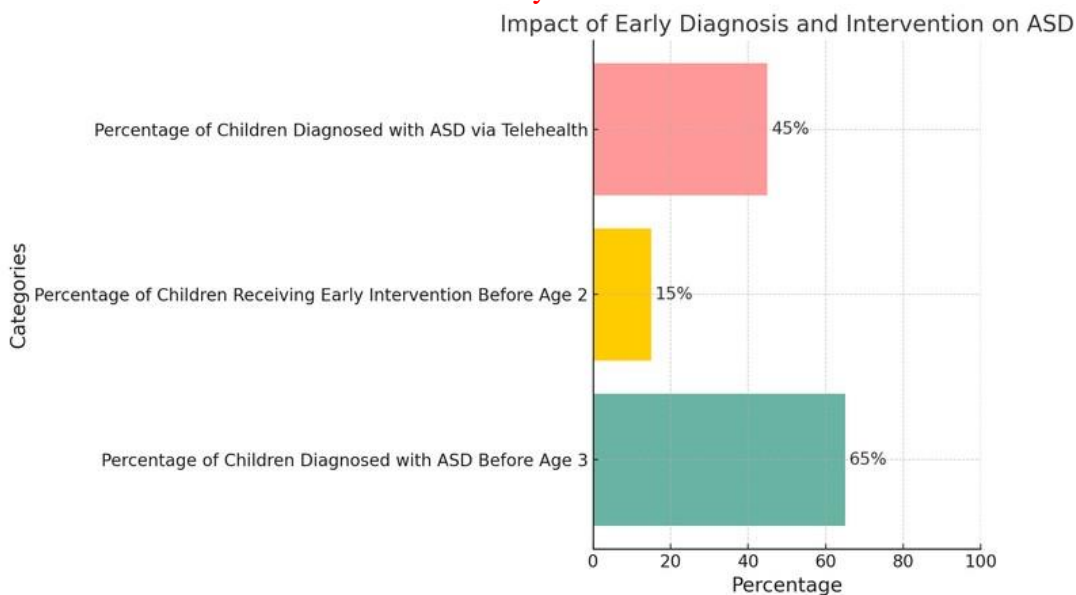
*This bar chart illustrates the significant impact of communication difficulties on social interactions in children with ASD, the effectiveness of PECS in enhancing communication skills, and the long-term benefits of PECS on social-communicative skills, as supported by recent studies.*

### 7.3. The role of early diagnosis in effective intervention

Early diagnosis of Autism Spectrum Disorder (ASD) is crucial, as it paves the path for timely and effective intervention strategies that can significantly improve communication and social skills in children. Research indicates that early identification of ASD can lead to substantial gains when interventions are implemented swiftly, providing children with the best opportunity for developmental progress (Coyle et al., 2025). For instance, the advancement of telemedicine and digital diagnostic tools has emerged as a promising alternative to traditional assessments, promoting greater access and equity in identifying ASD among diverse populations (Anand et al., 2025). Furthermore, understanding parents experiences and the challenges they face during the diagnostic process is essential for refining intervention pathways (Smith-Young et al., 2025). It is clear that a systematic approach that prioritizes early diagnosis not only mitigates the stress associated with delayed interventions but also lays a foundation for improved outcomes in speech and communication therapies (Healy et al., 2025).



Date: 27<sup>th</sup>July-2025



*This bar chart illustrates the significant impact of early diagnosis and intervention on children with Autism Spectrum Disorder (ASD). It shows that 65% of children are diagnosed with ASD before age 3, while only 15% receive early intervention before age 2. Additionally, 45% of children diagnosed with ASD utilized telehealth services, highlighting the role of digital tools in facilitating timely diagnoses.*

### 8. Modern Approaches to Speech Intervention

Modern approaches to speech intervention for children with Autism Spectrum Disorder (ASD) emphasize the integration of various therapeutic modalities to enhance communication skills. One effective method is the use of Augmentative and Alternative Communication (AAC) interventions, particularly utilizing Speech Generating Devices (SGDs). Such interventions, combined with strategies like least-to-most prompting and reinforcement, have proven effective in fostering multistep requesting and small talk behaviors in this population. According to "AAC intervention using an SGD and incorporating least-to-most prompting, constant time delay, error correction, and reinforcement is effective in terms of multistep requesting and generic small talk behaviors in children with severe ASD." (Tiffany N Chavers, Madison Morris, Ralf W Schlosser, Rajinder Koul), these methods provide a structured framework that supports children in developing functional communication competencies. Furthermore, advancements in technology-based therapies, including telemedicine approaches, facilitate access to speech therapy, enabling personalized interventions tailored to individual needs. This multidisciplinary approach underscores the importance of collaborative efforts among clinicians, educators, and families, enhancing both the efficacy and responsiveness of speech interventions in improving the communicative abilities of children with ASD (Loria R et al., 2025)(Chhabra et al., 2025)(Kátsika et al., 2025)(Newman et al., 2025).

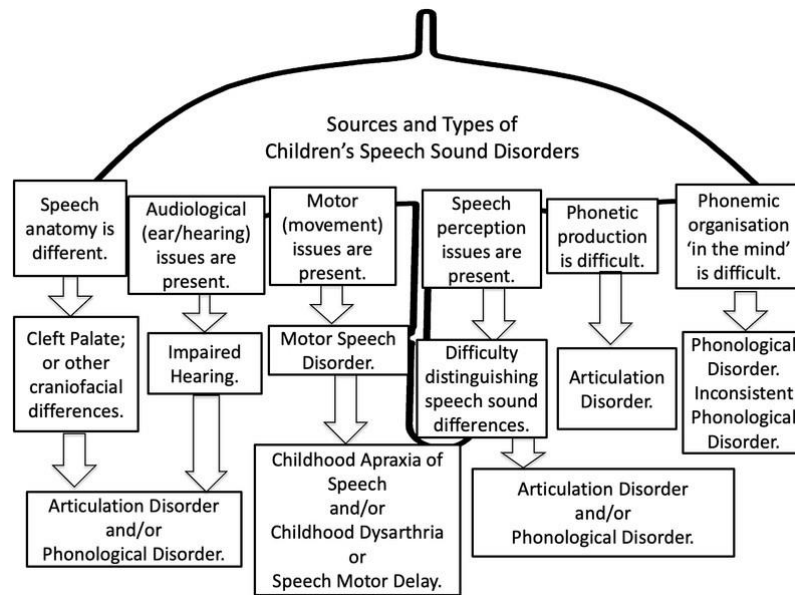
#### 8.1. Evidence-based practices in speech therapy

In the context of speech intervention for children with Autism Spectrum Disorder (ASD), evidence-based practices (EBPs) are paramount for achieving meaningful communication outcomes. EBPs encompass strategies supported by robust research,



Date: 27<sup>th</sup>July-2025

ensuring interventions are effective and tailored to individual needs. A substantial body of literature, including findings from studies that link music therapy to improved social communication skills, underscores the significance of using multifaceted approaches that integrate therapeutic methods like music therapy with traditional speech interventions ((Loria R et al., 2025), (Mirsen et al., 2025)). Furthermore, insights from both parents and educators about their experiences with autism highlight the importance of non-totalizing views and the effectiveness of externalizing techniques in fostering understanding and communication ((Cetinbas et al., 2025)). This framework strengthens the reliance on data-driven practices, ultimately advocating for customized, multidisciplinary approaches that incorporate feedback from all stakeholders involved. The integration of graphics like can visually represent the intersection of various speech disorders and effective intervention choices, enhancing clarity and understanding of these complex practices.



*Image1. Sources and Types of Children's Speech Sound Disorders*

Intervention	Outcome	Source
Early Intensive Behavioral Intervention (EIBI)	Significant improvements in cognitive ability, daily living skills, and motor skills; no additional benefits for expressive language, receptive language, communication, socialization, and adaptive behavior compared to other interventions	<a href="https://www.mdpi.com/2077-0383/11/17/5100">https://www.mdpi.com/2077-0383/11/17/5100</a>
Augmentative and Alternative Communication (AAC)	Does not impede speech development; may result in modest gains in speech production	<a href="https://en.wikipedia.org/wiki/Augmentative_and_alternative_communication">https://en.wikipedia.org/wiki/Augmentative_and_alternative_communication</a>
Early Start Denver Model	Significant improvements in	<a href="https://en.wikipedia.org/wiki/Early_Start_Denver_Model">https://en.wikipedia.org/wiki/Early_Start_Denver_Model</a>



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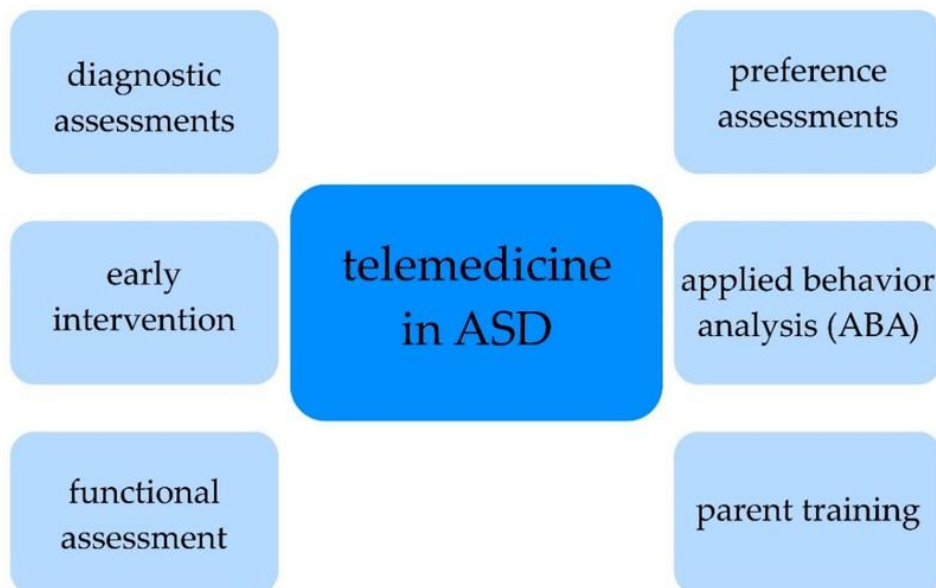
Date: 27<sup>th</sup>July-2025

Denver Model (ESDM)	cognition and language abilities compared to control groups	
Picture Exchange Communication System (PECS)	Easily learned; provides communication means for individuals with limited or no speech; positive impact on social interaction and challenging behaviors	<a href="https://en.wikipedia.org/wiki/Picture_Exchange_Communication_System">https://en.wikipedia.org/wiki/Picture_Exchange_Communication_System</a>
Applied Behavior Analysis (ABA)	Moderate to high effectiveness; improvements in IQ, communication skills, expressive and receptive language, and adaptive behavior	<a href="https://www.hiddengemsaba.com/articles/aba-therapy-evidence-edec">https://www.hiddengemsaba.com/articles/aba-therapy-evidence-edec</a>

*Effectiveness of Evidence-Based Speech Therapy Interventions for Children with Autism Spectrum Disorder*

## 8.2. Use of technology and digital tools in speech intervention

The integration of technology and digital tools in speech intervention represents a transformative advancement in addressing the communicative challenges faced by children with Autism Spectrum Disorder (ASD). Tools such as augmentative and alternative communication (AAC) devices and telehealth services have emerged as effective means to enhance engagement and accessibility in speech therapy. Technologies such as electronic textiles have been explored for their potential to motivate children and facilitate real-life communication scenarios, ultimately supporting the therapeutic process (Elo et al., 2025). Additionally, music therapy has shown promise in improving social communication and emotional expression, highlighting the multifaceted benefits of innovative interventions (Loria R et al., 2025). As the landscape of speech therapy continues to evolve, the development of standardized guidelines for assistive technology remains crucial to ensure consistency and effectiveness in treatment (Zhang et al., 2025). This technological shift fosters a more inclusive environment that aligns with the multifaceted needs of children with ASD, promoting a comprehensive approach to speech intervention .



Date: 27<sup>th</sup>July-2025

Image2. Key Components of Telemedicine in Autism Spectrum Disorder (ASD)

### 8.3. Incorporating play-based strategies for engagement

Incorporating play-based strategies into speech intervention for children with Autism Spectrum Disorder (ASD) offers a dynamic approach to fostering engagement and enhancing communication skills. Play not only captures the attention of children but also creates a naturalistic context for learning, making it accessible and enjoyable. Techniques such as using interactive games and imaginative role-play encourage spontaneous communication, allowing for the practical application of language in meaningful settings. This context not only supports social skills development but also aligns with findings that highlight the importance of caregiver engagement and child-centered practices in intervention programs (Reitzel M et al., 2025). Furthermore, implementing play-based methods can leverage the principles of multidisciplinary approaches, as evidenced by telehealth models that integrate various professional inputs to broaden access and tailor interventions (Agbamu E et al., 2025). Consequently, such strategies can significantly enrich speech therapy outcomes, ultimately leading to a more holistic care approach for children with ASD, as depicted in .

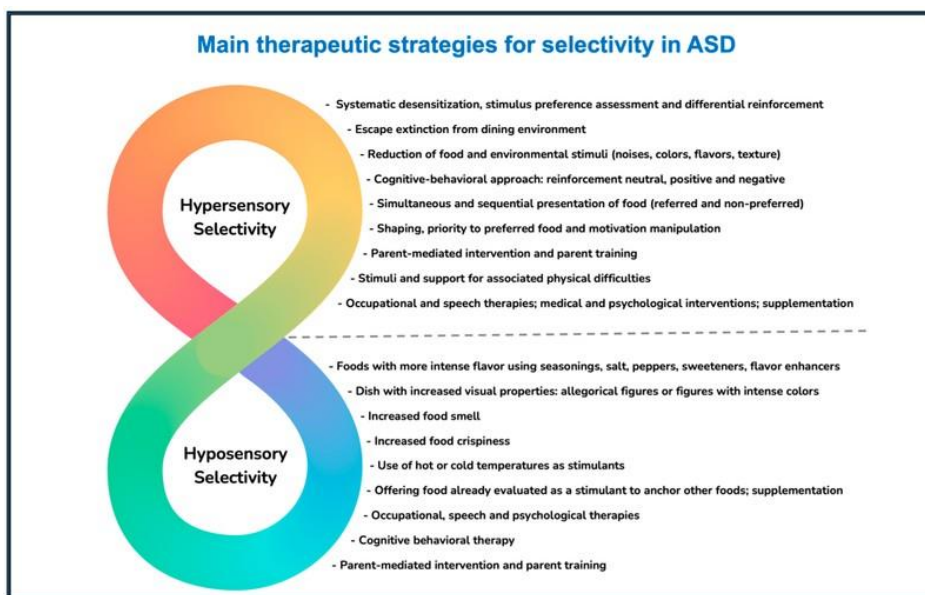


Image3. Therapeutic Strategies for Dietary Selectivity in Autism Spectrum Disorder

## 9. The Role of Multidisciplinary Teams in Treatment

The efficacy of speech intervention strategies for children with Autism Spectrum Disorder (ASD) is significantly enhanced through the collaborative efforts of multidisciplinary teams. These teams typically comprise speech-language pathologists, occupational therapists, educators, and psychologists, each contributing unique expertise that fosters a holistic approach to treatment. By working together, professionals can develop customized interventions that address the diverse needs exhibited by children with ASD, such as communication, sensory processing, and social skills deficits. Recent studies underscore the necessity of integrating various therapeutic modalities to improve outcomes, particularly when tailoring interventions to meet specific cultural and linguistic considerations to mitigate disparities in care ((Healy et al., 2025), (Anand et al., 2025)).



Date: 27<sup>th</sup>July-2025

The collaborative nature of multidisciplinary teams allows for a more comprehensive understanding of ASD, ultimately benefiting both the child and their family by adopting a cohesive treatment framework ((Loria R et al., 2025), (Junttila et al., 2025)). In depicting this synergy, visually illustrates the interconnected roles in managing complex neuropsychiatric cases and emphasizes the collaborative spirit essential for effective intervention.

### 9.1. Collaboration between speech therapists, psychologists, and educators

Collaboration among speech therapists, psychologists, and educators is crucial for delivering effective interventions for children with Autism Spectrum Disorder (ASD). This multidisciplinary approach enables professionals to draw upon their diverse areas of expertise, thereby creating comprehensive strategies that address the multifaceted needs of children with ASD. For example, the integration of Peer-Mediated Intervention (PMI) and Classwide Peer Tutoring (CWPT) has proven successful in enhancing social skills and reducing isolation within classroom settings, showcasing how educators can implement techniques developed by speech therapists and psychologists to foster an inclusive environment (Faria et al., 2025). Moreover, understanding the differing perceptions of autism among parents and professionals can significantly improve educational practices, as recognized in various studies that emphasize the compatibility of parents' insights with educators' strategies (Cetinbas et al., 2025). Ultimately, a cohesive communication framework among these professionals, as illustrated in , can facilitate more effective interventions and maximize the potential for each child's success.

### 9.2. Importance of family involvement in the intervention process

Family involvement is paramount within the intervention process for children with Autism Spectrum Disorder (ASD), directly influencing treatment outcomes and fostering a supportive environment for behavior modification and communication enhancement. Engaging family members not only empowers them as advocates for their child's needs but also enhances the effectiveness of interventions through consistency and reinforcement of strategies at home. Research indicates that families who actively participate in intervention planning and execution tend to have children who demonstrate greater improvements in social communication and emotional expression, pivotal areas challenged by ASD (Smith-Young et al., 2025). Moreover, the integration of families into the therapeutic process can address logistical barriers, such as accessibility to resources and services, enhancing equity in care delivery (Loria R et al., 2025). As demonstrated in the telemedicine context, which offers accessible diagnostic and treatment options, family engagement remains fundamental to navigating the complexities of ASD intervention (Anand et al., 2025). Therefore, a comprehensive approach not only acknowledges but prioritizes the active role of families in fostering successful outcomes. The importance of collaboration among parents, educators, and clinicians, as depicted in , further underscores the necessity for a multidimensional support system in creating tailored intervention strategies.



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Date: 27<sup>th</sup> July-2025

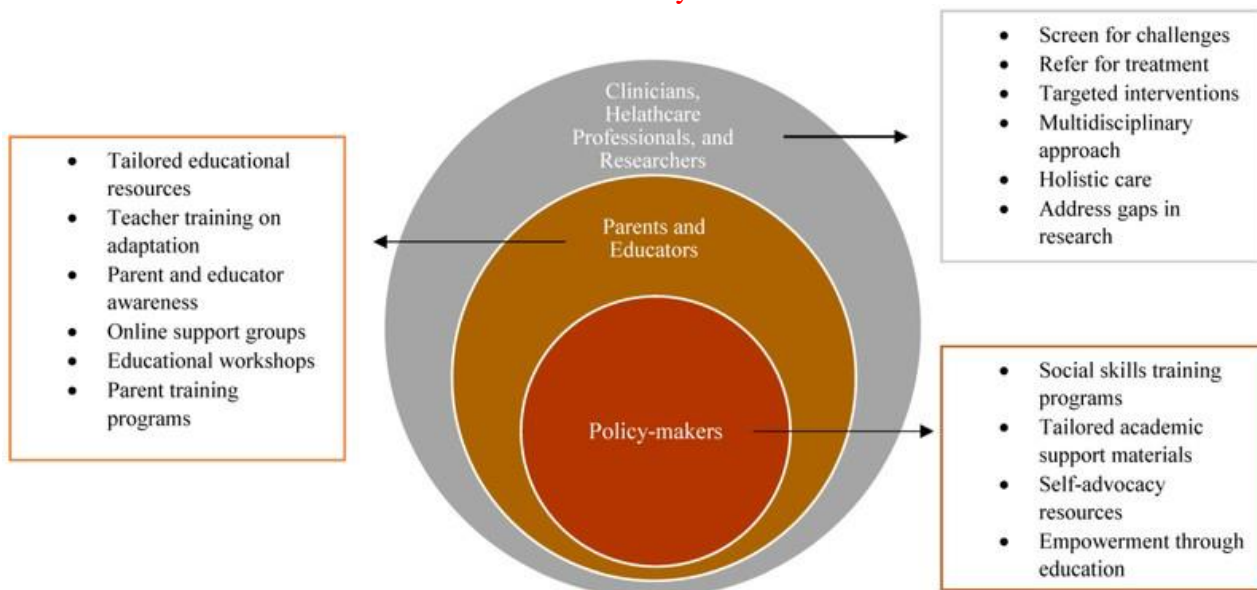


Image4. Collaborative Framework for Educational Support Among Stakeholders

Study	Sample Size	Outcome Measures	Effect Size
Effects of Parent-Implemented Interventions on Outcomes of Children with Autism: A Meta-Analysis	2,895 children	Positive behavior/social skills, maladaptive behaviors, language/communication skills, adaptive behavior/life skills	$g = 0.47$ (moderate improvement over treatment as usual and waitlist conditions)
Verbal Communication Outcomes in Children with Autism After In-Home Father Training	Not specified	Single word utterances, different words produced, verbal response to questions	Significant increase in children's verbal production post-training
Parent Couples' Participation in Speech-Language Therapy for School-Age Children with Autism Spectrum Disorder in the United States	40 father-mother couples (80 parents)	Parent-therapist communication, assessment, planning, intervention	Fathers participated less and had lower satisfaction compared to mothers
Remote Follow-Up to Speech-Language Intervention for Children with Autism Spectrum Disorders (ASD): Parents' Feedback Regarding Structured Activities	40 parents	Daily activity completion, reported difficulties	40% conducted activities daily; 60% reported difficulties
Early Intervention with Parents of Children with Autism Spectrum Disorders: A Review of Programs	Not specified	Child language development, parent-child interaction	Children starting at 12-month language level benefited most; improved parent-child relationships
Parental Quality of Life and Involvement in	Varied across studies	Parental well-being, engagement in intervention	Lower parental well-being associated with poor

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Date: 27<sup>th</sup> July-2025

Intervention for Children or Adolescents with Autism Spectrum Disorders: A Systematic Review			engagement; early interventions improved family life
A Systematic Review of Family-Mediated Social Communication Interventions for Young Children with Autism	Varied across studies	Play skills, social skills, academic/functional skills, physical fitness	Siblings learned intervention procedures; children with ASD showed skill acquisition and/or decreased problematic behavior
The Effects of Parent-Implemented Language Interventions on Child Linguistic Outcomes: A Meta-Analysis	Varied across studies	Expressive vocabulary, receptive vocabulary, expressive language, receptive language	Expressive vocabulary: $g = 0.48$ ; Receptive vocabulary: $g = 0.38$ ; Expressive language: $g = 0.61$ ; Receptive language: $g = 0.35$
Association of Parent Training With Child Language Development: A Systematic Review and Meta-analysis	Varied across studies	Child language and communication outcomes, parent use of language support strategies	Positive association between parent training and child language development
The Effects of Early Autism Intervention on Parents and Family Adaptive Functioning	Varied across studies	Parental stress, psychological well-being, family adaptive functioning	Elevated parental stress can disrupt family function; positive parent characteristics can improve intervention outcomes

## *Impact of Parent-Implemented Interventions on Children with Autism Spectrum Disorder*

### 9.3. Case studies highlighting successful multidisciplinary approaches

In examining case studies that demonstrate successful multidisciplinary approaches, it becomes evident that integrated intervention strategies yield significant benefits for children with Autism Spectrum Disorder (ASD). One notable example is the Children with Autism Technology Enabled Assessment (CHATA) project, which utilizes telemedicine to create a culturally sensitive diagnostic pathway, enhancing access and equity for diverse populations (Anand et al., 2025). Additionally, another study highlights the effectiveness of Cognitive Behavioral Therapy (CBT) for insomnia, suggesting interdisciplinary care can address co-occurring conditions like sleep disturbances in children with ASD, improving overall treatment outcomes (Coyle et al., 2025). This holds particular relevance as the intervention package holds promise for improving spoken word productions for some children with autism who have limited expressive vocabularies "The intervention package holds promise for improving spoken word productions for some children with autism who have limited expressive vocabularies." (Nancy C Brady, Holly L Storkel, Paige Bushnell, R Michael Barker, Kate Saunders, Debby Daniels, Kandace Fleming). Collectively, these examples underline the efficacy of collaborative frameworks in developing tailored interventions, thereby fulfilling the varied needs of children with ASD. The image

Date: 27<sup>th</sup>July-2025

depicting the interconnected roles of various healthcare professionals serves as an apt visual representation of these multidisciplinary efforts.

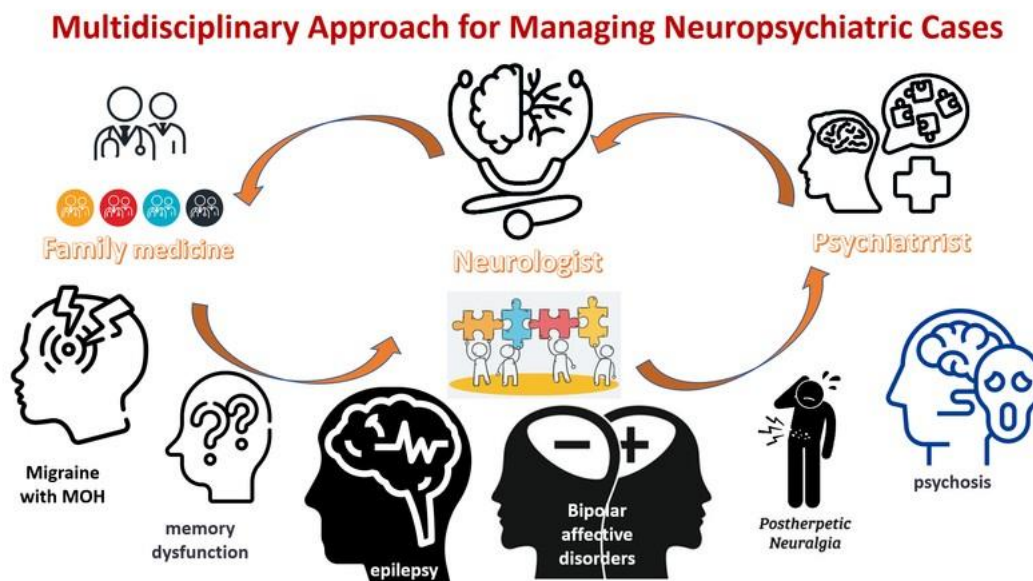


Image5. Multidisciplinary Management of Neuropsychiatric Cases

## 10. Conclusion

In conclusion, the integration of multidisciplinary approaches is paramount for the effective treatment of speech disorders in children with Autism Spectrum Disorder (ASD). As research highlights, early and comprehensive interventions can significantly enhance communication skills and adaptive behavior, addressing the unique challenges faced by these children ((Smith-Young et al., 2025)). The adoption of innovative methods, such as telemedicine for diagnostic assessment and intervention, has the potential to broaden access and improve efficacy in service delivery ((Anand et al., 2025)). Furthermore, integrating insights from music therapy has shown promise in fostering social communication skills, underscoring the need for a nuanced perspective on intervention strategies ((Loria R et al., 2025)). Ultimately, a collaborative effort among healthcare providers, educators, and families is essential in creating a holistic support system, reinforcing the need to champion culturally sensitive practices to eliminate disparities in treatment access for diverse populations ((Healy et al., 2025)). The visual representation of these interdisciplinary connections underscores the vast potential for enhancing the outcomes for children with ASD ().

### 10.1. Summary of key points discussed

In summary, the discussion surrounding speech interventions for children with Autism Spectrum Disorder (ASD) emphasizes a multidisciplinary approach that combines various therapeutic techniques tailored to the unique needs of each child. Strategies such as music therapy have shown promise in enhancing communication and social interaction, revealing significant benefits in fostering emotional expression and connection ((Loria R et al., 2025)). Additionally, the need for interventions like Cognitive Behavioral Therapy for insomnia underlines the importance of addressing co-occurring conditions often present in children with ASD ((Coyle et al., 2025)). The integration of insights from diverse fields,

Date: 27<sup>th</sup>July-2025

including neurobiology and speech motor control, illustrates the complexity of stuttering and its multifaceted treatment approaches ((Below et al., 2025)). Finally, understanding parental experiences in accessing diagnostic services reveals critical barriers that must be addressed to optimize intervention initiation ((Smith-Young et al., 2025)). Collectively, these elements underscore the necessity of flexibility in approaches and the value of collaboration across disciplines ().

### 10.2. Future directions for research and practice in speech intervention

The future of speech intervention for children with Autism Spectrum Disorder (ASD) will necessitate innovative research methodologies and the integration of multidisciplinary approaches. Understanding the dynamic interactions between behavioral therapies, technological advancements, and pharmacological options will be pivotal in crafting effective treatment plans. As technologies evolve, tools such as interactive devices are expected to supplement traditional interventions, allowing for personalized and adaptive strategies tailored to each child's unique needs. "In the future, devices will likely be used in combination with behavioral interventions and medications to create personalized treatments" "In the future, devices will likely be used in combination with behavioral interventions and medications to create personalized treatments." (U.S. Department of Health & Human Services). Furthermore, an increased emphasis on collaborative frameworks involving speech-language pathologists, educators, and mental health professionals will promote a holistic understanding of language acquisition in ASD. As such, ongoing research must prioritize the development of evidence-based practices that effectively bridge the gap between theory and application, ultimately enhancing therapeutic outcomes and improving the quality of life for children with ASD .

### 10.3. The potential for improved outcomes through integrated treatment strategies

Integrated treatment strategies hold immense potential for improving outcomes in children with Autism Spectrum Disorder (ASD), particularly when it encompasses various therapeutic modalities tailored to meet individual needs. By combining traditional speech interventions with innovative techniques such as music therapy, behavioral therapies, and caregiver involvement, clinicians can foster more engaging and effective communication environments. Research underscores the efficacy of employing methodologies like Filial Therapy, which enhances caregiver-child connections and utilizes a fun, play-based approach to speech enhancement (Boyd et al., 2025). Similarly, studies on music-based interventions demonstrate substantial positive impacts on social engagement and emotional expression, leveraging the neurological connections involved in musical experiences (McGreevy et al., 2025). Furthermore, graphically illustrating the collaborative efforts among healthcare professionals highlights the multidimensional nature of care necessary for optimal results . Ultimately, embracing an integrated approach facilitates a continuum of support, improving both speech acquisition and overall social interaction for children with ASD.



Date: 27<sup>th</sup> July-2025

Multidisciplinary Approach for Managing Neuropsychiatric Cases

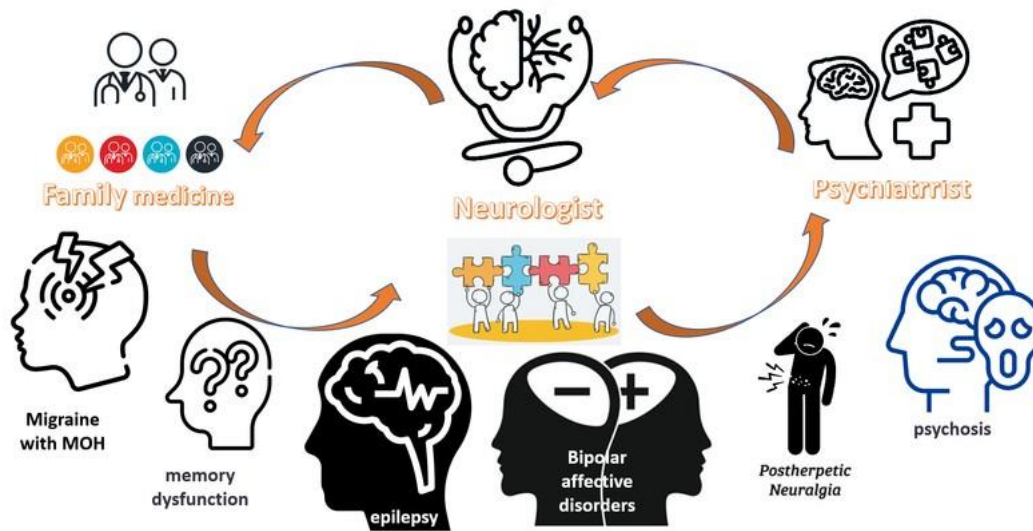


Image6. Multidisciplinary Approach for Managing Neuropsychiatric Cases.

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