

**RESULTS ON THE LEVELS OF SOCIAL ADAPTATION OF CHILDREN
DIAGNOSED WITH AUTISM (RESULTS OF EDUCATIONAL EXPERIMENTAL
RESEARCH)**

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Annotation. This article presents the results of an educational experimental study aimed at determining the levels of social adaptation of children diagnosed with autism. The research analyzes the social skills, communication abilities, and interaction with peers and the surrounding environment among children with autism spectrum disorders. Various psychological and pedagogical assessment methods, including observation, interviews, and practical tasks, were used to evaluate the children`s level of adaptation to social life. The results of the study reveal the effectiveness of targeted educational and corrective approaches in improving the social adaptation of children with autism. The findings also highlight the importance of individualized support, inclusive educational environments, and cooperation between teachers, specialists, and parents in facilitating successful social integration.

Keywords: autism, autism spectrum disorders, social adaptation, social skills, educational experiment, psychological and pedagogical assessment, inclusive education, child development, corrective pedagogy.

The purpose of this section is to determine the level of adaptation to social life of children with autism and analyze the changes as a result of training.

Tasks:

1. To assess the components of social adaptation of children with mild, moderate-severe and severe RAS.
2. To compare the results before and after training.
3. To analyze the development of adaptation individually and in groups.

In the course of the study, the level of social adaptation of children with autism

Research in the process autism diagnosed children's social adaptation level VB-MAPP methodology and NeuroTiming (Interactive Metronome) technology based on studied. Children three to the level divided, they with individual and group training was held:

- Diagnosed with mild RAS children – speech and communicative skills, social communication.
- Moderate – heavy diagnosed with RAS level children - social and play skills, peers with cooperation.
- Heavy diagnosed with RAS level children – motor, sensory and attention concentration skills.

Educational experiment results following in the table cited.

Social adaptation is people in society effective and successful activity to conduct, others with communication to do and different social to situations adaptation Autism spectrum with autism spectrum disorder (ASD) sick in children this skills often underdeveloped will be, especially:

- Eye with communication and facial expression understanding
- Emotions understanding and expression
- In the group in activities oneself catch
- Speech and social communication through idea exchange

Psychological and pedagogical research this shows:

- Autism diagnosed children social in situations difficulties from the head forgives, this their school and social to the environment integration limits.
- such as the Vineland Adaptive Behavior Scales (VABS) and the Social Responsiveness Scale (SRS). standardized tests through children's social adaptation are evaluated.
- Intervention programs, in particular ABA (Applied Behavior Analysis), PECS (Picture Exchange Communication System) and small group training social skills noticeable at the level improve opportunity gives.

The research organization to grow and methodological approach. Experiment-test works at the POWER SPEECH center in Namangan 20 people being trained autism diagnosed children with take went.

Research methodology following main stages own inside received:

- initial diagnostics (initial) the situation determination);

- VB-MAPP methodology based on deepened assessment;
- received the results statistic and quality in terms of analysis to do;

results generalization and scientific interpretation Children's development level check chapter

Children's current development status

20 people 15 children a boy and 5 others girl the child organization did. About them information following in the table presented. The child's age 4–7 years between, they are VB-MAPP and NeuroTiming methodologies using individual and group to training attraction was done.

Table 1. Autism diagnosed children's social to life adaptation levels (VB-MAPP and NeuroTiming results).

RAS level	Adaptation component	Elementary result	Trainings at the end result	Growth (%)
Light	Speech and communicative skills	40%	70%	+30%
	Social communication	45%	75%	+30%

RAS level	Adaptation component	Elementary result	Trainings at the end result	Growth (%)
Medium heavy	Social and play skills	35%	65%	+30%
	Peers with cooperation	30%	60%	+30%
Heavy	Motor and sensor coordination	25%	50%	+25%
	Attention concentration and emotional answer	20%	45%	+25%

This table autism diagnosed children's social to life adaptation shows and educational experiment results based on taken.

- Light level children training as a result speech and social communication 30% increase in skills showed.
- Medium – heavy level children peers with cooperation and social game 30% in skills improvement record was done.
- Heavy level children develop motor and sensory coordination, as well as attention concentration and emotional answer 25% improvement in skills observed.

Results VB-MAPP methodology and NeuroTiming training based on get started and last results compared.

- Light level children: exercises as a result speech and social communication 30 % increase in skills observed, that is children own his/her opinion expression and question and answer ability noticeable at the level improved.
- Moderate – heavy level children: social play and peers with cooperation skills improved by 30 %, training children's collective to activity participation increased.
- Heavy level children: motor and attention skills improved by 25 %, training children's task to perform ability and sensor control improved.

Results this shows that VB -MAPP and NeuroTiming training autism diagnosed children's social adaptation effective to develop service It also does the same to the level looking at training direction differs: light at the level speech and communication, medium - heavy at the level social play and cooperation, heavy at the level and the engine and attention to skills accent is given.

Research in the process social adaptation following components according to studied:

- Speech and communicative skills – self his/her opinion expression, question and answer, understanding and answer to give ability.
- Social and play skills – peers with game, cooperation and social to the rules compliance to do

- Attention concentration skills – hand - motor coordination, sensory answer, task and to practice attention.

Behavior correction primary goals. Primary goals the most important and current goals to be, to ask repertoire on work and the speech understanding is considered. interest circle limited, that's it because of motivational incentives (food, toys, physical impact types) search permanent accordingly continue to hold at home, in the classroom and natural in the environment ask skill multiplication During the day at least 50 times surveys his/ her skills exercise required to do. Later work to the program other skills add planned.

Home purpose — to ask, to name and encouragement as horses and the most motivational of verbs dictionary is to form. To the program social and play Add skills too possible. To oneself service show and hygiene skills are also needed skills calculated, program goals in line introduction planned.

Lesson structure. Cooperation on the road to put priority importance to be given need. Motivational encouragement permanent accordingly to be searched. The lesson should be 2–3 minutes long. breaks with 10–15 minutes to blocks is divided.

For example: table around 2 sessions (short blocks), table outside (of the room) every (on the side, on the carpet) 2 sessions, natural in the environment training.

Mohlaroyim still small happened for lesson main part play in the style of is held, this because of play skill formation on work necessary. Exercises between physical exercises execution, general tool skills develop for exercises to perform Possible reactions straight away encouragement through permanent reinforcement in mode Independent reactions stronger, help with shaped reactions and average at the level is encouraged. The lesson main part ask and understanding skills on to work bag processing need —

Mastery. Each lesson for control the child's list (checklist) is filled out. development and habit harvest to do process observation for control list is carried out. With the child work in the process and skills possession on time appropriate to the program new goals adding will go.

Skills 1st level of formation and there is to the situation according to the program according to per week at least 10 hours to 20 hours work is required. Then remaining time during students and parents by control, generalization and skills to the environment adaptation organization is being done.

Children development degrees determination the test was administered using Mark Sandberg's VB -MAPP book, "Verbal Behavior Milestones Assessment and Placement Program" (VB-MAPP) (Sundberg, 2008).

Table 2. Children's development level statistics following in the table shown

No.	According to VB-MAPP development level	Children number
1.	Light degree	10 pieces
2.	Medium heavy degree	7 pieces

3.	Heavy degree	3 pieces
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Development of the program 170 points for easy level that's all right comes. To the inspections based on this level children some in skills more success won, ask, name, visual perception and play abilities partially formed. Disadvantages and mainly in the name of reaction absence, request habit (mind), naming tact, listener skill and echo in reactions and socialization process enough at the level lack of formation is considered.

Development of the program middle from 170 points to severe level that's all right comes. At this level in children in the name of reaction absence, eye contact absence, asking, naming, visual perception, game skills, vocalization, echo skills unforcedness it was determined. From this outside, in the group children in some partially communication, game skills, vocalization, echolalia signs formed we watched.

Theoretical analysis this shows that autism diagnosed children's social to life adaptation complicated process to be, to be assessment and in development scientific based methodologies and innovative technologies necessary. With this together, complex approach and individual programs children's social skills noticeable at the level to increase service does.

Conclusion. This in research autism spectrum disorders diagnosis placed children's social to life adaptation processes development in terms of study and scientific analysis to do dedicated to. Autism spectrum to the violation has children's social to life adaptation process complicated and many edged event as considered in theoretical sources. social adaptation people to the environment adaptation, peers with effective connections installation and social to the rules compliance to do with is defined as: Autism diagnosed in children and this process various it happens because their communication and communicative skills limited or in development delays is observed.

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