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### Teachers' Perceptions of Evidence-Based Interventions for Children with Autism

Evidence-based interventions related to teaching children with autism have been promoted as effective strategies for determining interventions that can be sustained by incorporating them into the school curriculum. Understanding how teachers perceive the implementation and effectiveness of autism-related EBIs is critical to establishing the frequency with which these interventions are employed in classrooms. This section will investigate how teachers rate the effectiveness and implementation of the EBIs in their school to illuminate the perception of preschool teachers regarding EBIs in teaching social communication skills to children with autism.

#### **Teacher's Perceptions of the Effectiveness of EBIs**

Preschool teachers perceive autism-related EBIs as effective for teaching social communication skills. Kamps et al. conducted a randomized control trial regarding the use of EBIs intervention for children with autism disorders in kindergarten and first grade; that is a comprehensive peer network intervention employed to enhance social communication among the population (1815). The findings of the study, which involved 56 children in the intervention group and 39 children in the control group, revealed that the intervention was significantly effective in improving social communication skills between students with autism. The study also included teacher ratings for the prosocial skills of children after the study, which indicates that they acknowledged substantial improvements in the intervention group.

A longitudinal study on the use of augmented reality intervention for social communication in a classroom with children with autism disorders by Sahin et al. supports the findings of the above study (sec. 4). A total of 16 smart glasses-aided interventions were used on a 13-year-old adolescent male student for two weeks and the data collected twice every day. Parents of children with autism and teachers of students with autism rated the collected data using the social responsiveness scale 2 (SRS-2). The outcomes of the data analysis revealed that both parents and teachers acknowledged significant improvements in social communication, implying that the EBI was effective in teaching social skills.

### **Teacher's Perceptions of the Implementation of EBIs**

Preschool teachers perceive that autism-related EBIs are rarely implemented in teaching social communication skills in their schools. Locke et al. qualitatively investigated the perceptions of teachers regarding the implementation of EBIs for social engagement for children with autism in urban public-school settings (55). The outcomes of the study indicate that teachers acknowledge that numerous barriers inhibited the implementation process of autism-related EBIs in urban public-school settings. Some main challenges identified in the study include the lack of training regarding the intervention at the individual level and low staffing, inadequate resources, prioritization of competing demands, and a lack of support at the school level.

Another study by Stahmer et al. researched the extent to which teachers in public schools implemented EBIs for students with autism based on the design of the intervention practice (182). The findings of the investigation illustrate that teachers rarely implement evidence-based practices in school, as well as community settings. Additionally, the study revealed that there was hardly any information regarding the quality of implementation and indicators of implementation quality for the EBIs put in place. This publication also established that to

facilitate the implementation of autism-related EBIs in school settings, extensive training, coaching, and time to reach and sustain procedural implementation was required to mitigate the existing implementation challenges.

### **Conclusion**

It has been proven that preschool teachers perceive EBIs for teaching social communication skills to children with autism as highly effective. Nevertheless, the literature review demonstrates that preschool teachers perceive EBIs as being rarely implemented in school settings. Its implementation is inhibited by inadequate training of teachers of the children with autism at the individual level. Inadequate resources, lack of administration support, and prioritization of competing demands comprise factors perceived to impede the implementation of autism-related EBIs in schools.

## Works Cited

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