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KEYWORDS	ABSTRACT
TEACCH-Based Training, Parents' Perspectives, Teachers' Experiences & Autism Spectrum Disorder (ASD)	Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5) defines autism spectrum disorder (ASD) as neurodevelopmental condition characterized by limited & repetitive behaviors, purposeful communication and social adjustment problems. The behavioral, communication & sensory processing problems experienced by children with ASD demand continuous support and comprehension on the part of both parents and teachers. This research examined the views of parents and special education instructors on the Treatment and Education of Autistic & Communication Handicapped Children (TEACCH) intervention program, introduced at a special school in Multan, Pakistan, that accommodates children with the autism. The current study adopted a qualitative research approach in order to gain a thorough understanding of participants' experiences and perspectives on the TEACCH intervention program. Data were collected through focus group discussions and semi-structured face-to-face interviews in study. The acquired data were studied using thematic analysis that involved meticulously reviewing, coding, and categorizing interview transcripts into emerging themes. The study's findings highlighted many hurdles and enabling variables indicated by the participants when using the TEACCH intervention programmes in the classroom context.
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## INTRODUCTION

The children with autism spectrum disorders often need special academic assistance and regular interaction between teachers and parents to perform well in school & contribute to society (Li, Chen, Chan, Chan, Liang & Wang, 2025). This requirement coincides with clinical recommendations wherein systemic support and continuous communication are prioritized to manage learning and

behavioral challenges related to ASD (American Psychiatric Association, 2022). With the growth of inclusive education in the world, the question of how parents and teachers interpret and act on unique needs of children with ASD should be considered since such understanding directly affects quality and equity of education. Rahman (2024) discovered that inclusive practices are enhanced through informed & cooperative parent-teacher relationships (Rahman, 2024). Autism spectrum disorder awareness in Pakistan is low, and implementation of inclusive education techniques varies by educational institution. As per research, many teachers lack information and training necessary to successfully serve children with ASD, thus, limiting the successful implementation of inclusive education approaches.

The knowledge gaps and policy implementation issues have been observed, with many teachers lacking professional training and institutional support to effectively adapt classroom management tactics and instructional approaches (Hosseinpour, Fatima & Bibi, 2024). Moreover, the parents of children with ASD commonly face social and emotional stress, especially when formal support the structures and professional assistance are limited or unavailable (Li, Chen, Chan, Chan, Liang & Wang, 2025). The TEACCH (Treatment and Education of Autistic and Communication-related Handicapped Children) program, which provides the systematic teaching strategies, personalized learning programs, and training of parents as well as teachers, has demonstrated the promise of addressing these concerns and the practical application of the visual and individualized teaching strategies. TEACCH (Treatment & Education of Autistic & Communication-related Handicapped Children) focuses on visual aids, routines, and collaborative interventions to enable children with ASD attend schools more effectively and to equip parents and teachers with practical skills (Odom & Hall, 2011).

### Research Objectives

1. To examine the lived experiences of teachers and parents who engaged in a TEACCH-based support program during their work with children with Autism Spectrum Disorder (ASD) in general classrooms.
2. To identify obstacles that teachers & parents face when assisting children with ASD, mainly in terms of communication, behavior management, and sensory processing, in the structured TEACCH interventions.

### Research Questions

1. What are teachers' and parents lived experiences in a TEACCH-based support program for children with autism spectrum disorder in inclusive classroom?
2. What behavioral, sensory and communicative problems do teachers and parents encounter when applying TEACCH practices for the children with ASD?

### LITERATURE REVIEW

The participation in TEACCH (Treatment and Education of Autistic and Communication-related Handicapped Children) based training assists teachers and parents in enhancing their knowledge of autism and effective instructional practices (Li, Chen, Chan, Chan, Liang & Wang, 2025). This type of participation also builds their confidence and lessens the stress in managing the learning

processes and the behavioral difficulties of children with autism spectrum disorder (Zhou, Liu & Li, 2024). An analysis of global electronic literature identifies many studies that investigate the views of parents and teachers on intervention programs, and the obstacles and facilitators for children with autism. The results consistently indicate that close and active relationship between educators and parents is a key factor in the academic performance of students (Hebel & Persitz, 2014). There is mark that positive school-home relations are mutually useful as they enhance communication, trust, and shared responsibility (Schmid & Garrels, 2021). Thus, the successful implementation of intervention programs for children with autism depends especially on the collaboration between schools and families.

Research has shown that parental involvement in implementing such programs is a key factor that facilitates their success (Hebel & Persitz, 2014). Intervention programs enable parents to become more positive in their judgment of what their children are capable of doing, as leads to improved family well-being and coping (Jinnah & Walters, 2008). Teacher, parent, and child collaboration has been found to produce results that can not only prove positive to children's growth, but also parent satisfaction and involvement (Hornby, 2011). Recent qualitative studies also emphasize the importance of collaboration amid parents & educators in dealing with behavioral, communication, & learning difficulties in children with ASD (Gao & Drani, 2025). In absence of such collaboration, children are at more risk of social exclusion, and educators are more likely to report more stress and anxiety associated with need to address behaviour in classroom (Wongkitti, 2025). Although most parents are absent from school-wide decisions which significantly impact how both educators and families engage, it is recognized that parental immersion in education programs leads to improved academic performance, emotional well-being and overall participation amid children (Mutschler, Adams & Frey, 2025).

These gaps underline the need of comprehending lived experiences and establishing systematic interventions that intensify family-school collaboration. In Pakistan, social stigmatization, lack of access to diagnostic services, poorly trained teachers exacerbate these issues, and many children with the ASD are misunderstood or underserved (Feghang, 2025). The disadvantage of inclusive schools is the absence of resources and education concerning a personal approach to teaching. To overcome these difficulties, TEACCH (Treatment and Education of Autistic and Communication-related Handicapped Children) program offers teachers and parents formal training, pictorial resources, routines, and group strategies that allow children with ASD to learn (Mesibov et al., 2004; Odom & Hall, 2011). The qualitative investigation of teacher/parent experiences in a TEACCH (Treatment and Education of Autistic and Communication-related Handicapped Children) based support program would potentially illuminate problem-specific situations, coping strategies, and how to design supportive long-term systems (Leeuw, Happé & Hoekstra, 2020). Such a practice is not merely about quantifying the outcomes, but also the experience, feelings, and perception of the concerned individual.

It enables us to learn more about role of behavior regulation, communication difficulties, sensory sensitivities, and home-school collaboration in determining the educational experience of children with ASD (Orellana, Sanchis & Silvestre, 2014). The teachers and practitioners at various settings

highlight the importance of awareness campaigns, peer support programmes, and parent-teacher training to mitigate stress and expand inclusive practices. Child ASD outcomes may be promoted through the use of culturally responsive interventions and community engagement, with other low- and middle-income studies accent the role of these approaches (Ince, Ahmed & Chowdhury, 2025). In this connection, this is a contribution to the international discourse on equity, inclusive education, as well as family involvement, grounding the results upon the Pakistani cultural and educational background. Through the analysis of similar and dissimilar experiences, the research aims to determine wherein communication, empathy, as well as institutional collaboration may be enhanced. The results are likely to inform the design of culturally relevant training and awareness initiatives within Pakistan to facilitate the inclusive and responsive learning experiences among children with ASD.

### RESEARCH METHODOLOGY

A qualitative study was conducted to explore participants' opinions upon the TEACCH program as well as the parent-teacher relationships (Creswell, 2015; Marshall & Rossman, 2006; Moustakas, 1994; Patton, 2001).

#### Sampling Technique

Teachers and parents of students with ASD who attended inclusive schools in the Punjab were the population. To guarantee that participants had firsthand experience working with and supporting children with ASD, purposeful sampling technique was used. Since it prioritizes depth & relevance over representativeness, non-probability sampling method proved right for qualitative research (Li et al., 2025).

#### Population of Study

Participants in the study were parents of 12 autistic children and 10 special education teachers from Multan's only government special education school. Participants were chosen specifically due to their involvement in the TEACCH program. Special education teachers had to be certified, have at least three years of experience teaching children on autism spectrum, and implement the TEACCH intervention program in their classes. The study included two male and eight female teachers. All had qualifications in special education and teaching experience. Thus, the parents were eligible for involvement if their autistic child lived with them and appeared a full-time special education program. There was one father and eleven mothers. Parents were all secondary school graduates, one with undergraduate degree & three with postgraduate qualifications. They all worked, either full or part-time.

#### Research Procedure

Before contacting the principal of special school, consent was obtained from the District Education Officer (DEO) of the Multan, Pakistan. The special education instructors and parents participated based on the principal's initial recommendations. The research aimed to evaluate the effectiveness of the TEACCH intervention program for autistic children. Teachers and parents were informed of the study's purpose. Ethical norms for privacy, anonymity, informed consent, and data preservation were observed.





experiences frequently highlight a shift from reactive teaching to the proactive planning, where anticipating student needs becomes central. The figure validates notion that routines, supporting environments, concentrated strategies are critical in advancing social & intellectual performances of child with autism.

### Part Second (Teacher NVivo Analysis)

Q1: What do you consider most difficult in helping learning, communication & socialization of the child within a school or home? What practices or interventions have been most useful in addressing these challenges?

Figure 3 Key Word Cloud Tree



The word cloud also demonstrates prime terms attached to learning, behaviour management, and child development visually. The frequent incorporation of the terms “use,” “now,” “social,” “school,” “home,” “child,” “behavior,” and “learning” shows that emphasis is on the practical and current use of behavioral and social methods within the school and home setting. It also highlights the need to help kids develop good societal habits, study methods, and discipline. The terms “strategies,” “collaboration,” and “communication,” along with “activities” & “techniques,” thus indicating that parent- teacher collaboration and systematic teaching strategies are key in developing children. Besides, words like “sensory,” “emotional,” “needs,” highlight universal education and provision of personalized services to students with diverse needs. In this connection, the concerned teachers often report that TEACCH provides clear and systematic framework that enhances their confidence in managing diverse classroom behaviors. The word clouds are an integrated mechanism that aligns school-based and home-based programs to enable children to develop the intellectually, socially, and emotionally.

### Teacher NVivo Analysis

Q2: What interventions, supports, or adjustments have most effectively addressed emotional, behavioral, and social needs of the child? How do you collaborate closely with educators and parents to ensure that the child is supported as a whole?



analysis made it clear that the two organizations lacked the initial expertise, resources, and training needed to fully support the unique needs of children with ASD, as reported in previous literature (Cervera, Andrés & Cerezuela, 2018; Hosseinpour et al., 2024; Rahman, 2024). The most common themes before treatment were emotional distress & sensory sensitivity, behavior control problems, and barriers in communication. Teachers had complained of professional incompetence in inclusive teaching practices and classroom behavior; however, Parents had been confused and infuriated by what children had done. It was often noted that parents who used either traditional or disciplinary behavior were disorganized in communication with the teacher and were unfamiliar with how to increase behavior before intervention. The educators were unaware of what ASD is, and they failed to implement necessary adjustments to their instructional settings to support learners with sensory and behavior issues.

These difficulties explain why Wongkitti (2025) points out that untrained ASD teachers feel more stressed and perform less well in classroom (Wongkitti, 2025). The aim is to produce a theoretical and practical literature on how teachers and parents can perceive and support a child with autism in structured TEACCH context. Post-intervention outcomes yielded results that were indisputable in the evidence of the change in knowledge and behavior. Parents reported the use of systematic interventions like visual schedules, sensory toys, positive reinforcement & routines in management of behavioral and communication issues (Hajri, Abbes & Yahia, 2022). Over time, the teachers develop a deeper sensitivity to individual learning styles, recognizing that children with autism benefit from consistency, clarity, & visual communication than traditional verbal instruction alone. Teachers took advantage of notions of buddy systems, calm-down zones, visual behavior charts, and parent-teacher meetings to offer consistency in school and home environments. Terms such as “use”, “social”, “behavior”, “collaborate”, “learning” learning, and “support” were widely discussed in word analysis with NVivo.

This indicates the switch towards proactive, evidence-based, and collaboration-focused practices. This affirms the role of awareness and training programmed in enhancing knowledge and practice of inclusive practices. It was also found that the parent-teacher corporation is effective in the social and educational development of a child. The research by Gao and Drani (2025) and Mutschler Collins et al. (2025) reported similar findings, i.e., active discussion between schools and families must promote academic performance and emotional well-being among children with ASD (Gao & Drani, 2025; Collins et al., 2025). However, teachers may also encounter challenges, including the time required to design individualized materials and need for specialized training to implement TEACCH effectively. These findings are consistent with sociocultural approach that stigmatization, institutional resource inaccessibility, and teacher training limitations are the primary challenges to inclusive education in Pakistan. Nevertheless, the research demonstrates that expert growth and parental mindfulness may noticeably reduce these issues through the establishment of the specific required strategies.

### CONCLUSION

This research demonstrates that effective cooperation, comprehension, and parental and teacher modification are central concerns in the attainment of inclusive education among children with the

autism spectrum disorder. In this linking, the early phases of the institutional resource constraints, inadequate communication channels, and inadequate information caused frustration and social exclusion. However, parents and teachers indicated that focused training and awareness initiatives strengthened their self-confidence and empowered them to overcome challenges that were linked to ASD. It has been reported that inclusive education is more effective when parents and teachers engage in structured behavioral and sensory interventions, discuss the special needs of individual children directly, and empathize with each other. The results observed that the inclusive education frameworks are still in early phases of development in such low-resource environment as Pakistan. This offers culturally knowledgeable insights that bring value to worldwide discourse on inclusive education practices.

### Recommendations

The professional development opportunities should be provided to mainstream school teachers. It should be focused on modification of classroom environments, inclusive approaches to classroom learning, and learning of real-world information about the autism spectrum disorder. Parents must also be grouped into regular training programs to improve their knowledge of the ASD, behavior management techniques, and the use of visual and sensory supports within their homes. It demands organized communication networks, such as weekly plans and joint progress notes, to guarantee uniformity between school and home practice. In addition to increasing inclusive infrastructure and assistive technologies, policymakers should consider adding ASD-oriented courses to teacher education programs.

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