

International Experience in Providing Comprehensive Support for Children with Autism Spectrum Disorders



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Dear Readers,

We are pleased to present this international thematic issue of the journal *Autism and Developmental Disorders* (Russia). The authors of the articles featured in this issue — researchers from Belarus, France, Qatar, and Russia — share the results of studies aimed at finding effective approaches to address current challenges in education and comprehensive support for children with autism spectrum disorders (ASD).

This issue brings together works based both on classical studies and on contemporary approaches and practices, including the use of information technologies.

For example, the theoretical and interdisciplinary analysis of autism definitions conducted by Dr. Rebeci (France) offers a rethinking of the traditional understanding of autism and highlights the relevance of the work of Grunya Sukhareva, a pioneer of child psychiatry in the USSR.

An interesting contribution is made by Dr. Litayem (Qatar), who describes the use of smartphones to develop daily living skills and promote autonomy in adolescents with ASD.

Russian educators Dr. Legkaya and K. Salmanova explore the potential of adaptive physical education classes to address motor impairments and to support the development of cognitive and communication skills in children with ASD. They also present the experience of developing communication skills among children with ASD participating in the Adaptive Sambo Center in Sochi.

The results of a national study conducted by Belarusian researchers Dr. Khitryuk and colleagues provide an analysis of parental assessments regarding the accessibility of preschool and general secondary education institutions for children with ASD, based on the parameters identified by the authors.

In their publication, Y. Akhlamova with colleagues present the results of a study focused on the use of various techniques for establishing contact with children with ASD within the framework of child-centered play therapy.

O. Svetlakova (Belarus) analyzed the specifics of organizing the educational process for students with ASD in preschool and general secondary education institutions in Belarus.

The articles included in this issue offer valuable insights into the international experience of providing comprehensive support for children with ASD and can serve as a resource for educational practice and collaborative research among specialists from different countries.

Sincerely,

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