

STRUCTURE AND CONTENT OF THE READY4SCHOOL EDUCATIONAL AND METHODOLOGICAL COMPLEX: METHODOLOGICAL GUIDELINES FOR WORKING WITH CHILDREN WITH ASD

Olha TROFYMENKO¹, Iryna PALAMARCHUK²

¹ PhD at the Department of Preschool and Primary Education of Odesa Regional Academy of In-Service Education

² Department of Preschool and Primary Education of Odesa Regional Academy of In-Service Education

*Corresponding Author: e-mail: trofymenko.kdpo@gmail.com

Abstract

The article presents a theoretical analysis of the structure and content of the *Ready4School* educational-methodological complex developed within the international Erasmus+ project “*Preparing Children for School through a Preschool Program Based on Applied Behavior Analysis*.” The study substantiates the significance of the complex as an innovative pedagogical tool for preparing children with autism spectrum disorders (ASD) for school education in Ukrainian preschools. Based on international research and current Ukrainian educational standards, the *Ready4School* complex integrates principles of Applied Behavior Analysis, child-centeredness, individualization, and interdisciplinary collaboration. Its structure includes diagnostic-prognostic, educational-practical, and methodological components that together ensure a systematic model of developing key areas of child functioning, cognitive, social-emotional, communicative, and behavioral.

The analysis reveals that the *Ready4School* complex embodies a closed pedagogical cycle – from assessment and individualized goal setting to teaching and reflective monitoring of progress. The educational content is organized according to the principle of gradual complexity and is based on evidence-based techniques such as Priming, Shaping, Chaining, and Visual Supports. The complex not only supports the development of school readiness in children with ASD but also enhances teachers’ professional competence in organizing inclusive learning environments. The findings demonstrate the conceptual coherence and practical potential of the complex for implementation in Ukrainian preschool education, while emphasizing the need for further empirical testing to assess its effectiveness in real educational contexts.

Keywords: inclusive education; autism spectrum disorders; school readiness; Applied Behavior Analysis; child-centered approach; individualization

1. Introduction

The modern development of inclusive education highlights the problem of ensuring the quality preparation of children with autism spectrum disorders (ASD) for school education. The transition from preschool to primary school age is a complex yet crucial stage that requires the formation of basic cognitive, social-emotional, communicative, and behavioral skills. In children with ASD, such skills are often unevenly developed, which complicates their adaptation to the educational environment, interaction with teachers and peers, and completion of educational tasks (Koegel & Koegel, 2019; Orlenko, 2024).

Applied Behavior Analysis (ABA) is one of the scientifically validated approaches that has proven effective in working with children with ASD. International research demonstrates that the use of ABA principles promotes the formation of communicative skills, self-regulation abilities, and learning behavior, as well as increases the level of social interaction (Schreibman et al., 2015; Wong et al., 2015). Due to their systematic nature, structure, and individualization, ABA technologies are widely used in foreign educational programs for preparing children with ASD for school education.

The effectiveness of inclusive practice in education largely depends on the availability of specialized educational and methodological resources that combine theoretical foundations and practical tools adapted to the needs of children with special educational needs. International experience shows that structured educational programs that integrate the teaching of academic prerequisites with the development of social-emotional competence and communicative skills provide more successful preparation of children for the school environment (Schreibman et al., 2015; Lord et al., 2020).

In Ukraine, the issue of creating comprehensive complexes for preschool education aimed at upbringing, teaching, and developing children with ASD is only gaining relevance. In this context, the Ready4School educational-methodological complex, developed within the framework of the international project “Preparing Children for School through a Preschool Program Based on Applied Behavior Analysis” (supported by the Erasmus+) (<https://ready4school.eu>), has significant importance as an innovative tool for preparing children with ASD for school. A distinctive feature of this complex is the combination of individual and group work aimed at developing cognitive activity, communication, self-regulation, and social interaction skills.

Therefore, studying the structure and content of the Ready4School complex is an important step in determining methodological guidelines for its application in inclusive preschool education. The analysis presented in this article aims to outline the key components of the complex, reveal their interconnection and potential for supporting children with ASD, and identify directions for its implementation in the Ukrainian educational context.

2. Literature Review

The concept of school readiness in contemporary research is interpreted as a multi-component construct encompassing cognitive prerequisites for learning, language-communicative skills, social-emotional competence, and the ability for behavioral self-regulation (Palko & Romanchak, 2021; Pirozhenko et al., 2022; Pirozhenko et al., 2023).

Regarding scientific developments in inclusive education, recent research confirms the high effectiveness of multi-component programs for children with autism spectrum disorders in developing key areas of child functioning, particularly cognitive, social-emotional, and communicative skills. For instance, meta-analyses by researchers (Sandbank et al., 2020; Sandbank et al., 2023) show that comprehensive interventions combining behavioral and developmental approaches positively affect speech development and adaptive behavior in children with ASD. Similar results are confirmed in the work of Fuller & Kaiser (2020), where the authors emphasize that combined programs integrating Applied Behavior Analysis strategies with developmental techniques have significantly greater effects than separate interventions. Moreover, Chahboun (2024), Petersson-Bloom & Holmqvist (2022), and other scientists emphasize the importance of using multi-component models for forming social skills and self-regulation, noting that precisely the combination of structured tasks and natural interaction contexts creates the most favorable conditions for learning.

Recent publications also note the importance of the role of multidisciplinary teams in implementing such programs. For example, researchers Ledford and Windsor (2022) found that the participation of teachers, psychologists, and speech therapists within a unified methodological approach allows for more sustainable results in the development of preschool children with ASD.

An important contribution to the evidence base was made by a group of scientists (Vivanti et al., 2022) who investigated the impact of multi-component programs on the degree of engagement of children with autism in learning activities in group settings. The results of the theoretical analysis demonstrated not only improvement in cognitive indicators but also growth

in social integration, which is especially significant in the context of inclusive education. The latest data from systematic reviews (Sandbank et al., 2023) also confirm that the most effective are precisely those interventions that include interaction between different components of child development and take into account the needs of the family and educational environment.

Thus, contemporary research demonstrates a consistent trend toward the preference for multi-component programs that combine different methodological approaches over unidirectional strategies, making them a promising direction for implementation in preschool and primary education practice.

International data confirm the effectiveness of multi-component programs; however, their practical application in Ukraine is possible only with the adaptation of foreign experience and specially developed methodological tools for teachers. The importance of adapting and integrating foreign experience into preschool education practice in Ukraine is reinforced by the fact that the issue of school readiness for children with ASD is considered a strategic direction for the development of inclusive education (Turova & Vezhnovets, 2024). It should be noted that in Ukrainian preschool pedagogy, there are currently no comprehensive development, upbringing, and education programs for children with ASD using ABA approaches that can be used by educators without special training in ABA therapy in their work. *The methodological complex is an innovative product for the Ukrainian preschool education system.*

3. Methodology

The structure and content of the Ready4School educational-methodological complex were studied using a combination of theoretical analysis methods.

An analysis of methodological materials, program content, and lesson plans was conducted. As a result of the analysis, didactic principles and means of assessment and monitoring of child success were identified. Through the synthesis of the obtained data, their generalization was carried out to determine the holistic system and logic of the complex's construction, which contributed to understanding the internal structure and interconnections of the complex's components.

During the classification and systematization process, conclusions were drawn about the methods and means of teaching children with ASD proposed within the complex. Through content analysis, the level of compliance with modern principles of preschool education and the organization of an inclusive environment in preschool education institutions was examined.

Through content analysis, the level of alignment with contemporary principles of preschool education and the organization of an inclusive environment in preschool institutions was assessed. The compliance criteria included the requirements for organizing an inclusive educational environment in preschool education institutions and the development of key competencies of older preschool children in accordance with the State Standard of Preschool Education (Derzhavnyi standart doshkilnoi osvity..., 2021), as the main document on the basis of which preschool education programs are developed in Ukraine.

4. Results

The Ready4School educational-methodological complex is a product of an international project involving specialists in preschool and inclusive education from the Czech Republic (Masaryk University), North Macedonia (Sina Svetulka), Cyprus (Vimodo), Croatia (Centar za Autizam), Ukraine (Odessa Regional Academy of In-Service Education), and Greece (Innovation Hive).

The complex consists of the following components:

Needs Assessment Report: an overview of the needs assessment of teachers and inclusive education specialists based on research results;

Assessment Tool: a tool for assessing children's readiness for school learning;
Curriculum;
Lesson Plans;
Progress Monitoring: data tables for monitoring child progress;
School Readiness Assessment App: instructions for using the Ready4School digital application (Table 1).

Table 1. Components and content of The Ready4School educational-methodological complex

Components	Content
<i>Diagnostic-prognostic</i>	Needs Assessment Report; Assessment Tool; Progress Monitoring
<i>Educational-practical</i>	Curriculum; Lesson Plans
<i>Methodological</i>	Methodological recommendations; Documentation templates, recommendations for interaction with parents; Instructions for using the digital application; Tools for self-assessment

Three interconnected components are distinguished in the structure of the Ready4School complex:

Diagnostic-prognostic component, which includes tools for initial assessment of the child's skills and needs, as well as the development of their individual educational route.

Educational-practical component, which contains lesson plans (activities, useful links, handout materials, etc.) aimed at forming basic competencies (communicative, social, emotional, cognitive).

Methodological component, oriented toward supporting teachers, includes methodological recommendations, documentation templates, recommendations for interaction with parents, instructions for using the digital application, and tools for self-assessment of the effectiveness of using behavioral strategies in interaction with the child.

Each component functions as part of a unified system that ensures implementation of a model of gradual transition from diagnostics – to teaching – to reflection, creating a closed cycle of child competency development and teacher professional growth. Such a structure ensures not only adaptation to the educational environment but also formation of prerequisites for the child's learning autonomy, which is a key indicator of school readiness (Figure 1).

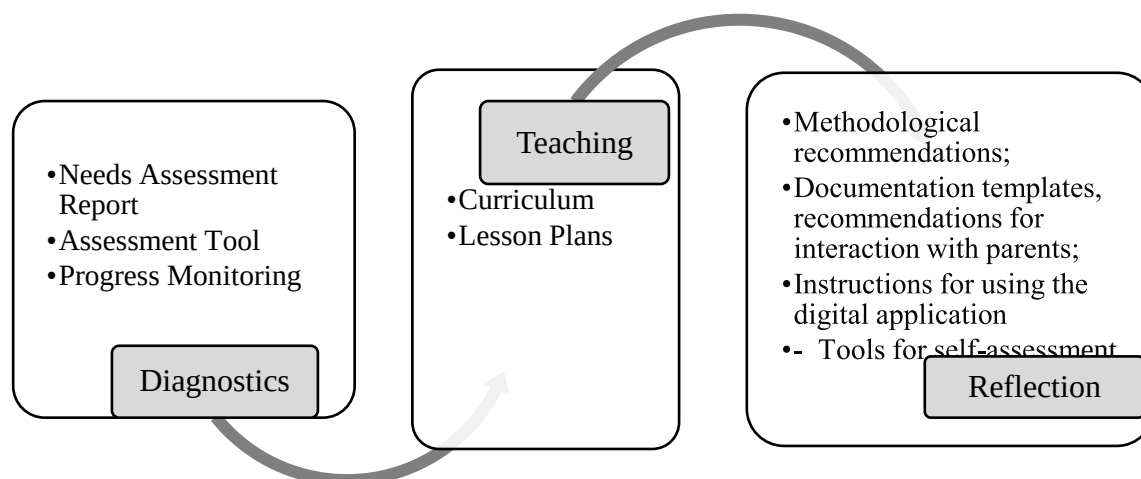


Figure 1: Program Content Implementation

The structure and content of the Ready4School educational-methodological complex are based on the principles of child-centeredness, individualization, and interdisciplinary integration (in accordance with the requirements of the State Standard of Preschool Education (Derzhavnyi standart doshkilnoi osvity..., 2021), which ensures its integrity and practical orientation. Each of these principles is implemented at the level of organizing the educational process, methodological material content, task construction, and methodological recommendations for teachers aimed at creating a favorable environment for the development of children with ASD. The principle of child-centeredness in the complex's structure manifests through orientation toward the needs, interests, and individual pace of child development. Learning tasks are constructed according to the logic of gradual complexity, which allows each child to achieve success at their own pace without feeling pressure from external expectations. The developers emphasize that what is important for the child is not only achieving learning results but also forming a positive attitude toward cognitive activity, supporting motivation, and emotional comfort.

Individualization of the educational process is ensured by the flexible structure of lessons, variability of methodological techniques, and the possibility of adapting learning materials according to the level of development, interests, and characteristics of the child's speech and communicative capabilities. The complex provides for the development of an individual child profile that reflects the main goals, expected results, and ways to achieve them. This approach corresponds to modern trends in special pedagogy, where learning is viewed as a process of interaction between teacher and child. Individual observation cards and development dynamics journals, included in the methodological support, allow teachers to systematically track progress and timely adjust educational and behavioral strategies.

Interdisciplinary integration in the complex's content manifests in the combination of pedagogical and psychological approaches. The program is structured to ensure simultaneous development of cognitive, speech, social-emotional, and motor skills, which corresponds to the modern vision of child school readiness as the formation of a comprehensively and harmoniously developed personality (Pirozhenko et al., 2023). In this context, team interaction among the teacher, practical psychologist, speech therapist, and parents, who are involved in joint planning of the child's educational route, takes on special significance. Such integration supports the principle of developmental continuity and creates conditions for consistency of influences in different environments – educational and family.

The content of the Ready4School educational-methodological complex integrates a system of activities and methodological techniques aimed at forming basic cognitive, social-emotional, communicative, and behavioral skills of children with autism spectrum disorders, constructed taking into account the principles of applied behavior analysis, development through play, and an interdisciplinary approach combining pedagogical and psychological methods.

The complex provides for four main types of activities that form the basis for preparing children with ASD for school learning:

Speech-communicative activity involves the development of verbal and non-verbal communication, vocabulary expansion, understanding instructions, initiating and maintaining dialogue. Educators are offered to use techniques of modeling speech samples, reinforcing functional speech, using social stories, visual prompts (PECS, symbols, gestures), and creating conditions for spontaneous speech in natural interaction contexts.

Social-emotional activity is aimed at recognizing emotions, developing joint play skills, forming empathy, and self-regulation. Among the proposed methods are role-playing games, didactic cards, and the method of social scenarios. The educator plays the role of mediator in communication and facilitator in modeling social interaction situations, reinforcing positive forms of behavior.

Sensory-motor activity is implemented through exercises to reduce anxiety levels and increase attention concentration, the use of handout materials for tracing and coloring, and exercises for fine motor skill development.

Play activity emerges as the central form of organizing lessons, which combines elements of learning, play, and social interaction. The complex includes structured role-playing games, games, and rule-based exercises. The key methodological approach is learning through play, based on reinforcement of the child's positive behavior with an appropriate emotional reaction and/or encouragement.

All types of activities and techniques in the Ready4School complex program and lesson plans are structured according to the principle of basic skills to complex forms of behavior. Each section of the plans contains a combination of individual and group lesson formats, which allows adapting the program to different levels of child development. The teacher receives clear scenarios, progress assessment criteria, and tools for documenting results.

The educational program content is structured according to the principle of gradual action complexity: from sensory experience to symbolic thinking, from joint activity with an adult to the growth of child independence. Systematicity manifests in the interconnection of all components: goals, objectives, expected results, methods, and support means.

The use of such technologies as Visual Supports, Priming, Shaping, and Chaining ensures logical continuity in skill acquisition, reinforces learning with visual, behavioral, and sensory supports. The complex combines elements of structured learning, behavioral therapy, and sensory integration, which allows achieving the integrity of pedagogical influence. This creates conditions for systematic development of key areas of child functioning – cognitive, communicative, emotional, and social.

Discussion

The results of the theoretical study indicate the potential of the Ready4School educational-methodological complex as a tool for forming school readiness in children with autism spectrum disorders. The collected data confirm that the complex's structure, its methodological guidelines, and the logic of constructing educational-practical modules correspond to modern scientific concepts of developing cognitive, social-emotional, and speech readiness of children with ASD for learning.

From a theoretical-methodological position, the Ready4School complex is based on a combination of principles of applied behavior analysis, child-centeredness, and individualization of the educational process, which provides the possibility of adapting the educational environment to the needs of a specific child, not vice versa. This approach is consistent with the provisions of modern inclusive education in Ukraine, where the key is not only teaching children academic skills but forming social competence, the ability for self-regulation and communication. In this context, the complex demonstrates systematicity, which is an important characteristic of programs aimed at developing children with ASD.

The results obtained to date indicate the theoretical and logical-structural coherence of the program, its internal validity, and readiness for further implementation

An important aspect of the discussion is the question of the reproducibility of methodological approaches embedded in Ready4School. According to the analysis of pedagogical scenarios, the key principles of program implementation are Priming, Shaping, Chaining, and Visual Supports. These principles confirm the scientifically validated nature of the complex, as they are central elements of evidence-based programs for working with children with autism (Leaf et al., 2021; Koegel & Koegel, 2020). At the same time, the application of these principles in the preschool context requires further verification for acceptability, and pedagogical convenience for educators.

The methodological component of Ready4School, oriented toward increasing the professional competence of teachers, requires a separate discussion. After all, even the most effective programs cannot be implemented successfully without the proper preparation of specialists who possess knowledge of behavioral technologies, understand the logic of analyzing learning situations, and can reflect on their own pedagogical actions. In this aspect, the complex has not only a didactic but also an andragogical function, as it involves teaching adults – teachers and assistants – methods of behavioral correction and supporting child development.

Thus, the conducted research confirmed the conceptual consistency and potential effectiveness of the Ready4School educational-methodological complex, but at the same time revealed the need for further empirical confirmation. The testing of the complex, planned for the next stage, should testify not only to the level of formation of individual skills in children but also to the dynamics of changes in pedagogical interaction that mediate the program's effect. It is precisely the combination of a theoretically verified model, empirical testing, and pedagogical monitoring that will make the Ready4School complex an evidence-based, effective tool for forming school readiness of children with ASD in the conditions of modern Ukrainian inclusive education.

Conclusions

The conducted analysis allows us to assert that the Ready4School educational-methodological complex is an innovative educational product that combines scientifically validated approaches of applied behavior analysis, principles of child-centeredness, individualization, and interdisciplinary integration. The developed complex, as a product of the international project “Preparing Children for School through a Preschool Program Based on Applied Behavior Analysis,” corresponds to modern trends in the development of inclusive education oriented toward ensuring the comprehensive development of children with autism spectrum disorders and their successful adaptation to the school environment.

The structure and content of the complex reflect the systematic logic of forming basic cognitive, social-emotional, communicative, and behavioral skills. The combination of individual and group work, structured exercises, and visual supports ensures learning effectiveness through consistency, predictability, and positive reinforcement.

The methodological content of the complex is based on a combination of classical and modern approaches (Priming, Shaping, Chaining, Visual Structuring, Now & Next Board, Sensory Mapping, Choice Board), which creates conditions for developing the child's key competencies. The use of such methods forms in teachers a systematic vision of the learning process and provides tools for a flexible response to the individual needs of the child.

Therefore, Ready4School can be considered as a model of practical implementation of modern principles of inclusive education, combining scientific evidence, pedagogical appropriateness, and flexibility of adaptation to the Ukrainian educational context. The theoretical analysis of the program has confirmed its methodological potential in preparing children with ASD for school, developing teachers' competencies in organizing an inclusive educational environment, and fostering an inclusive culture in educational institutions in Ukraine.

Further study of the complex's effectiveness will be aimed at empirical confirmation of its impact on the development of cognitive, social-emotional, and behavioral skills of children with ASD, analysis of conditions for its implementation in Ukrainian educational institutions, and development of models for integration into national preschool education programs.

Implementation Potential

The implementation of the Ready4School educational-methodological complex in preschool education practice opens wide possibilities for improving the quality of psychological-pedagogical support and ensuring individual progress for each child, particularly those with autism spectrum disorders. The complex's concept is consistent with the principles of child-centeredness, Universal Design for Learning (UDL), and a multidisciplinary approach, which are basic guidelines for modern inclusive policy in Ukraine.

The Ready4School complex can be used as a basis for developing an Individual Development Program (IDP) or individual educational route for a child with ASD. The structured modules of the complex allow teachers and support team specialists (assistant educator, speech therapist, psychologist, skills development therapist) to coordinately determine learning priorities and select methods according to the child's level of functioning.

The use of methods such as Priming, Shaping, Visual Supports, and Choice Board promotes the creation of a predictable, safe educational environment in which the child can demonstrate their own successes gradually, without overload, which corresponds to the concept of “success-based learning” – learning through experiencing success.

For educators who do not have special training in inclusive education and ABA therapy but work with children with ASD in inclusive groups, the complex can become a methodological guide, as its content and structure help to:

plan educational tasks taking into account the level of actual child development;

build the logic of the gradual complexity of learning actions;

predict behavioral reactions and select effective support methods;

ensure unity of approaches by all specialists involved in interaction with the child.

Due to its flexibility, the complex can be integrated into various forms of educator work, such as individual, subgroup, and group lessons, educational routines, and play activities.

The complex is also a useful tool for teacher training in the system of postgraduate education, as it demonstrates the practical implementation of the principle of individualization of learning.

References

- [1] Chahboun, S., Lefstad, K. T., Pettersen, M., Åmot, I., Thwala, S. (2024). Building Bridges! Children with Autism Spectrum Disorder and Their Transition from Kindergarten to School - A Scoping Review. *Neuropsychiatr Dis Treat*. 2024 Sep 27;20:1823-1835. doi: 10.2147/NDT.S466108. PMID: 39355134; PMCID: PMC11444057.
- [2] Derzhavnyi standart doshkilnoi osvity: osoblyvosti vprovadzhennya (2021). [The State Standard of Preschool Education: Implementation Features]. Kharkiv: “Ranok” [in Ukrainian].
- [3] Fuller, E. A., Kaiser, A. P. The Effects of Early Intervention on Social Communication Outcomes for Children with Autism Spectrum Disorder: A Meta-analysis. *J Autism Dev Disord*. 2020 May;50(5):1683-1700. doi: 10.1007/s10803-019-03927-z. PMID: 30805766; PMCID: PMC7350882.
- [4] Koegel, R. L., Koegel L. K. (2019). *Pivotal Response Treatment for Autism Spectrum Disorders* (2nd ed.). Baltimore. London. Sydney.
- [5] Koegel, L. K., Bryan, K. M., Su, P. L., Vaidya, M., Camarata, S. (2020). Definitions of Nonverbal and Minimally Verbal in Research for Autism: A Systematic Review of the Literature. 2020 Aug; 50(8): 2957-2972. DOI:10.1007/s10803-020-04402-w. PMID: 32056115; PMCID: PMC7377965.
- [6] Leaf, J. B., Sato, S. K., Javed, A., Arthur, S. M., Creem, A. N., Cihon, J. H., Ferguson, J. L., & Oppenheim-Leaf, M. L. (2021). The evidence-based practices for children, youth, and young adults with autism report: Concerns and critiques. *Behavioral Interventions*, 36(2), 457-472. <https://doi.org/10.1002/bin.1771>
- [7] Ledford, J. R., Windsor, S. A. (2021). Systematic Review of Interventions Designed to Teach Imitation to Young Children With Disabilities. *Topics in Early Childhood Special Education*, 42(2), 202-214. <https://doi.org/10.1177/02711214211007190> (Original work published 2022)
- [8] Lord, C., Brugha, T. S., Charman, T., Cusack, J., Dumas, G., Frazier, T., Jones, E. J. H., Jones, R. M., Pickles, A., State, M. W., Taylor, J. L., & Veenstra-VanderWeele, J. (2020). Autism spectrum disorder. *Nature reviews. Disease primers*, 6(1), 5. <https://doi.org/10.1038/s41572-019-0138-4>

- [9] Orlenko, I. (2024). Peredshkilna pidgotovka dytyny starshogo doshkilnogo viku z rozladamy autystochnoho spektru [Preschool Preparation of an Elderly Preschool Age Child with Autism Spectrum Disorders]. *Osvita osib z osoblyvymy osvitnimi potrebamy: shliakhy rozbudovy*, 2(25), 189-192. <https://doi.org/10.33189/epsn.v2i25.266> [in Ukrainian].
- [10] Palko, T. V., Romanchak, O. O. (2021) Hotovnist dytyny starshoho doshkilnogo viku do navchannia v umovakh reformuvannia ukrainskoi shkoly [Readiness of a Child of Senior Preschool Age for Learning in the Conditions of Reforming the Ukrainian School] : materialy II Vseukrainskoho naukovo-praktychnoho seminaru (20 travnia 2021 r., m. Kyiv). Kyiv : Instytut psykholohii imeni H.S. Kostiuka NAPN Ukrainy, 2021. 278 [in Ukrainian].
- [11] Petersson-Bloom, L., & Holmqvist, M. (2022). Strategies in supporting inclusive education for autistic students-A systematic review of qualitative research results. *Autism & developmental language impairments*, 7, 23969415221123429. <https://doi.org/10.1177/23969415221123429>
- [12] Pirozhenko, T., Karabaeva, I., Soloviova, L., & Khartman, O. (2022). Study of the Readiness of Older Preschool Children for Systematic Education in the Conditions of Reforming the Ukrainian School. *Psychological Journal*, 8(2), 18–32. <https://doi.org/10.31108/1.2022.8.2.2>
- [13] Pirozhenko, T. O., Karabaeva, I. I., Soloviova, L. I., Khartman, O. Yu. (2023). Instrumentarii otsiniuvannia hotovnosti dytyny starshoho doshkilnogo viku do navchannia v umovakh reformuvannia ukrainskoi shkoly [Instruments for Assessing the Readiness of Older Preschool Children for Education in the Conditions of Reforming Ukrainian Schools] : metodychni rekomendatsii [Navchalnyi material] [in Ukrainian].
- [14] Sandbank, M., Bottema-Beutel, K., Crowley, S., Cassidy, M., Dunham, K., Feldman, J. I., Crank, J., Albarran, S. A., Raj, S., Mahbub, P., & Woynaroski, T. G. (2020). Project AIM: Autism intervention meta-analysis for studies of young children. *Psychological bulletin*, 146(1), 1–29. <https://doi.org/10.1037/bul0000215>
- [15] Sandbank, M., Bottema-Beutel, K., Crowley, LaPoint, S., Feldman, J. I., Barrett, D. J., Caldwell, N. et al. Autism intervention meta-analysis of early childhood studies (Project AIM): updated systematic review and secondary analysis *BMJ* 2023; 383 :e076733 doi:10.1136/bmj-2023-076733
- [16] Schreibman, L., Dawson, G., Stahmer, A. C., Landa, R., Rogers, S. J., McGee, G. G., Kasari, C., Ingersoll, B., Kaiser, A. P., Bruinsma, Y., McNerney, E., Wetherby, A., & Halladay, A. (2015). Naturalistic Developmental Behavioral Interventions: Empirically Validated Treatments for Autism Spectrum Disorder. *Journal of autism and developmental disorders*, 45(8), 2411–2428. <https://doi.org/10.1007/s10803-015-2407-8>
- [17] Turova, L.O., Vezhnovets T. A. (2024). Dynamics of the incidence and prevalence of autism spectrum disorders in childhood in Ukraine. *Modern pediatrics. Ukraine*. 8(144). 65-71. [https://doi.org/10.15574/SP.2024.8\(144\).6571](https://doi.org/10.15574/SP.2024.8(144).6571) [in Ukrainian].
- [18] Vivanti, G., Dissanayake, C., Bent, C., Hudry, K., Capes, K., Upson, S., & McKinnon, K. (2022). Characteristics of children on the autism spectrum who benefit the most from receiving intervention in inclusive versus specialised early childhood education settings. *Autism Research*, 15(12), 2242–2254.
- [19] Wong, C., Odom, S. L., Hume, K. A., Cox, A. W., Fettig, A., Kucharczyk, S., Brock, M. E., Plavnick, J. B., Fleury, V. P., & Schultz, T. R. (2015). Evidence-Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder: A Comprehensive Review. *Journal of autism and developmental disorders*, 45(7), 1951–1966. <https://doi.org/10.1007/s10803-014-2351-z>