

## **Behavioral Intervention treatment shows significant improvement on educational performance of Autistic children**

Treatment of [Autistic Spectrum Disorder \(ASD\)](#) with Behavioral Intervention has proven to affect the educational performance of Autistic children positively. Autism is a complex neurodevelopmental disorder resulting in impaired social interaction & communication and restricted and repetitive behaviors. These challenges can make it difficult for Autistic children to succeed academically.

Child Psychologist professor at the University of California, [Dr. Ivar Lovas](#), conducted an extensive study showing that when Behavioral Intervention modifications were used to treat children with Autism, improvement in their educational performance & Intellectual functioning was so significant.

Ivar and his team sought to maximize the effectiveness of a child's behavioral treatment in early childhood because they recognized that less resistance to environmental modification would be encountered during the early years compared to later years.

The study procedure involved using a comprehensive learning program and implementing intense behavioral modification techniques to teach skills that the children with Autism needed to acquire.

Nineteen children under the age of 4 were chosen and enrolled for the study if they met the criteria for Autism. Structured psychiatric interviews and standardized assessments confirmed their Autism diagnosis. Those selected for the study underwent 40 hrs. of one-on-one treatment per week for two years. Another control group of 40 children was placed on a different treatment plan that involved only ten hours of therapy per week. Both of these groups received the treatment for two years.

Follow-up assessments were conducted on the children after two years. And results showed that the group which underwent the intensive intervention plan of 40 hours per week demonstrated a marked improvement in their IQ scores, school placements, overall educational performance, and functioning compared to those given less treatment. 47% passed through first grade with average to above average IQ, 42% passed through first grade with mild retardation, and only two children received a classification of severe retardation.

These results were substantial regarding intellectual functioning and educational performance compared to the control group, which had only a 2% passing through first grade with average to above average IQ. The experimental control groups improved with an IQ of 30 on average.

The study concluded that Autism could be effectively treated with Behavioral Intervention, and the results of Dr. Lovas' study clearly show that this kind of treatment setting is an effective way of helping Autistic children succeed in school

and other educational settings. It is a promising step forward for individuals previously thought to have poor prognosis for intellectual and educational success.

Although it is clear that Behavioral Intervention can significantly improve the educational performance and overall functioning of Autistic children, certain factors regarding measurements still need to be taken into consideration, such as communicative speech, play behaviors, and social adjustment. These factors still pose challenges for children with Autism and will require additional research to understand the implications of Behavioral Intervention better.

Regular follow-up assessments are essential to determine the most effective treatment methods and ensure optimum progress. With more research and a greater understanding of the effects of Behavioral Intervention on Autistic children, scientists may be able to provide better treatments for Autism in the future.

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