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The Presence of Visual Skills During Speech Practice

Can Be Significantly Helpful to Children with Autism

Among the greatest issues raised and discussed, one has to be how autistic kids develop adequate speech and the ability to communicate well. This skill ensures they fully participate in their routine, thus, becoming productive members of society. Nevertheless, social communication as well as verbal and non-verbal interaction are the core areas faced by many autism sufferers. However, a study suggests that visual-spatial skills are usually a point of excellence for those who see autism. Indeed, it is not uncommon for cases when these individuals have a natural talent to use, but in the wrong direction and does not to help to improve their communication problems.

Recent studies may offer clues about relationships between visual-spatial intelligence, executive functions (deliberative skills like planning and problem-solving), and speech production in school children with autism. The data hints about using those visual skills in a child to frame the specific interventions as the results would be a huge boost in speaking fluency.

The process of distracting mental processes and translating them into words can adversely affect the executive functioning characterized by the operating figure of the conductor, who will coordinate imaging, reasoning, and verbal expressions, among others, to be comprehensible. Through activities that recruit visual-spatial abilities along with cognitive controls, autistic children learn the required tools to take their visual strengths to effective expression of the language.

The study pointed out that the children with increased trouble with visual-spatial abilities were more prone to disfluent repetitive statements as compared to those who could balance both visual thoughts and verbal expression. These discoveries give rise to a very clear paradigm shift in how autistic people are educated, receiving speech therapy, or developing skills.

"Other than total pronunciation skills drills, the language employed should be much

more learner-friendly...," says researcher Hafiz Hassan. In addition, the training should cover visual-spatial skills and the development of executive functions. If the child already has visual strengths and the ability to plan and communicate essentials, they can successfully manage the speech deficits resulting from autism.

The research employed an active learning methodology with tactile spatial activities, memory games, and open-ended problems, takes people through a spectrum of decision-making scenarios, and incorporates social validation in all learning stages. Humanizing the children's cognitive abilities helps them to be more stimulated in learning and makes them realize that they have linguistic talents.

According to Hafiz Hassan, "We must cherish the otherness in them of having their mind process in a way so different from others and channel this into an advantage of doing something creative, by using various modes of teaching that incorporates visuals, cognition, and social skills into one."

One student, Aidil (not the real name), a 10-year-old, showed the great result of this eclectic strategy. Even though in the beginning he constantly had trouble comprehending the circuit design concepts, later on, he could envision the pieces of the puzzle as a whole and then see how these components could change the way the circuit was supposed to operate. In class seminars, Aidil stole the floor with captivating stories full of intriguing details about the graphics and workings of 3D printing.

The teacher who met with Aidil observed, "You could see utter adroitness and extraordinary communicative and social skills that fell way beyond the baseline. Too often do we overlook the deep social communication skills belonging to the different neurological compositions."

The investigation unveils that the curriculum which focuses on space visualization, executive functions, and positive self-concept is the best for application in learning and improving communication in students with autism. The educators and the psychotherapists have to simply observe the cognitive strengths of neurodiverse individuals and then use them as a tool to support students to make them socially accepted.

Rachael Watkins, a developmental learning psychologist, is quoted as saying, “The fact that this is a groundbreaking study allows for true individualization of interventions for the diverse array of intelligences among students with autism. It is our responsibility; we should make their voices louder again by explaining their differences.”

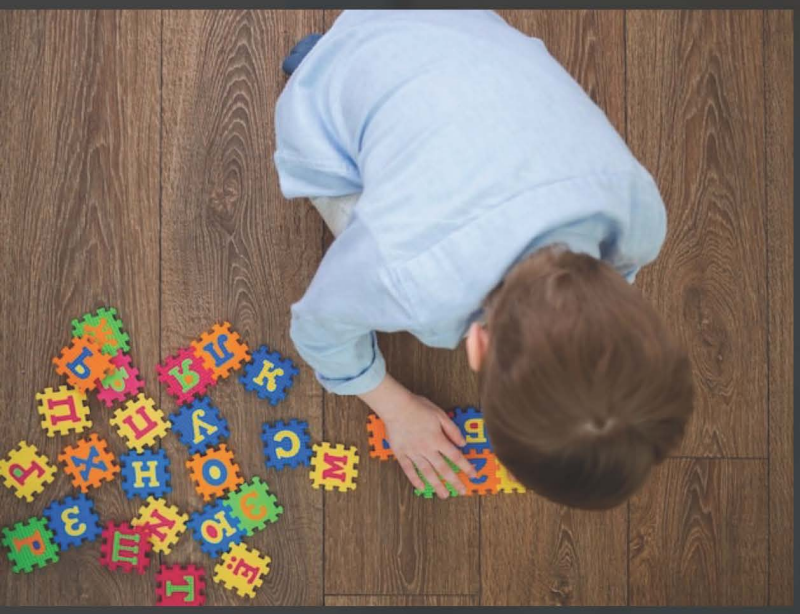
According to the educator Hafiz Hassan, visual approaches are the methods that evoke cognitive flexibility, which is the universal skill that empowers all learners to level the field of accomplishment across subjects and opportunities for further careers. This strategy benefits not just those on the spectrum, but also students with other learning disabilities or from underprivileged backgrounds.

In summary, integrating visual-spatial methods of teaching, conforming to the UN's Quality Education plan, makes classroom environments not just inclusive but also viable for learners showing different cognitive genetic traits. This way society benefits by nurturing artists that build new ways of generating power like saying renewable energy and green construction. This process also needs deploying techniques for expressing these abstract ideas.

Also, we can reckon with their expressive abilities as well which will lessen the part played by self-advocacy and community

involvement but this will protect their social justice. Educator Hafiz Hassan highlights that "When minds are not being waived off that are things that carry the voices of humans their unity becomes stronger and with that each individual is fully realized.”

Designing a just, fair, and non-discriminatory educational system that is aimed at the global economy as well as human rights is an important mission. This scientific discovery aims at a future where communication skills are no longer the privilege of only people, but everyone regardless of the profundity of challenges in their lives will benefit from it and, as a result, the world will develop into a place where kindness and peace are more prevalent than ever before. The study has in this case invited a generation where those with the most severe challenges can acquire verbal skills that can eventually lead to improving the status of their lives as well as creating a compassionate and peaceful society.



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