INVESTIGATING THE LIVED EXPERIENCE: THE ROLE OF SCHOOLS AND FAMILIES IN THE SOCIAL INTEGRATION OF CHILDREN WITH AUTISM (A QUALITATIVE APPROACH)

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Abstract

This qualitative study will be the study of the lives of children with autism through observing the interaction between the families and schools in the social integration of children. The paper represents the parental perception of daily struggles, coping strategies and advancement connected experiences through a comprehensive description of cases of diverse socio-economic and educational status. Findings indicate that early detection of developmental deviations, parental involvement in the form of informed consent and empowering school environment is important in developing socialization and emotional stability. Schools that have well-fitted timetable, individual assistance and integrating classroom conditions also offer children with more opportunities to communicate with others, when families offer stability, advancement and psychological security. Another issue that can be noticed in the paper is lack of support and awareness of the institution may also increase exclusion and caregiver stress. Generally, the paper identifies the significance of social integration of children with autism as a relational and collective process that should ensure cooperation between the family and schools in the long run and the significance of offering inclusive and family-based practice within the school system.

Key Words: Autism Spectrum, Social Integration, Role of School, Role of Family, Community Engagement, Emotional Support.

Introduction

The notion of inclusion in a rapidly globalized and diversified world is not confined to cultural, ethnic, and linguistic distinctions but must also consider neurodiversity, a very critical but nonetheless neglected aspect of equity and societal unity (Armstrong, 2012). A prominent field in this discussion is the case of children with autism spectrum disorder (ASD), which has such unique developmental histories as to disrupt the traditional educational, family, and community paradigms. Autism is a lifetime neurodevelopmental disorder that is identified by social communication, behavioral patterns and sensory processing abnormalities (American Psychiatric Association [APA], 2013). These disparities are often distorted in a deficit-centered approach, which causes misunderstandings in society, stigmatization, and being excluded in the realm of mainstream society (Botha & Frost, 2020). Autism Spectrum Disorder (ASD) is a neurodevelopmental condition, and it has a tremendous influence on communication, socialization and behavior during the lifetime of an individual (American Psychiatric Association, 2013).

The literature on the topic across several settings indicates that the socialization of children with autism is predetermined by a set of rather intricate factors, such as the advocacy of the families, the school-wide policy, teacher readiness, the attitude of peers, and the level of community awareness (Humphrey and Symes, 2011; Lindsay, Proulx, Scott, and Thomson, 2014). The sense of belonging can be developed in educational environments through informed teaching methods as well as supportive peer relationships (Falkmer, Parsons, Granlund, and Bjorjesson, 2012). The barriers, however, can be placed by ineffective training of teachers, lack of resources and inflexibility of curricula (Robertson, Chamberlain, and Kasari, 2003). Families are central to the advocacy of the needs of the child, the connection between home and school settings, and the development of social skills (Nealy, O'Hare, Powers, and Swick, 2012). Communities, in their turn, affect integration by either having available and open spaces of engagement or strengthening exclusion by means of inaccessibility and prejudice (Hall, 2017).

The families offer long-term support to the autistic children. Parents and caregivers are in most cases the

champions, educators and emotional hubs to their children, the existence of which enables children to explore the world they inhabit, which is not necessarily welcoming and accommodating. However, a child with autism could cause serious emotional and mental issues to the parents. Research shows that the parents are stressed longer term, depressed and anxious about the future of the child (Baker et al., 2003; Davis and Carter, 2008; Little, 2002). This chaos is augmented by day-to-day battles with behavioral problems, communication obstacles and adaptation to the dynamics of the social system or school system. However, necessity of the family to be included into the life of a child, including the involvement of the family in processes of the schools, planning social activities, and inciting independence can help make the social integration of a child and emotional well-being of the child, despite these negative influences, to significantly increase. The researchers have found that the active integration of families into partnerships with the schools would result in a better social adaptation and academic performance of children with autism (Zagona, Kurth, and MacFarland, 2017).

Although the world has focused on inclusion education, children with autism tend to be socially marginalized at school and at the community level. Their distinctive social and communicative patterns are often misinterpreted and result in social isolation by their peers and their low involvement in classroom and extra-curricular activities. Though there are inclusive policies, there are gaps in implementation related to poor teacher training, insufficiency in resources, and the inability to collaborate between families and schools.

Research Objectives

i. To examine the specific support mechanisms and resources provided by schools (e.g., peer mentoring, social skills groups) aimed at enhancing the social inclusion of autistic students.
ii. To determine the communication and collaboration between families and schools impact the effectiveness of social integration efforts for the child.

Review of literature

Several of the observational and survey studies report that the frequency and quality of peer interactions, prevalence of isolation and bullying, and perceived peer support are lower in autistic students in mainstream settings than in non-autistic students. Humphrey and Symes (2011) carried out structured observations and measures of social status in secondary schools and indicated that adolescents with ASD had significantly less peer interaction and social status and that social exclusion in schools was an on-going issue.

Social integration among children with autism spectrum disorder (ASD) does not simply involve putting children in normal classrooms to join the normal lives by participating in social and academic activities. It consists of peer associations, friendship, and the feeling of belonging to the school community (Roberts and Simpson, 2023). The recent qualitative research results demonstrate the fact that the attitude of social acceptance and social relations is predicted to be the best indicator of integration than inclusion in the classroom (Valentin and Zanuttini, 2025). Children with ASD are likely to experience social isolation and lack school attendance because social communication issues are likely to cause them to either establish and sustain relationships with other children or not (Simón et al., 2022).

Factors of social integration and classroom engagement depend on the quality of the relationships between general education teachers and the students included in the study that have autism. Robertson, Chamberlain and Kasari (2003) found out that teacher-autistic student relation is a multidimensional relation which is not only contingent on the behavior of the students, but also on their inclusion capability in the classroom- it is a relationship building as a leverage of practice.

Research comparisons show that student self-reported and teacher ratings differ-teachers cannot forecast all the indicators of student participation, they will forecast poor experiences like bullying or subjective feelings of belonging. Falkmer et al. (2012) observe that the focal point given to the self-reports of the students is to identify the perceived involvement and marginalization. This means that the concept of multi-informant assessment (students, peers, teachers, parents) is an important research and practice tool.

The families play the most significant role between schooling and home environment; the role of the family has been linked with better social and academic performance among the autistic children. However, rearing a child with ASD has been attributed to high chronic stress levels, anxiety and emotional distress, and these have an impact on the effectiveness of parents in negotiations by means of services and effective advocacy. According to a report contained in a document by Davis and Carter (2008), parenting stress among the parents of toddlers with ASD is high, coupled with its associations with child behavior-linked to support that would support wellbeing of the family-to-be-used by parents as partners in inclusion.

Recent theoretical sources introduce autistic people as a minority dictated by identity and that are subjected to social stigma, minority stress and structural exclusion. In order to explain why autistic individuals are more prone to mental health problems because of stigma and social exclusion, Botha and Frost (2020) modify the minority stress model and apply it to autistic populations where the social determinants of well-being and the influence of anti-stigma and community-based interventions are highlighted. This type of intellectual transformation of one deficit model to the inclusion of the social factors is meaningful in the formulation of inclusive policies.

Peer-mediated interventions, systematic social skills programs, teacher professional development, and models of family-school collaboration are proposed by systematic reviews and program evaluation as potentially increasing social participation with the implementation of the interventions through fidelity and contextual adaptation. Nevertheless, some studies have larger effect sizes and involve long-term follow-up; numerous studies require mixed-methods, context-specific research focusing on lived experience and assessing objective and subjective outcomes of integration (McConkey, 2020).

Theoretical Framework
The current research takes its foundation in the concepts of the Social Integration Theory, the Ecological Systems Theory of Bronfenbrenner (1979), and the Social Model of Disability (Oliver, 1990). All these theoretical perspectives can be used as a complete lens to explain the role schools and families play in determining the social inclusion of children with autism spectrum disorder (ASD).

Theory of Social Integration (Emile Durkheim, 1983)
The idea of social integration is applicable to Durkheim, and it focuses on how strongly people feel that they belong and are accepted in a social group. Social integration is the process, as it is understood among children with autism, where they come to feel they belong to the school and the community. According to the theory, the psychological well-being and minimization of social isolation are impossible without inclusion and connectedness. The Durkheim model, within the scope of this research, helps to investigate how autistic students can be included in school practices and family involvement to help them feel a sense of belonging and be accepted by the community.
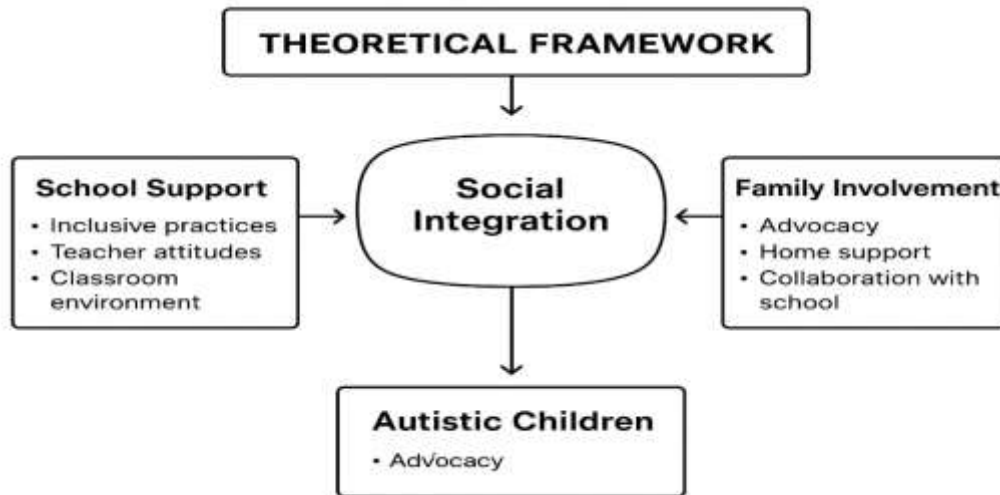
Materials & Methods

This research is based on qualitative research design. It tries to establish the lived experiences of individuals who have close ties with autistic children. The qualitative form of study was chosen since it assists in comprehending the subtleties of individual meanings, frames of reference and routine process of doing things that could not be adequately explained by quantitative means. All this was possible only through the qualitative approach as it breaks the barriers created by quantitative measures. The research is founded on the interpretive paradigm which acknowledges and believes that social realities are created through interaction and encounter. The paradigm employed in the study was an interpretive paradigm which accepts and realizes that a social reality is once again being constructed through a product of encounter and interaction.

Research Approach

An interpretive and exploratory methodology was employed to enable the participants to put across their opinions using their words. The work relies on the principles of phenomenology where emphasis is made on the meaning making of the participants in social inclusion, relations, and institutional practices in both the school and family settings.

Study Environment

The study was carried out in the selected settings of traditional and inclusive schools. The study was carried out in the selected mainstream and inclusive schools. The contexts were selected to include variations in institutional practices, access to support services, and sociocultural contexts. settings were selected to include variation in institutional practices, access to support services and sociocultural contexts. The data were collected in the settings that were known by the participants to make them comfortable and natural in their responses.

Sampling Strategy

The participants that had direct experience of the phenomenon under study were recruited through a purposive sampling technique. The sample included:
- The parents or primary caregivers of autistic children.
- Educationists that have inclusive or mainstream classes.
- The school administrators or inclusion coordinators.

The maximum variation sampling was employed to ensure that there was variation in school type, the age of

child and background of family. The recruitment continued until there was saturation in data, this is where the data failed to give any new concepts.

Data Collection Methods
Various qualitative methods were used in the collection of data so as to maximize depth and credibility.

Semi-Structured Interviews
Parents, teachers and school staff were interviewed with a semi structured interview in depth. Interview guides included questions focused on experiences of social integration, support strategies, challenges, as well as challenges and perceptions of collaboration between families and schools which were open-ended. Emphasizing the experiences of social integration, support strategies, issues, and views of collaboration between families and schools, interviews were audio-recorded by the consent of the participants and transcribed word-for-word, audio-recorded by consent of the participants and transcribed word-for-word later.

Child-Centered Methods
In the case of the child participants, developmentally appropriate methods were applied such as short conversational interviews, visual prompts, and activity-based discussions. These techniques have been developed to alleviate pressure and give children the ability to vividly narrate their experiences.

Observations
In classrooms and other social settings such as playgrounds and areas of group activities were to be used as nonparticipant observations. Careful and detailed field notes were kept on observations focused on peer interactions, teacher wonder, social engagement and chance factors of the environment that favored inclusion.

Document Review
The inclusion policies and individualized support plans were reviewed as well to place the interview and observation data in context. observational data.

Thematic Data Analysis Procedure
The data was analyzed through reflexive thematic analysis in a systematic and repeated way. Reflexive thematic analysis was used, wherein data was analyzed in a systematic and iterative process.

Familiarization
Field notes and transcripts, we read many times to familiarize ourselves with the data. We made six records to get first guesses.

Initial Coding
Narratives of participants were coded to form data. Quality analysis was carried out by hand coding and/or through software. Carried out manually and/or quality analyzed by software. The Codes were flexible and were updated during the process.

Theme Development
Codes that were related were compiled to enable themes that displayed systematic meanings that were represented in the data set. The possible themes were verified with the entire data to determine whether they were sensible, or not, and whether they were significant, or not.

Themes labelling and refinement

The themes have been narrowed down to the extent of making them clear. Themes were narrowed down to a clearer scope of their scope and meaning. The themes were defined and named to reflect one of their central organizing concepts. The themes were analyzed in terms of the research questions and the literature reviews. The last themes were considered using research and literature. Platform was on the description of common aspects as well as varied experiences.

Ethics Considerations

The respective institutional review body gave ethical approval.

Data Management

Any sound recordings and transcripts had been stored in password protected devices. The transcripts were saved in devices that have passwords. The research data was anonymized by excluding the information that identifies the participants.

Timeline of Methodological Phases

Phase	Activity	Duration
Phase 1	Ethical approval and instrument development	1 month
Phase 2	Participant recruitment	1 month
Phase 3	Data collection	2–3 months
Phase 4	Transcription and familiarization	1 month
Phase 5	Coding and theme development	2 months
Phase 6	Interpretation and manuscript writing	2 months

The qualitative nature of the study limits generalizability; however, the goal was depth rather than breath.

Methodological Limitations

The qualitative nature of the study limits generalizability; however, the aim was depth rather than breadth. The results are context dependent and are interpreted within the sociocultural contexts of the study. Findings are context-dependent and interpreted within the socio-cultural settings of the study.

Expected Contribution

This study aims to deepen understanding of the interconnected roles of schools and families in fostering inclusion for children with autism. By amplifying the voices of those directly engaged in the process, it hopes to inform inclusive education policies, teacher training programs, and community awareness initiatives that promote neurodiverse acceptance and participation.

Theme 1 Family's Role in Social Integration

Sub-Theme	Analytical Meaning	Participant Illustrations
Delayed Awareness and Recognition of Autism	Families initially failed to recognize developmental differences due to limited awareness, cultural assumptions, and comparison with typically developing siblings, resulting in delayed intervention.	"We did not understand that his communication problems meant something serious. We thought he would improve with time." (Umer's parent)
		"Because he was not learning properly, I assumed he was a slow learner. Autism was not something I considered at that stage." (Sunny's mother)
		"Our other children were developing normally, so we could not understand why she was different." (Sana's parent)

Shift from Uncertainty to Active Engagement	Following diagnosis or community guidance, families transition from confusion to informed and intentional involvement in their children's development.	"Once people explained his condition to us, we started taking his needs seriously and learning how to help him." (Umer's mother)
Parental Involvement in Intervention and Learning	Parents actively supported therapy, schooling, and home-based strategies, reinforcing learning and social behaviors across contexts.	"I attended the therapy sessions and practiced the same activities with him at home." (Sunny's mother)
		"We followed the routines given by the teacher and made sure she practiced them daily." (Sana's parent)
Advocacy for Educational and Social Inclusion	Families advocate for their children's right to education and participation, even in the face of resistance from schools or other parents.	"Even when other parents complained, I did not stop sending him to school because I knew he needed to be there." (Umer's mother)
Family as Mediator Between Child and Social Environments	Parents bridged gaps between home, school, therapy, and community settings, ensuring consistency in expectations and social learning.	"When the regular school did not work, we searched for a place where he would get proper support." (Parent)
		"I stayed in contact with the teacher and therapist so the same strategy could be used everywhere." (Sunny's mother)
Emotional Support and Persistence	Families provided emotional reassurance, stability, and encouragement, helping children cope with social difficulties and maintain motivation.	"When he became frustrated, we encouraged him and reminded him that improvement takes time." (Sunny's mother)
		"We kept supporting her emotionally so she would feel safe and confident at school." (Sana's parent)
Navigating Barriers and Leveraging Facilitators	Despite facing stigma, limited awareness, and resource constraints, families utilized supportive teachers and structured interventions to promote progress.	"People did not understand him, but support from one teacher helped him improve socially." (Umer's mother)

Theme 2 Home–School Relationship
Table: Sub-Themes of Home–School Relationship with Participant Illustrations

Sub-Theme	Analytical Meaning	Participant Illustrations
Absence of Early School Support and Parental Overload	Lack of structured school involvement placed disproportionate emotional and caregiving responsibility on families, intensifying parental stress and limiting children's regulation.	"Before he joined the special school, I was completely exhausted. His sleep problems and aggression were too much for me to manage alone." (Ayan's mother)
School-Provided Structure Extending	Structured routines, sensory activities, and therapeutic interventions at school	"After starting school, I noticed he was calmer at home. The routines

into Home	positively influenced children's behavior and emotional regulation beyond the classroom.	and therapy really made a difference." (Ayan's mother)
Emotional Relief Through Institutional Support	Home–school relationships reduced parental isolation by offering emotional reassurance, shared responsibility, and practical guidance.	"Once the teachers started helping, I felt I was not alone anymore." (Ayan's mother)
Consistence Between Home and School Practices	Alignment of strategies across settings reinforced learning and behavioral stability, leading to sustained developmental progress.	"What the teachers practiced in class, we followed at home, and that consistency helped him improve." (Sunny's parent)
Reciprocal Communication and Feedback	Ongoing communication enabled families and teachers to adjust expectations and strategies according to the child's evolving needs.	"The teacher kept updating us, and we worked together to support him better." (Sunny's parent)
Parental Engagement Strengthening Educational Outcomes	Active family involvement enhanced the effectiveness of school-based interventions, particularly in specialized educational settings.	"We stayed in contact with the school, so his learning and behavior plans stayed the same everywhere." (Umer's parent)
Collaborative Advocacy for Appropriate Placement	Families and schools jointly facilitate placement in suitable educational environments, improving developmental and emotional outcomes.	"Once we agreed that a specialized setting was better for him, everything started to improve." (Umer's parent)
Partnership-Based Model of Support	Viewing home and school as collaborative partners rather than separate systems enabled holistic support for children with autism.	"When home and school worked together, his progress became more visible." (Parent)

Theme 3 Expectations & Suggestions
Table: Sub-Themes of Expectations & Suggestions with Participant Illustrations

Sub-Theme	Analytical Meaning	Participant Illustrations
Expectations Shaped by Survival and Care Burden	In contexts of severe caregiving strain and parental health challenges, expectations were initially limited to basic stability rather than developmental progress.	"At that time, I did not think about improvement. I just wanted him to sleep and remain calm so I could cope." (Ayan's mother)
Shifting Expectations Through Structured Support	Exposure to specialized schooling and therapeutic interventions gradually transformed parental expectations from hopelessness to cautious optimism.	"After joining the special school, I started believing that with therapy and routine, he could improve slowly." (Ayan's mother)
Idealized Expectations Based on Sibling Comparison	Parents initially expected children with autism to follow typical developmental pathways, often comparing them with siblings or peers.	"We thought he would grow like his brothers and adjust naturally in school." (Umer's parent)
Reframing Expectations After Experiencing	Experiences of exclusion and unmet needs in mainstream settings led parents to reconsider assumptions about inclusion and recognize the	"I realized that inclusion without support was harming him instead of helping." (Umer's mother)

Exclusion	need for individualized support.	
Expectations Limited by Poverty and Low Awareness	Socio-economic disadvantages and lack of information shaped early expectations, with parents interpreting autism-related behaviors as temporary or minor.	"We believed she was just shy and would grow out of it." (Sana's parent)
Development of Realistic and Functional Goals	Once autism was understood, expectations shifted toward achievable goals such as communication, emotional calm, and daily functioning rather than normalization.	"We no longer expect her to be like other children, but we hope she can express herself and remain calm." (Sana's parent)
Disruption of High Academic Expectations	Educational labeling and misinterpretation of neurodivergent behaviors challenged families' initial expectations of conventional academic success.	"When teachers said he was a slow learner, I became confused and worried." (Sunny's mother)
Individualized and Informed Expectations	Diagnosis and professional guidance helped families adopt developmentally appropriate expectations focused on progress and stability rather than comparison.	"Now I measure his progress against himself, not against others." (Sunny's mother)
Suggestions for Systemic Support and Awareness	Parents lived experiences generated implicit and explicit suggestions for early screening, parent education, teacher training, and community awareness.	"If we had proper guidance earlier, many difficulties could have been avoided." (Parent)

Theme 4 Peer Interaction & Classroom Culture
Table: Sub-Themes of Peer Interaction & Classroom Culture with Participant Illustrations

Sub-Theme	Analytical Meaning	Participant Illustrations
Limited Peer Exposure and Social Frustration	Lack of early peer interaction restricted opportunities for social learning, contributing to frustration, dysregulation, and challenging behaviors.	"Before school, he had no interaction with other children, and that made him more restless and aggressive." (Ayan's mother)
Sensory-Supportive and Calm Classroom Culture	Classrooms emphasizing routine, sensory regulation, and patience reduced overstimulation and supported emotional stability and emerging social awareness.	"In the special school, the environment was calm and structured, and he slowly started tolerating being around other children." (Ayan's mother)
Exclusionary Peer Dynamics in Mainstream Settings	In rigid classroom cultures, visible differences led to peer discomfort, social isolation, and reinforcement of exclusion.	"Other children were uncomfortable with him, and their parents complained because he could not follow the group." (Umer's mother)
Lack of Teacher-Mediated Peer Interaction	Absence of structured facilitation limited opportunities for meaningful peer engagement and social skill development.	"There was no effort to help him interact with other children; he was mostly left on his own." (Umer's parent)
Scaffolded Peer Interaction in Supportive Schools	Guided activities and intentional peer mediation enabled children to engage socially without fear of rejection or pressure.	"After moving to a supportive school, he was encouraged to join group activities at his own pace." (Umer's mother)
Classroom Culture as	Inclusive classroom practices compensated	"At first she resisted group work, but

a Compensatory Social Space	for limited social exposure at home, fostering peer engagement and belonging.	through games and shared activities, she slowly started joining others." (Sana's parent)
Gradual Participation and Belonging	Emphasis on small, manageable steps toward participation helped children tolerate group settings and feel included.	"The teachers did not force her; they allowed her to participate slowly, which made her more comfortable." (Sana's parent)
Uniform Performance Expectations Limiting Inclusion	Mainstream classroom cultures prioritizing sameness marginalized neurodivergent learners and limited peer connection.	"Because he did not perform like others, he was labeled and became isolated." (Sunny's mother)
Empathetic and Structured Peer Engagement	Culturally responsive classrooms encouraged interaction without comparison, strengthening confidence and communication.	"In the special school, group activities were designed so he could participate without pressure." (Sunny's mother)

Theme 5 School Support System
Table: Sub-Themes of School Support System with Participant Illustrations

Sub-Theme	Analytical Meaning	Participant Illustrations
Absence of Early School Support	Lack of institutional support in early schooling intensified caregiving burden and limited children's developmental progress.	"Before he joined the school, I was managing everything alone, and it became impossible with his behavior and lack of sleep." (Ayan's mother)
School as a Stabilizing Structure	Structured routines, predictable schedules, and regulated environments helped children achieve emotional and behavioral stability.	"After starting school, his routine became more stable, and he was calmer even at home." (Ayan's mother)
Therapeutic Intervention Through School	Access to therapies such as speech and sensory regulation within the school setting addressed developmental needs beyond academic learning.	"The speech therapy and sensory activities at school helped him respond better and communicate more." (Ayan's mother)
School as Emotional Relief for Families	Schools functioned as support systems for caregivers by reducing emotional exhaustion and offering professional guidance.	"Once the teachers started supporting him, I felt some relief and hope." (Parent)
Institutional Exclusion in Unsupportive Schools	Inadequate awareness and accommodation in mainstream schools turned educational spaces into sources of stress and marginalization.	"Instead of helping him, the school made us feel like the problem." (Umer's mother)
Protective and Inclusive School Environment	Supportive schools recognized children's strengths and challenges, creating safe spaces for growth and participation.	"In the new school, they understood him and supported him instead of blaming him." (Umer's parent)
School as an Educational Resource for Families	Schools guided parents in understanding autism and reinforcing learning at home, particularly in low-resource contexts.	"The teachers explained everything to us and showed us how to help her at home." (Sana's parent)
Individualized Instruction and	Tailored teaching strategies and classroom adaptations supported academic	"The school adjusted the lessons according to his needs, and that helped

Adaptation	engagement and social development.	him focus better." (Sunny's mother)
Collaborative School–Family Support System	Ongoing coordination between school and family ensured consistency and sustained developmental progress.	"The school and we worked together, so what he learned there was practiced at home." (Sunny's mother)

Analysis and discussion

This paper aimed at investigating the experiences of children with autism and their families with special consideration given to how family, home school relationship, peer interaction, classroom culture, expectations, and school support system influence social integration. Based on four detailed case studies, our results reveal that social integration is not a personal success, rather, it is a relational and an institutional process formed by awareness, cooperation, and support of the context.

The Family as the Building block of Social Integration

In all these conditions, the family was the most significant and long-lasting agent in the social integration of the children with autism. Parents were not care givers only, they were the advocates, mediators and emotional anchors. The analysis however reveals that family involvement did not start in a certain or known position. Rather, most of the families were confused or denied or misunderstood the signs and symptoms of autism. This recognition lag is consistent with the literature indicating that cultural beliefs, sibling comparison, and the lack of information are the primary causes of delay in diagnosis and early intervention (Zwaigenbaum et al., 2015; Daley et al., 2013).

After the awareness was created, usually with the help of community members or professional guidance the families proved to be incredibly flexible. Parents were directly involved in therapy, home reinforced learning and were relentlessly promoting inclusion in education. This shift in unsure to knowledgeful participation highlights the nature of parent involvement as dynamic and reinforces the earlier research that parental involvement does improve social, behavioral, and emotional outcomes of autistic children in multiple ways (Odom et al., 2010; Karst and Van Hecke, 2012).

Notably, the research paper explains that the level of education of the parents is not a certainty of the early recognition or good response, as observed in the case of Sunny. This result negates literature assumptions that increased parental education automatically results in increased autism awareness and underscores the importance of routine screening and expert advice in socio-economic groups.

The Relationships between Home and School as a Change Mechanism

One of the factors and major element towards transformation of family work to meaningful developmental gains has been established as the home-school relationship. Cooperation and communication made children more consistent, emotionally stable and social. The same outcome can be traced in the ecological systems theory by Bronfenbrenner, where the mesosystem, which is the home-schooling involving, plays an important role in the development of a child (Bronfenbrenner, 1979).

When the school activities were similar to those at home as in the case of Sunny and Umer, better learning and less behavior problems were observed. However, in the absence of assistance to collaborate, families became lonely and stressed, they paid less attention to the needs of children. The case of Ayan is a good example of how meeting the needs of a child at school led to reduced weight of the parent and, consequently, the child having a better control over its weight at home. This is in line with prior studies that indicated that, in cases where there is tight and good relationship between home and schoolwork, it is not only desirable to the child, but also the parent (Blue-Banning et al., 2004).

Friendliness and Classroom Environment

It was observed that classroom culture influenced peer interaction significantly as opposed to social ability alone of kids. Inclusive, patient and well-organized settings, children started to gradually become accustomed to being among other children; to participate in meetings; and to develop their optimal social sense. This subjected more children to social and emotional pain and pain, which was extremely difficult to manage, when the classroom cultures were not open to change as well as when they established rigid, strict routines that made children become like each other and continue competing.

Umer in an ordinary school demonstrates the way in which the lack of teacher mediation and instructions can transform the peer presence of a child into a source of pain and discomfort instead of an opportunity to study. This is in line with the prevailing studies that suggest that inclusion without structural and attitudinal provisions can be counterproductive (Humphrey and Lewis, 2008). Finally, in a special school environment where differences were normalized or peers were scaffolded to help children interact with each other provided children with an opportunity to participate in a meaningful way without the fear of being rejected.

These results once again indicate the necessity of classroom cultures that embrace emotional safety, where slow participation can occur, and peer mediation (talking and listening together) can take place that does not produce exclusion or pain: these conceptions of safe, slow, and reciprocal interaction are concomitants and complements of current studies on inclusive pedagogies and social participation in facilitating the classroom interaction and social participation of neurodivergent children (Baglieri et al., 2011; Koster et al., 2009).

Anticipation, Adjustment, and Realistic Hope

The expectation of parents turned into an issue and a source of change. The initial expecting was that of denial, survival needs or false comparisons with siblings. These expectations evolved in the course of time into having realistic goals that that child would attain, considering disability and access to resources. This shift towards goals was one among a greater process of family forming sense in the face of the challenges of having a child with disability as explained in the family adaptation models of disability (McCubbin and Patterson, 1983).

Rather than bewilder dreams of children with fit in and be normal the families found other ways to place their hopes on how their children can communicate effectively, live with control over their emotions, and be capable of engaging in life. Such change of attention aligns with a neurodiversity view, which does not put achievement to the forefront and prioritizes quality of life and being in control of life (Kapp et al., 2013). The paper demonstrates as many times as it can be created through the impact of social forces/meanings and as it can be re-created through the intervention of guidance, the rise of community consciousness, and the assistance of systems and service availability.

Schools as All-Round Help Packages

The most significant thing that this work has taught me is that schools can be viewed as complete help packages rather than the institutions where students are taught only. In every case, the schools providing pupils with some kind of routine, the schools providing students with job therapy, the schools providing students with one-to-one instruction, the schools that allowed families to work with students in a flexible manner became the environment modifying the lives of children with autism.

The schools were also the centers where families who had no books and knowledge could get assistance and guidance in the school systems where there were not many resources to provide them with feedback, as in the case of Sana. It supports the global wisdom on how schools can bridge gaps that exist in entire systems, particularly where resources are limited (Singal, 2016).

As not all schools had the knowledge and the capability to be flexible, systems were more frail and more likely to meet dead ends, which service-ways solidified people chronic outness and segregated parents to only a base in the extent to which they could delight this process of assisting their children (reproducing these troubles). These

examples indicate that school placement does have a role in the lives of a child, but not as much as other factors; the school the child attends have no greater influence on the child's school life than the level of preparedness; it is necessary that teachers should be able to surprise, be flexible and collaborate.

Conclusion

This research paper examined the real-life experiences of children with autism and their families to understand the way the process of transitioning between the one-on-one lives to lived lives takes place due to the involvement of families within the school environments and daily social attachments. Such data revealed that transition to lived lives, as opposed to one-on-one lives, is not something that we perform but rather occurs normally due to the people around us. The individuals that altered the lives of children with autism most were the relatives of the children and those the children knew particularly when they knew what was happening, defended the children and when they were with the children daily.

Where schools provided the children with their routines, where schools provided Therapeutic for child use when schools have made places of a welcoming based environment, when the school has made active working with the family members so that the child has more power in these places then they did anything besides or had the best places children can be to moving between one on one live and lived life. Then when we think of the word stressed or make the children outnumbered or cause stress to the ones taking care of them then we can see where awareness is made or where accommodation resides and then go be lambs the stressful environment and then heightens where the one on one lives becomes unsafe and can then inhibit the moving lives one on one lives to lived life of the capabilities of the children and the family members with them.

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