

Teachers' Perspectives on Using Applied Behavior Analysis Strategies to Students with Autism Spectrum Disorder in Saudi Arabia: Barriers and Solutions

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ABSTRACT This study seeks to identify the barriers facing teachers working in Saudi Arabia with students with Autism Spectrum Disorder (ASD). It focuses in particular on their use of Applied Behavior Analysis (ABA) strategies, as well as their views concerning potential improvements. The research used a qualitative approach, collecting data by means of individual semi-structured interviews with eight female teachers of ASD students, which were then analyzed using the thematic analysis method. This study recommends that the competent authorities should obligate the management of centers of special education to apply ABA strategies, in accordance with binding rules and regulations. It also calls for the undertaking of further studies that measure the quality of ABA courses offered at centers of special education from the perspective of teachers.