

specific children; and the utilization of such research tools as questionnaires. The use of such tools can support the design of therapeutic interventions that improve the behavior of these children in a more general sense.

For these reasons, together with the theoretical analysis above, it is evident that the type of therapeutic programs discussed here assist children with Asperger Syndrome in improving their behavior, becoming members of a wider social whole, and having positive experiences within the school environment, which in turn generate prospects for even better management in the future. This also leads to a better quality of life in respect to their roles within the family and in regard to the formation of friendships and relations with their peers.

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