

# ATTITUDE OF TEACHERS TOWARDS AUTISTIC CHILDREN IN THEIR LEARNING DEVELOPMENT

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**ABSTRACT:** *Autistic spectrum disorder is a developmental disorder that impacts the way individuals communicate and interpret their environment, often resulting in challenges with social interactions and processing information. Normal child easily interact with classmate, teachers, parents and they are able to solve any problem easily, enjoying playing in the field with their peer groups but autistic child does not do so well. They always speak limited word, not imaging concept of any topic in the class, sometime feeling lonely etc. Teacher teaching all the students in the classroom but some children does not understand the concept in the classroom normally. So, some special classes must be organized for them. For this study researcher has collected 60 samples from special school teachers for knowing an attitude towards autistic children in the area of Kolkata. Result found that the learning development of autistic children depends on their age, social interaction with people, intelligence etc. So, the aim of the study is to look after- "Attitude of Teacher towards Autistic Children in their Learning Development".*

**KEYWORDS:** Teacher Attitude, Autistic Child and Learning Development.

## INTRODUCTION

Autism originates from the Greek word 'autos' that means 'alone' and was officially introduced by a scientist named Kenner in 1943. Autism or its clinical name, Autism Spectrum Disorders (ASDs), is a complex disorder involving abnormal development of the neurological system and is suffered throughout the lifetime. The disorder is characterized by significant qualitative impairments in social interactions, communication and repetitive patterns of behaviour, interests and activities. Autism is typically identified early within a child's development, usually by age three (American Psychiatric Association, 2000).

Inclusive education involves including children with disabilities in mainstream classes with typically developing children and providing them with educational support. Inclusion enables them to participate in the teaching and learning activities conducted in the classroom (Allen & Cowdery 2009; Block 1994). Classrooms are social environments that rely heavily on being able to interact, socialize and communicate with others effectively. This can intensify the stress, anxiety and depression students on the spectrum may experience.

Teachers and specialists working in the field need to feel adequately supported to meet the needs of these students, and this support must be ongoing. It is not enough to give teachers professional development on autism. They need additional help from appropriate specialist staff to put adjustments in place that fit within the context of their classroom and school.

Simpson (2004) stated that in order to provide effective education for children with autism, special education teachers need to be equipped with basic management skills for mainstream and special education, including special skills in the field of autism. Teachers need to understand the characteristics of autism, assessment and evaluation of children with autism. Teachers also need to master teaching modules that comprises of four teaching steps which comprise of strategies to increase social interaction skills, communication and self-regulation skills of students, providing support and learning tools, management methods and environmental accommodation and intervention of positive behaviour (Toran et al. 2010).

Therefore, providing appropriate resources, support services and training is necessary in order to ensure the success of inclusive education. Cooperation and support from various parties were much needed especially from other the administrators, teachers, parents and the community towards inclusive education. Encourage other student to be tolerant, understanding patient and conscientious when interacting with autistic students, their students and classrooms to be more inclusive. Speech-language pathologists have specialized training in assessing communication needs and designing programs to improve communication. Occupational therapists focus on the development of adaptations, addressing sensory issues and the development of fine motor skills.

## OBJECTIVE

- To find out the learning development autistic child has depend on their age.
- To find out the main stream classes with typically developing children and providing them with educational support.

- To find out the ability of social interaction of autistic children with other people.

## PROBLEMS OF AUTISTIC CHILDREN DISORDER

- Repetitive or rigid language**

Often, children with ASD who can speak will say things that have no meaning or that do not relate to the conversations they are having with others.

- Narrow interests and exceptional abilities**

Some children may be able to deliver an in-depth monologue about a topic that holds their interest, even though they may not be able to carry on a two-way conversation about the same topic.

- Uneven language development**

Many children with ASD develop some speech and language skills, but not to a normal level of ability, and their progress is usually uneven.

- Poor nonverbal conversation skills**

Children with ASD are often unable to use gestures—such as pointing to an object—to give meaning to their speech. They often avoid eye contact, which can make them seem rude, uninterested, or inattentive. Without meaningful gestures or other nonverbal skills to enhance their oral language skills, many children with ASD become frustrated in their attempts to make their feelings, thoughts, and needs known.

## METHODOLOGY

### Research Design

A descriptive research that is normative survey method have been used of my investigation.

### POPULATION

Various kinds of special schools in Kolkata of West Bengal.

### SAMPLE

The sample for the study of 60 teachers from 4 special school in Kolkata.

AREA OF SCHOOL	NAME OF THE SCHOOL	GENDER	
		MALE TEACHER	FEMALE TEACHER
BONHOOGHLY	NIEPID R.C. SPECIAL EDUCATION CENTER	7	12
SANTRAGACHI	SPARSHA SPECIAL SCHOOL	6	7
KOLKATA	PRADIP CENTRE FOR AUTISM MANAGEMENT	4	9
KOLKATA	CARE FOR AUTISM	7	8
TOTAL	4	24	36

## TOOLS USED

On the basis of self-developed questionnaire of 20 statements in Bengali version as it is easy to understand all the participants. Out of the 20 statements, 16 items were closed ended and 4 items open ended questions. A 3 point Likert type scale used to collect the responses from the sample. These are Agree, Disagree and Indifferent. This tool standardized by expert view.

TYPE OF ITEMS	ITEM NUMBER
Closed Ended	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16

Open Ended

17, 18, 19, 20

## RESULT AND FINDINGS

Students with autism spectrum disorders have psycho-educational profiles that are characterized by uneven patterns of development. Some students have stronger abilities in the areas of rote memory and visual-spatial tasks than they have in other areas. Receptive and expressive language impairments, particularly the use of language to express abstract concepts.

Teachers are responsible for planning and implementing the education programs of all students in their classes. When a student with autism spectrum disorders needs specialized programming and instruction, teachers modify instructional methods and materials, and work collaboratively with available specialists to ensure there is a well-planned, coordinated approach. Teachers should also be aware of parent priorities and expectations.

Uncomfortable feeling for classroom interaction and other area so that the maximum majority of the students these are problem of numerical and arithmetical learning disorder and some students have uninterest in the playground. Lack of uninterest any kinds of others activities, lack of interact with normal child and we so that autistic childrens are unable to understand different subject matter.

## EDUCATIONAL IMPELICATION

- Helping students join school clubs and providing the support they need to participate as fully as possible.
- Teaching students to observe others and follow their lead.
- Encouraging co-operative games.
- Modelling how to relate and educating other students in the class.
- Encouraging prospective friendships.
- Providing enjoyment at break times.
- Doing projects and activities that illustrate the qualities of a good friend.
- Helping students understand emotions through direct teaching of how to read people's faces and body language, and respond to cues that indicate different emotions.
- Model speech by speaking in full sentences.
- Use vocabulary appropriate to students' comprehension levels. For students with severe communication disabilities, choose familiar, specific, concrete words and repeat as necessary.
- Use language that is clear, simple and concise. Figures of speech and irony may confuse students with communication difficulties.
- Give students ample time to process information. It may be necessary to speak slowly or pause between words.

## SUGGESTIONS

- Use age-appropriate materials.
- Provide opportunities for choice.
- Break down oral instructions.
- Prepare students for upcoming lessons.
- Pay attention to processing and pacing.
- Use concrete examples and hand-on activities.
- Introduce unfamiliar tasks in a familiar environment.
- Direct and broaden fixations into useful activities.
- Maintain a list of individual strengths and interests.
- Develop talents and interest areas.

## CONCLUSION

Students with autism often present unique challenges to schools and Teachers can often find it difficult to meet their needs effectively. It also found that in general teachers only felt slightly confident in their ability to support students with autism. Parents were even less certain of teachers' confidence to teach their children with autism. Moreover, teachers need to have a better understanding of autism and how it may affect learning. They also need help putting appropriate strategies in place.

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