

A STUDY OF RESOURCE AND FACILITIES AVAILABLE FOR THE EDUCATION OF CHILDREN WITH AUTISTIC SPECTRUM DISORDER

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Abstract

The main aim of the study is to find the facilities available in special schools/institutions for autistic children. Researcher have selected randomly from the 30 institutions of Hyderabad and Secunderabad in Telangana State. These facilities are divided in to three dimensions they are Infrastructure, Instructional and Manpower Resources. The investigator has selected normative survey method for the study. Hence Test, re- Test procedure has been adopted for the present context. Tool has been designed bt the researcher Questionnaire enquiring in to the facilities providing education for the children. Analysis of the data, item wise on a nominal scale with the frequency percentage of response were tabulated and used for interpretation. In the contemporary field of education there is a special concern and focus on the education for the children with special needs. It is the education and related needs of on exceptional child. It is distinguished from regular educational program meant for exceptional children by some unusual quality, something uncommon noteworthy, It is something special, special facilities may be required for special categories of children having special needs, Like mental Retardation children need skills, training related service, such as psychological assessment, physical and occupational therapy consulting may be required if special education is to be effective. Autistic Spectrum Disorder is the development disability and is the result of a neurological disorder that effects of the brain. Autism is a condition that a child's communication and socialization skills. Some children may not talk, those who speak peculiar manners of speaking, Early Symptoms are occurs at the age 3 or 4 years. In begins with loss of interest in food or play and progresses to loos of toiler training and eventually giving up of all contacts with reality, when an engaging, babbling silent, withdrawn, self-abusive, or indifferent to social overturns something is wrong. Parents are usually the first to notice unusual behaviours in their child.



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Characteristics of Autism

- Difficulty in relating to others
- Resistance to change
- Stereotyped behaviour (motor)
- Echolalia and literalness in Language
- Attachments to objects rather than humans
- Obsessive and / or compulsive behaviours

- Sleep and eating problems
- Poor portend play and lack of imagination
- Inability to express pain or hurt
- Deficit in pragmatics (Moderate and low social nuances) of language and communication.

Educational Aspects

Currently there are very few educational services available in the country for children with autism. High functioning children with autism fail to secure admission in regular school as they fail to abide by rigidity of regular educational system. Moderate and low functioning children with autism are also refused admission in social schools there children have difficulty in adjusting to group situations. 103 cases with autistic spectrum disorder children registered in January 2004 at NIMH 51 of them are attending regular schools. In regular schools resources teachers facilities are there for ASD. In special schools very few teaching staff have professional skills to deal with specific needs of children with autism. Infact very few special educators have useful and appropriate training or information about autism. Teaching has been the more important ingredient of successful management strategies. The effectiveness of programmes like teaching. A teacher or special educator has a role in developing the individualized education programme for the child and guiding and counselling the family parents and sibling.

Classroom Strategies

- Classroom practice with these children admitted to mainstream school
- Must take in to account the issues
- The lack of generalization of learning
- The lack of incidental learning
- The literalness of understanding
- Difficulty in becoming involved in group activities including play and games
- Possible reaction to over stimulation and need for attention
- To escape from stressful situation
- To obtain desired objects
- To gain stimulation

Objectives

To enquire into infrastructure facilities available for children in Hyderabad and Secunderabad.

To enquire into instructional facilities available for children in Hyderabad and Secunderabad.

To enquire into Manpower facilities available for children in Hyderabad and Secunderabad

Design of the Study

The study falls in the domain of descriptive researcher and in completed with survey method.

Sample

A sample of 30 special schools/institutions were randomly selected from the 60 schools/institutions for the present study.

Tools

In the present study tool has been designed by the researcher Questionnaire enquiring into the infrastructure, instructional and Manpower facilities providing education for the children with autistic spectrum disorder.

Procedure

To collect data from head/uncharged of the school/institutions to facilities available for autistic spectrum disorder. Statistical Techniques item wise analysis on a nominal scale with the frequency percentages of responses were tablelated and used for interpretation. To work out reliabilities through test re-test, person product moment was worked out, as traditional in the researcher.

Result and Discussion

Table-1 Infrastructure Facilities Availability of ASD

Dimension	Variable	Frequency/Percentage		Level of Significance
Classroom Adapted	Availability in institution	18	60	
Ramp in school		22	73.3	
Play ground		26	86.7	
Transport facility		19	63.33	

Testing and Results

From the about analysis, the hypothesis, which states infrastructure facilities available for autistic children in Hyderabad and Secunderabad are satisfactory is duly accepted in case of playground, other play facility and is rejected in the case of availability of special classroom and ramp and transport facilities.

Table-2 Instructional Facilities Availabilities

Dimension	Variable	Frequency/Percentage		Level of Significance
Psychological Test Material	Availability in institution	30	100	Positively
Diagnostic Test Material		30	100	Positively
Physiotherapy Test Material		30	100	Positively
Computer Assisted		24	80	Negative
Special Toys		30	100	Positively
Teaching Aids/Activities to teaching		30	100	Positively
Special Books		28	92.3	Negative
Resource room with list of Materials		18	60	Negative
Musical instrument		30	100	Positively

Testing Results of Instructional Facilities

From the analysis the hypothesis which state Availability of instructional facilities for autistic children in Hyderabad and Secunderabad are satisfactory is duly accepted in case of psychological testing material, Diagnostic Test Material, Physiotherapy Test Material, Computer Assisted, Special Toys, Teaching Aids/Activities to teaching, Special Books, Resource room with digital learning Materials and Musical instrument/ sound system and is rejected in the case of computer Assisted/learning related material availability of books related to autistic children.

Table-3 Availability of Manpower Facilities

Dimension	Variable	Frequency/Percentage		Level of Significance
Psychologist		20	66.7	Positively
Physician		26	86.7	Negative
Audiologist		22	73.3	Negative
Speech therapist		28	93.7	Positively
Physiotherapist		18	60	Positively
Special Educator		30	100	Positively
Consultant		22	73.3	Negative

Testing Results of Manpower Facilities

From the above analysis the hypothesis which state Availabilities manpower facilities available for autistic children in Hyderabad abd Secunderabad are satisfactory'' isduly acceptance in case of available of rehabilitation psychologist speech therapist, physiotherapist, Special

Educator and is rejected in the case of availability of rehabilitation physician, audiologist and consul that in autism, spectrum disorder.

Conclusion

From the above finding the following conclusion have been drawn

It is observed that many of the schools have genetic equipment that is suitable for all the challenged children but no school specially equipped with special resources. To treat children with autistic spectrum disorder in India is comparatively low when we draw an overall special needs scenario.

- Difficulties perceived by the facilities available for autistic children in special institutions
- Institutions can not afford to get specialized equipment to the children
- Important to note that awareness of this disorder is very less among many educator
- DQ not have appropriate systematic recording procedures for all the statistical values.

But special schools that are providing education for children with autistic spectrum disorder need to pay Allenton to fulfil importance components which are brought to focus in the resent study. All these infrastructure, instructor and manpower facilities are specially recommended for these institutions/schools.

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