TEACHING SOCIAL INTERACTION FOR LEARNER WITH AUTISM

A Study of how teachers aim to influence development of social interaction for learners with Autism.

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ABSTRACT

The purpose of this study is to explore on how teachers influence the development of social interaction for learners with autism spectrum disorder. This study intends to find out the efforts teachers use in supporting social interaction. To look on how existing teaching method and techniques are used to assist learners with autism. Also the challenges that teachers may face in teaching. The study specifically answers the question; how teachers aim to influence the development of social interaction for learners with autism in Primary school.

This study implies the qualitative research approach to answer the research question. The study was conducted in Arusha Tanzania mainly in primary schools. Two interviews were conducted to collect data. The interview participants are the teachers for learners with autism

 The findings revealed that; Teachers are important factor for the development of child social interaction. Provision of good support and proper use of different techniques and method of teaching social interaction is necessary. Teachers explained different methods for assisting social interaction for learners with autism like, repetition of actions, plays and by simplifying the activities, enrolling children in organized social activities. Moreover teachers describe some problem such as; lack of knowledge. Poor support from parents, environment challenges and motivation as the hindrance to educational practice for learner with autism.

The study concludes that teachers play an important role in the development of social interaction of a child and can stimulate positive environment for relationship and interaction, regardless of all challenges they are facing. Based on the findings the study suggests that Teachers should get more skilled knowledge about autism syndrome disorder and the government and other supporters to provide economic and material support for education of learners with autism also more research is needed for the improvement of special need education.

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CHAPTER 1

1.1 Introduction

This study intends to examine on how teachers influence the development of social interaction for learners with autism through the use of different techniques and if that can help learners to with Autism to interact socially. Specifically the study is aiming to find out how teachers can influence the development of social interaction for learners with autism in primary school and if teachers use different existing supportive teaching method and if the application of different method and technique have an influence to the development of social interaction for learners and to examine the challenges teachers face and how can hinder the teaching and learning for learners with Autism. This study is conducted at the northern part of Tanzania mainland in Arusha region.

Autism spectrum disorder (ASD) is among the developmental disorders affecting communication and social skills. This is the key feature of autism and accompanied by additional learning difficulties; it can be recognized in a child at the age of two years and since this time is important for treatment and teaching for language development and social skill required. Is important to consider children with autism according to their level, others they have developmental delay and others they are highly intelligent and academically able. (kirk, Gallagher, Coleman and Anastasiow, 2009).

People with Autism have social impairments and lack the intuition about others, this cause unusual social development and interaction. The effective schooling must consider the fact that, school is for social development and social institution. The school and teachers have special role to assist learners to develop their social competence. Directing teaching of social skills is important hence there is many social developments which is not occur so many strategies is needed. Social interaction involves two parts, we need to create environments that can foster social interaction hence education takes place in social context the children should helped to interact (Jordan R, 2001).

1.2 Background of the study

In recent years special need education in Tanzania is emphasized in regular school. Learners with special need education are in integrated school and in general school setting. Education is perceived to mean essential human right. A school provides the foundation for life learning. Empowering the special group is important and it is responsibility of the school as social institution. School should accommodate all children regardless of their physical intellectual, social or other condition within environment. (Massenga,R. and Mkandawire, H 2007).

Education for learners with Autism in Tanzania introduced in 1998 under the support of one non-governmental organization under the directory of the ministry of education together with department of psychtry at Muhimbili medical Centre that provide social support for learners with Autism. After the 2000's there is increase of number of unit school for learner with Autism .since then there are many strategies and special program to educate the learners with Autism to develop their communication skills, social skills, and cognitive development

Moreover Autistic children in Arusha are still among the vulnerable group of special need students compared to other group of learners with disability. Since 2006 there are only two schools one is a public school and the other one is private school which is very expensive. These leads to many autistic children lack the right to education.

However Tanzania as many other countries in the world ratify and signed different international policy and law concerning right for people with disabilities and particular to this study is the national disability policy of 2004 state "The government in collaboration with stakeholders shall provide a conducive environment for inclusive education that takes care of special needs of disabled children" and more importantly to create public awareness on the need, right, abilities and contribution of people with disability (URT 1997).

The united republic of Tanzania ratified the convention on the 10th Nov 2009 and in corporate disability right in its entire document Article 1(purpose) of the UN convention on person with Disabilities is to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms to all person with disability. Article (3) state that respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities. All these policy has an influence in the establishment of unit classes for children's with Autism in the country. Although the autistic children were

not full included in the mainstream classes. This separation leads to delay of social skills and communication

Due to the nature of Autistic children they tend to lack friends and mostly parents are involved in the process of making friends also negative experience like bullying, loneliness are common. It is important for the teacher to involve in supporting learners to interact socially (Bauminger & Kasari 2001) curriculum and other school programs should prepared to assist the learners to overcome their difficulties and develop interaction in different cooperative task. This study influenced with the learning theory of vygotsky which emphasize on supporting individual in natural environment to reach the required level of development.

1.3 Research Object

The Objective of this study is to explore the influence of teacher to the development of social interaction for learners with Autism in primary schools and to identify challenges.

The research question is formed as following.

- How teachers aim to influence development of social interaction for learners with autism?

From the research question the following Sub –question are formed

- Which method and techniques used to assist learners with Autism to develop the social interaction?
- To what extent teachers influence the development of social interaction for learners with autism?
- What are the challenges or hindrance of teaching social interactions for learners with Autism?

1.4 Thesis structure

This thesis is formed with five chapters. Chapter one has provide the information concerning the back ground of the study, research question and objective of the study. You will also read about the introduction of Autism, the current situation for learners with ASD and different laws and policy for people with disability.

The second chapter presents or is made with the theoretical framework the theories comprehensive to the study like social cultural learning theory and the theory of mind and shows how the theories is linked to the study. Also it present the literature review which reflect idea of different authors related to the study

Chapter three is about research methodology, research design and approach, data collection sampling, data analysis procedure, validity and reliability of the study. It is explained why the design of the study and other procedure is selected. Furthermore it includes the description of data analysis and ethical concern.

Chapter four is for data analysis and discussion of the data collected through the interviews. The presentation of the result gives information about how teachers influence the social interaction for learners with autism spectrum disorder, different techniques used and the challenges.

The last chapter implies the conclusions and recommendations, the implication of the study and the Limitation of the study.

CHAPTER 2

2.1 Literature Review and Theoretical Framework

This chapter consists of two sections; literature review and theoretical framework. The first section discusses the literature where by it addresses themes like, characteristic of Autism, inclusion for learners with Autism, teaching learners with autism, helping learners with Autism to interact social. The second section is about theories which applied to the study which are social-cultural theory of learning and Theory of Mind.

2.2 Literature review

2.1.1 Characteristic of Autism

 Autistic Spectrum Disorder (ASD) for the first time described by Kanner in 1943. The linking of spectrum and disorder with autism signifies that the symptoms can vary from mild to severe, it can include learning disabilities (75%), language issues, attention deficit hyperactivity disorder (ADHD),depressive psychosis and seizures (developing in adolescence). Autism appears before the age of 3 and it is more common in males than females (Ozonoff, Rogers & Hendren, 2003).

Moreover In 1995 Baron-Cohen defines autism as 'mind blindness', maintaining that people within ASD do not gain 'mindreading ability. This is the result of an evolutionary process: The first stage is the 'intentionality detector' (ID), in autism characterized by a lack of stimuli interpretation; the second is the 'eye-direction detector' (EDD), which presents as a failure of spontaneity in ASD the third is the 'shared attention mechanism' (SAM), (Jordan, 1999).

 Hill & Frith also discussed that individuals with autism have a deficit in planning: difficulty in starting and stopping, problem in the initiation of a new action and stuck in a given task (Hill & Frith, 2003). Such behavior is seen as a deficit in mental flexibility typical in executive dysfunction, which can lead to rigid behavior in everyday life, shown as highly repetitive thought and actions

According to IDEA definition they described autism as mental disability affecting verbal or nonverbal communication and social interaction, general evident before the age of three. Autism Cause the impairment in communication and impairments in social interaction and characterized with the repetitive activities and stereotyped movement; resistant to environment change or change in daily routines and unusual responses to sensory experiences (Heward,W 2009, p,236)

2.1.2 Inclusion for Learners with Autism.

Inclusion is an educational approach and philosophy that provides all students with community members and greater opportunities for academic and social achievement. Inclusion is about making sure that each and every student feels welcome and that their unique needs and learning styles are attended and valued. Inclusive school should put the value into action. (www.nvpe.org/inclusive).

Including people with disabilities and equal right to education among all children in schools is the drive for providing educationally related service within inclusive environments, effective means of planning and implementing social skills interventions are needed (Sansosti F, 2010,p 258) Children with autism as other children goes to ordinary schools, and they are going to normal classes. General education teachers need to be sensitive with the special needs of learners with autism. Also some instructional strategies to cope with problem which might arise. The school and classroom environment should be flexible to help learners with autism to feel secure.

The academic lesson and school plan should be planned by the team of teachers and should fit the child's own development level. Also special plan for coping with disturbing behaviors should be clear for all teachers in school, (Kirk et, al 2009)

Literature shows that most of the students learn and perform better when exposed to the general education environment and curriculum as long as there are appropriate strategies to support the learners. Autistic children have difficult in social skills and communication because of that they need teachers support in social interaction. In this study I will look on

how learners with Autism in Tanzania are included in Education in relation with social learning theory.

2.1.3 Educating Learners with Autism.

Despite all the generalities some children with autism may appear to be social in the presence of familiar adults or peer, during the social engagement and majority will demonstrate extreme social difficulty when they are in presence of new people (Handlemam ,J 1999).Although many individual with Autism possess the desire to engage social they often lack the skills. Due to their social skill difficulties, it is essential that support for increasing social skills of children to be included as educational plan within schools. To meet the need of individuals with ASD in school educators must incorporate a systemic, multitiered approach to teach social skills. (Sansosti,F, 2010)

Learners with autism like other impairment they have an ability to learn if proper their support. Important thing is to find possible support to learners with autism by putting more effort into the skill they have. Educating learners with autism should begin early during Pre School years. This will help to create skills which can provide foundation for future learning. And they should be helped to participate meaningful in the education system under proper stuffing and support from classroom teachers (Kirk Gallagher, colleman & Anastasiow 2009,Pg263).

Special plan and program for improving the social skills is required. The learner with autism should have very clear educational objectives, systematically taught and repetition is important. The classroom teacher should have tools to use this tools can be pictures and visual tools within the natural environment is useful in helping children to grasp the content. Also it is important to create plays and activity which will increase play and social behavior.

Adapting how to teach learners with autism need organized environment and often changing into teaching approach. To present for the child about what is going to happen at each time is important and usefully support to reduce stress for learners, and creating consistent physical environment around the child that can create security to a child. (Kirk et, al 2009)

Different literature explained the importance of environment, teachers support and the use of tools in educating children with autism. Due to the fact that education of autistic children in

Arusha is in the Implementation stage. I will in this study explore on how this are applicable practical or if is there any other methods. This will help to give the Information about teachers influence in the social interaction.

2.1.4 Teaching Social Interaction for learners with Autism.

Henning Rye explained that because of lack of social sensitivity, learners with disability need support to develop their social interaction. Children are social being in nature from birth. Children have an inborn potential to develop social attachment and developing meaningful contact is pre requisite for child ability to learn and develop.

He also discusses that education system should be directed towards the theory of learning. The school should provide socialization to children through interaction, by providing conducive environment plan and support. Teacher can play significant role to interact with student and supporting children interact with peers. Rye discusses different principles for interaction. It is important for the care giver to have positive feeling to children interaction. In teaching social skills we need to remove any barrier to the child's interaction with others, and help the child to understand the function of social acts. The selection of activities and distribution of activities in which child understands and keep children as in charge is very important to the development of learners. Also need of a person to interact and to teach ritual skills this can help the child to understand the social act. (Henning Rye in Johnson B, 2001)

Furthermore different teaching approaches to assist social interaction to learners with ASD were discussed. Repetitive action this is effective strategies for getting the child to start communicate and enjoy, the interaction is mostly developed through play and games. Another approach is Intensive interaction this is more systematic teaching approach; the basis of the approach is to re learn the basic earliest social interaction by slowing, simplifying and emphasizing until the response is obtained from the learner. This is obtained by putting the learner in charge of the interactive routine. That can help the learner to stop, continue or change. Optional approach this is based program is when you work by doing with the child on cooperating the child's actions.

Musical assisted communication; is the use of live music to reinforce pre social behavior in pair (child to child or child to adult). The music can be live so that it can be continuously responsive to the child's actions. Music can be produced by singing if there is no professional.

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Music can draw children attention to the actual interacting individual this program must be used in all aspect of curriculum and not just in specific session for encouraging social interaction. Teaching should be for mutual enjoyment of task. It is better to work alongside than directing. This is by improving social functioning. (.Jordan R, 1999,P 40)

Multitiered approach to teaching social skills. This approach begins with school wide supports that provide structure for students with Autism and, at the same time provide educational to all students. Educators should provide small-group interventions to children with autism to teach specific skills and offer opportunities to practice with typically developing peers together with the small group approaches, and individualized intervention is necessary.Multitiered is social skills interventions focus on combination of school-wide, small-group and individual supports

School-wide or character education is designed to increase the social behavior of student and promoting sense of community in schools. Instruction involve group meeting, buddy programs and family or community and it include social-emotional learning, violence preventation.Conducting a variety of instructional approaches and activities student develop ethical values that are good for society (Lickona,1991 as cited in Sansosti, 2010)school wide approach is important and it reduce the anti-social behavior and difficulty behaviors of students. The common approach used is school-based story telling for kids this reduce aggressive

Small –group Approach this is a common approach in teaching learners with Autism and used by many schools in hopes of increasing social skills. The effective approach to teach social skills need to be systematic planning. Steps for small group intervention are as follow, Target specific social skills which can be done through evaluation of the skills difficulties that student possess like strength and weakness. Second provide direct systematized instruction teacher should select appropriate material for instructional and effort to manage behavior must be considered to maintain control in group and lastly is monitoring student progress this will help to improve the area of weakness.(Sansosti F,2019).

2.1.4   Helping the Child with ASD to Interact socially

 Autism syndrome disorder children experience the isolation in social interaction activities since other peers views them as strange.Childrens with autism may be disliked and intentionally left out of activities or opportunities to interact with others. Efforts can be made however to decrease social isolation by using peers who have developed skills needed to assist others when they struggle in social situation (Aspy & grossman,2007).different approach and common strategies used to assist in improving social interaction as follow.

Peer-mediated approaches are efforts that attempt to increase the networks of friends to students with autism and assisting in providing the opportunities to learn and practice a variety of social skills within naturally occurring context like play ground.eg peers may be used to teach how to play new game. It provides structure for students with autism,which adds a sense of predictability (Sansosti 2010)

Sharing attention, for autistic children they rarely attempt to share things like toys. They likely use another person as stool by pulling or pushing someone for the thing they need. This children need to be taught to share the attention in social interaction situation. Teacher should join in with the child's focus of attention than directing it is important hence it helps to gain child attention.

Preventing withdraw Autistic children some time seem to be not interested in others this is because they fail to understand real who to interact to. The use of intensive method for encouraging interaction should be used. Sometime the child need short period of medication or stress reducing activity to help him/her to lift the mood due to depression while educational and behavior method are used to help child develop interest in others. The intensive interaction motivate the child to join and choose activity in a loving and accepting way if situation and activity is chosen well can avoid withdrawal. (Jordan, 1999,P 46)

Friendship; Autistic children make true friendship and they have preferences as to their comparisons. Staffs should be sensitive when constructing social groups and how far should encourage friendship. Teachers and care takers they should help the child to understand others and how to relate with others. Child needs experience to do things which she enjoys with others and there should be continues program of teaching the child how to learn in social context. (Jordan,1999,P 50)

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Circle of friends is an intervention was by grouping of students who are socially disconnected and helping individual with autism to build relationships with peers. This is very helpful in increase their sense of belonging within the social world. If a circle of friends network is used the educators should follow a few steps to ensure the safety of the student. This will produce positive development of social interaction. (Sansosti, 2010)

Teaching and caring relationship should be developed among teachers care taker parents and the child. This is important as stimulate and motivate the child for further learning. Working in cooperation together with the child can improve and develop relationship.

Play skills.

Many children with autism have problem difficulties of engaging full in play sometime the skills that they have learn seems to be less adoptable than in other children. Mostly children with autism engaged in simple repetitive actions much of the play is stereotyped and self-stimulatory actives. Symbolic play is good. Play is an activity which needs to be encouraged in its own right and because it provides an excellent context for teaching and learning. Child needs direct teaching to develop more advanced play behavior. It is important to teach the child to play with others it is important part of activity in individual curriculum.in social play the child can learn about other people, obvious skills compromising and negotiation, and cooperating in tasks perspective of the world but also to adapt and accommodate with demands of others. (Jordan,1999,P 90)

Moreover to teach appropriate social and play skills, the use of support system that teaches typical developing peers to improve the social skills of children with autism is encouraged. This system is called Integrated play Ground (IPG) is a method where by environments are physically arranged to foster social interaction, communication and play experience. In this approach, small groups play together under the guidance of adult, during this times the play guide (teacher) encourages the target child to interact with typical peers. The integrated play Ground model is increasing the motivation to socialize and play with peers, reduction of stereotyped and isolated. The IPG program includes specific methods for designing, Implementing, and guiding playground and teacher should prepare timetable for groups to meet. (Sansosti, 2010)

2.1 Theoretical framework

The theoretical framework can introduce and describe the theories which explain more about the research problem. This part is consisting of two theories which are the social cultural theory of learning which discuses about learning through interaction and the Theory of mind (TOM) which discuss more about autism and deficit.

2.2 Socio-cultural Learning Theory.

The learning theory of Vygotsky explains that the actual level of development of a child is defined by the functions that can be matured and the possibility of the development level. If a child does something without help that means the function of that activity is matured. The zone of proximal development is determined through problems that child cannot solve independently. (Vygotsky, 1978)

The zone of proximal development concept of Vygotsky discuss two levels of development which are the actual developmental level and the development which is reached with assistance of more capable people, the distance between this level is what called zone of proximal development. Central to this theory is the interaction with others more experienced adult and peers.The theory proposed that the social interaction influence cognitive development of an   individual.Vygotsky claimed that the development occur in the zone and focuses on the connection between people and their cultural context in which they interact and share experience. (Crawford, 1996). During interaction with others and tools for solving the child can develop the child as main facilitator in school setting should support the learners reach positive interaction.

This theory emphasizes much on providing support and collaboration with the learners. Taking different individual skills and support the individual solving problem under adult guidance or in collaboration with more capable peers. Social cultural learning theory is supporting the education for special needs students since it encourage teacher to assist all learners in the classroom. Also the school environment and material to be used should promote and encourage social interaction that can support the learner to reach the developmental level that is above the students. The zone of proximal development requires

the teacher to assist and collaborate with learners, engage with students in the activities and simplify task and motivate students. Teachers should help student to solve frustration (Hausfather,1996)

Social learning theory has an impact to special need Education, it Emphasize the importance of educating children's with various impairments. Even the severely handicapped children should be educated in the mainstream. It is important for teacher to understand why the kind of disability causes the problem in development process.Vygotsky "Idea is that child with impairment is not different but they develop in different way". In this study I can say that learners with Autism they need special assistance and guidance from teachers to cross the level of development through the social interaction, as the aim of this study is to look on how teachers support the of social interaction development for learners with autism.

2.2.2 Theory of Mind

This is one of the theories that propose a cognitive deficit. This refers to the capacity to recognize one's own and others' mental states in order to make sense of behaviors Leslie in his Theory of Mind Module (TOMM) says that the Metarepresentation function is impaired in autism. This function is fundamental for children to represent others' mental states and to take part and believe others. Leslie maintains: 'Autistic children are impaired or delayed in their capacity to form or process metarepresentations. This impairment (delays) their capacity to acquire a theory of mind' (Jordan, 1999, pg.69).

The theory of mind (TOM) explains the structure of mind mechanism within the brain which gives ability of human beings to understand the thinking and feelings of other people. This is necessary for understanding, predicting and shaping the behavior of others. Autistic people have extreme difficult perceiving it or even assuming other people's thoughts feelings and intentions, sometime this is called mind blindness yet the condition is more than a disability. The cognitive deficit therefore leads to particular behavior like: fear and unfriendly because of difficulty in predicting others' behaviors; lack of empathy due to misunderstanding emotions, no interaction with others because of the inability to understand others' thoughts and feelings.

Children's with Autism show poor TOM capacities in new environment than in the social situation which involving real interpersonal motives and familiar partners.Developing

methods to help child to development the TOM application is important and through the natural occurring social interactions. (Sansosti F, 2010).

2.3 Summary of Literature Review.

2.3.1 Inclusion for learners with Autism

Inclusion is about making sure every student unique needs and learning style are attended. Child with Autism should be included to general school and mainstream classes. Different literature discusses the important of educating children in general natural environment. This is very important for the development of learners both academically and socially, since the child can learn and mediate from peers under guidance and support.

Moreover there is relationship between inclusion education and learning theory of vygotsky. The learning theory emphasize on learning through social interaction. All learners have the area of weakness whereby they need support from more capable peers or teacher; through interaction in their natural environment, by provision of tools under proper stuffing, and program. the child with autism. In teaching social interaction is important to consider the issue inclusion for it will help to understand how are they Interact and to whom they interact.

In most of the developing countries like Tanzania the issue of inclusion is more theoretical than practical or still in implementation stage, where by learners with disability is attending unit classes. In this study I will look on how learners with ASD included in education and look on how teachers support the learners, and if there is good environment for inclusion.

2.3.2 Teaching learners with Autism

Since learners with ASD they lack social sensitivity and the impairment in the theory of mind (TOM), support to develop communication and social interaction is important. Different strategies to teach the social skills and communication are necessary. Education for learners with autism need to be well organized and different effort to teach should be applied.

Different literature explain the different Individualized approaches which have been suggested to help children understand and respond to the social world these are; Repetitive action, Intensive interaction, optional approach, musical assisted and the multitier approach to encourage interaction.

 The mentioned different teaching methods and effort are very related or directed to social learning theory, since the theory explains about supporting an individual to reach the required level of development. The learner with Autism has difficult in social skills so the teacher and peers should help the child to reach the required level of development. Teachers role should be as a scaffolding to the learner and the peers as a mediated tool of interaction.

In this part I will investigate on how different mentioned approaches are applied in Tanzania primary school in the classroom and in general environment. Also if there is other existing programs and they influence the development of social interaction for a child with ASD.

2.3.3 Supporting social interaction

Moreover in this part most of the methods used to support social interaction are discussed. During the interaction process in the social setting the learners with autism need support, assistance and should be encouraged to interact in the social activity. This is because of lack of social skills. Teaching social interaction in natural setting is important for supporting development of social interaction and supporting learners in interaction process is more practical. The literature explain about different methods for helping children to interact social in their natural environment.

 In Tanzania education syllabus for learner with Autism mention different methods as explained in the other books. Important issues concerned education of learners with disability is also in documents, but many of them are more theoretical and the methods are less implemented into practice in the developing countries. I will in this study exploring on how teachers applied the existing methods and programs into practical to influence the development of social interaction for learner with autism.

2.3.4 Theoretical framework

The social cultural theory is explaining about the Zone of proximal development; where by the Vygotsky explain about learning through interaction and the importance of support the learners. Theory of Mind is explaining the typical autistic behaviors and impairment that teachers, care givers and parents should understand. Autistic children since they lack communication and social skills, they need support from teachers and peers to interact. Vygotsky theory of social learning is emphasizing in the learning through interaction and support to all students in the classroom. Teacher should be the bridge for the learner to reach the level of development. Influenced by these theories in this study I will examine on how teachers support and influence, the development of social interaction for learners with autism. The students with autism spectrum disorder have social skill problem, teacher have the role to influence behavior development within their community of the child. These theories are important in teaching the student in social learning skills.

CHAPTER 3

3.0 RESEARCH METHODOLOGY

Research methodology is the process used in research to collect data; it includes where the data will be collected, and what methods will be employed in collecting those data. Furthermore it includes procedure on how to process those data. (Kothari 1991:15)

This part contains presentation of research methods used in data collection and covers research design, sampling ethical issues, validity and reliability of the study also the procedure in data analysis.

3.1 Research Design

Research design is a systematic plan for a research project. Research design is an arrangement of procedures and methods that describe what is going to occur in the study or procedure used to answer the question we have asked. (Kothari C. 2004) Kothari defines research design as the conceptual structure within which the research is conducted, design helps one to get relevant information and data to fulfill the objective or goal of the study. Qualitative research is characterized by the active participation of the researcher like collecting of data directly in the field, watching the issue or individual context (Creswell, 2007)

This study is Qualitative study conducted through non experimental design. Employed to examine how teachers influence the development of social interaction for learners with autism in primary school. Selecting the Qualitative research in this study is helped me to get relevant data or information which needed, within the real context and the understanding of the Informant, it is also helped much in the sampling procedure since there are few informant available within the field of autism in Arusha.

The motivation behind this design, I also choose this design since it is flexible and used to study any topic or type of phenomenon, with the entire data collection and analytic methods used by Qualitative researchers *(*Gall, Gall & Borg 2007*)*. In qualitative research design the

researcher need to focus on learning the meaning and perspective participant bring to about the topic.

3.2 Sampling and Research site.

The study was conducted in Tanzania mainland, specifically in two primary school of Arusha region in the northern part of Tanzania. This area is selected because it was easier to get data needed and I am familiar with the place, this help in reducing costs, human resources and time. Also this area is selected because is the region of where variety of different economic communities with different attitude towards the education. These economic communities include pastoralists, farmers, tourist guide, hunters, and traders across the border and miners.

Sampling is the process of selecting members of a research sample from the defined population with the intent that the sample accurately represents the population (Gall, et al 2007)

In this study the targeted respondents are class teachers, or head of department whereby they provide information on students with autism and how teachers aim to influence the social interaction for learners with Autism. This includes teachers within special education in primary schools who teach student with autism.

3.2.1 Sampling Techniques

A sample is a small group from the population which I was interested to get information of the findings. It is the process of obtaining information by examining only a part of the targeted group.

Sampling techniques refers to various methods which are used to select a certain number of informants who were representing the major population to provide information on a specified subject. There is different technique of sampling in this purposive sampling was applied.

Purposive sampling technique was used to get the informant to be included in the sample size. Purposive sampling technique is used because it helps in selection of key informants who provided in-depth information about how teacher influence to the development of social

interaction (Kothari, 2004). In this study purposive sampling procedure target specific people such as heads of department of special need education and class teachers.

The purposive sampling is used to select teachers is by selecting teacher who teach student with autism in primary school, and teachers who have experience and knowledge of educating this group of children hence they will provide important information on how they influence social interaction for learners with autism.

This allows selecting the informant with special qualification and experience about learners of Autism that helped me to get required information. All participants will be considered to be very important for the study as they provided important information in the data collection.

3.2.2 Sample size

The informant in this study will include (2) school and (2) Teachers. These means (1) one teacher from each school with special need education program. Criteria for choosing the school is the school with special need education (unit.)Within this school with special education unit, is where group of Autistic student served and where teachers for learners with Autism are available.

3.3 Data collection method.

Data collection is a fundamental step in a research. In data collection sampled data were collected through various means.

 Lewis et al (2000) explain that when gathering data and information to meet the objectives for the research questions and hypotheses there are two options to face, primary and secondary data.). In the course of this study both primary and secondary data ware used. General and wide applicable methods are, interviews, and documentary review. Reason for the choice of this method is due to the small size of sample I used.

 Secondary Data

This is the data which the information collected from former existing studies and literatures gathered for the purposes of meeting the objectives of the study. This is the second hand of

getting information where by this method ware based on existing books, journals and internet. The advantage of this is that it is inexpensive and can be quickly gathered.

Primary Data. Primary data is conducted from scratch. It is original and collected to solve the problem in hand (Zikmund, 2000) this is the information obtained through investigation and interviews. This data is collected through structured interviews.

3.3.1 Interview.

In this study interview method was used to collect data. This is the method of collecting data or information required through oral or verbal communication and conversation in face to face relationship between the researcher and the informant. This method is used because is flexible in nature and it allows to collect much and depth information from the informants. Also it will allow the adjustment and removal of the questions (Denscombe 1998)
"The major advantage of interviews is their adaptability built trust and rapport with respondents. This makes it possible to obtain information that the individual probably would not reveal by any other method also it gives more complete information"(Gall, Gall &Borg 2007 p 228)

Key informant interview is used hence it allows to collect data from teachers who have special knowledge and different perspectives about teaching children with autism, than other members of the defined population.

The language applicable in interview was Kiswahili to make the respondent understand well the research question to provide the truth and giving information more comfortable and freedom of speaking without language barrier and the interview was conducted within school environment. Data collected and the information gathered is stored or recorded by note taking and the audio recorder to one teacher another respondent mentioned that is uncomfortable with the recording.

The interview guide for this study is formulated in form of **Open ended question** where by this type of question permits the informant to make free response and explaining as they wish. This is helpful for gathering more information and useful for using with few informants.

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The interview questions will be directed into finding the information into the following issues

- Inclusion Education for learners with Autism
- Teaching methods for learners with Autism
- challenges teachers face
- Special program and that influence social development for learners with autism in school.

3.4 Data Analysis

Data analysis is the searching for pattern in the data such as recurrent behavior, object or a body of knowledge (Neuman, 2007). Analysis strategies of data analysis in qualitative research consist of preparing and organizing the data for analysis then reducing the data into theme through the process of coding and presenting the data (Creswell 2007)

The process of analyzing the data was started after every interview and after I have all the data. In this study I read and listen careful for the data I recorded from the interview and there after I note the accurate information and what I miss from the interview. There after coding the data and categorizing information and putting them into theme and identify the meaning the informant bring into. The data management can be carried out manually during data analysis. Data were analyzed and classified into their categories thereafter were checked for completeness and accuracy.

 The researcher is involved in the process of analyzing and interpretation of data since the data collection process. Example during interview (Hesse-Biber & Aleavy,2011).Discuss that the process of data analysis is more fluid as the researcher engages effectively in the process of data collection analysis and interpretation. Therefore the contextual analyses was used in which ones statement is examined looking on the environment for which an event had occurred the focus is to keep interviewing until nothing new is heard (Hinzt & miller 1995)

In general in this study the data analysis were used the content analysis for data collected through interview. Where by the data will be analyzed by content method.

3.5 Ethical issues to be considered

Ethical consideration in conducting any research is important because it define what is or is not legitimate to do or what moral procedures are involved in the research process(Neuman,2007),

Ethical is the brand of philosophy which concern with how people act toward each other and develop rules to guide ethical choices. Educational researcher is faced different individual with different ethical background. It is necessary for the researcher to consider the ethical concern which can possibly affect the participants therefore the educational researchers should show respect, protect the participant from any harm and honor their contribution. The issues need to be considered before, during and after conduct of the research study (Gall, Gall &Borg 2007) This respect issues such as informed consent, deceptions, confidentiality benefit of research to participants and participants request that go beyond the social norms should be taken into consideration(Lipson, Cited in Creswell,2007).In this study the following ethical issues were taken into consideration.

- No harm should come to participant as the result of their participation in the study. The researcher should assure the protection of human right to all participant involved.
- Clear information to participant. The researcher should inform the participant about the Research topic, objective and purpose of the study. In conducting my data collection I provide clear introduction of my topic, and myself for both the informant and the authority which is responsible for giving me permission to collect data in those schools
- In conducting research the issue of Confidentiality is important; for my study all data and personal information which is given by the participant is confident and deleted soon after to complete reporting. Sensitive of the information given and the use of no names is necessary for the protection of the participants as in this study I used teacher 1 and teacher 2.
- Follow up of the procedures. Like covering latters and permission of conducting the research from the National level, regional level and Norwegian social science notification form.in this my due to the distance from the ministry of Education I used the regional office of education whereby I write the letter to ask for permission and another letter to the schools.

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3.6 Validity of the Finding.

Validity is the correctness or precision of a research finding (Lewis and Richie 2003 p 273) in this study validity of the finding is discussed on the basis of construct Validity.

Construct validity is concerned with the relationship between the constructs and the indicators and whether these constructs are well represented by the indicators or how the constructs are operationalized (Kleven,2008) In this study the operational definitions were provided in order to make clear what the concept refer. The interview guides used during field work were also constructed in relation to the phenomena and the analysis process was done accordingly.

Moreover some Validation strategies were used to get the information regarding the validity

- The findings in this study were discussed with other people who have experience in research including supervisor and peers. Direct quotations from the participant were used in data presentation procedure.
- Reflection was done during the interview process to ensure that the researcher understand the real meaning presented by the interviewee. The interview was in Swahili and translated in English to make sure the informant understand clearly and to give the freedom of speaking free without language barrier

CHAPTER 4

4.0 DATA PRESENTATION

4.1 General information about informant.

During the interview session question about demographic data was asked, the interview is done with two teachers, both are the unit class teachers for learners with autism. Their teaching experience is between two and four years in teaching learners with ASD.Teacher 1 is teaching in a public school and she attended a short course about Autism. The second teacher is a class teacher in a private school and she has a diploma certificate in special need education.

Also the question about the motivation factor for teaching learners with Autism were Asked. Both teachers answer different, Teacher 1 says *"Before the establishment of Autism in my school I was the general class teacher. But Since 2009 because of lack of teachers in unit classes some teachers were selected to attend the short course on special need education and among is autistic teacher this give me an opportunity to attend short course about Autism".*

Teacher 2 explained that personal feeling and love for supporting learner with disabilities is the factor that motivated her to attend the special need education. This information is important in giving the general characteristic of the Teacher and the way their back ground can influence the development of social skills for learners with autism spectrum disorder ASD.

Furthermore about role of the SNE teacher. Both teachers mentioned that Teacher's main role is to teach and assist learners to develop their skill and learn. The key of this is love and patient. Working as a teacher for children with ASD the responsibilities relate to all aspect of education supporting the child to develop skills and helping in their personal care (toileting, feeding etc) and managing of the challenging behavior is a part of daily work.

Comment: The information from demographic part are important since they provide the general explanation about nature of the teachers like working experience, knowledge and their daily activities in school and in supporting children with Autism.

4.2 Inclusion for learners with Autism

 In order to understand the inclusion education for learners with autism, teachers were asked if the child goes to the same class or same school with other student. The answer shows that the level of inclusion is different from private schools and public schools.

Autistic student as other student with special needs attend special unit classes within regular school and participated in general school activities (unit time table) under special care and assistance. This is because they need support to interact with other student and with their environment. Teacher 1 which is the teacher from public school says that

"During break time this students is mixed with other students under guidance of teacher. although sometime is difficult for the teacher to let the student interact with other student due to conducive environment and the big number of student for one teacher to assist all the learners, so the teacher decides to stay with student in the class room teach them the other indoor plays and activities".

Teacher 2 which is from private school which is normally for high class people the environment for inclusion is good compared to public school. Due to the nature of school the number of student in class is low and affordable. Teacher 2 says "*it depend to the nature of subject in other subject I am going to mainstream class with my students and am supporting them to interact with other learners e.g. music class, social studies class and every Friday is sport day I have to help my student together with other sport teachers.*

   Furthermore the question is asked on how these learners are diagnosed in order to be considered as leaners with autism in order to prepare them to special classes. Both teachers explained about the existence or the use of report from the medical doctor and parents. Also there is use of screening checklist, from National autistic Centre which assess communication skills, language, social interaction, imagination, sensory, cognitive and behavior.

Comments: According to the data, Inclusion education for learner with autism is not full inclusion and lack of enough knowledge about Inclusion. The data revealed that the units are the one considered as inclusion education. More over the environment of private schools allows more inclusion compared to the one of Public school.

4.3 Teaching social interaction for learners with Autism.

4.3.1 The special programs for social interaction

To understand the teacher's influence on the development of social interaction for learners with autism, it is important to know if there is special program within school curriculum or timetable which applied in fostering the social interaction. Both respondents mention the prepared teaching syllabus from ministry of education and vocational training as the main guide for all program and activities prepared for learners with Autism. Student with Autism differ from one another and they have different program depend on Individual plan. Routine are most common to this students.

General school program for the learner with autism every morning the class groups sit together for greetings and day time table. This to make clear to the students that the new day has start. Also At the end of the class there is a goodbye session this is aiming to end the day as part of interaction this session accompanied by songs that express that the day ended. This is common for all schools. Also student with autism have different time table from other student, like Resting and relaxation time. Although in public school there is a challenge of rest room. During break time the child with Autism play with other students under teacher guidance these encourage interaction among students. Teachers help the child to select activities, play and removing interaction barrier.

Both teachers discuss about the program of parents meetings and cooperation which is every Friday, this is important in planning individual plan for learner with Autism also assessing the development of child's social interaction.

"*Is important to talk with parent to know the history of the child, to mention what child knows and how they interact with other family member, to mention the negative and positive behavior and to arrange program and solution together with the parents. The individual plan for the student with Autism is prepared by agreement between parent\guardian and teacher*"

In order to understand more about this program and if is effective the teachers continue elaborating more on parent's participation into their child support programs. In this both teacher gives different information according to their experience in school they work.

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"some student come from poor family and uneducated parents. Parents did not like to collaborate with teachers due to lack of understanding and time. Also the large number of student is a challenge for me to meet every parent on time. Imagine I have eight students and am the only person to assist them in every situation, to teach and talk to parent and am the one to write the students records every Friday."

Teacher 2 explained about this program by saying that

"I wish parents would understand how collaboration can support the development of the children but the problem is lack of understanding, some parents argued about the money they pay and says teacher should work because we pay money and it real discourages and delayed the child development"

Comment; Teachers are similar in giving information about knowledge and application of existing syllabus. Also they mentioned about the individual plan and school time table from morning to end of school day.

Both teachers explain the existence and the importance of working with parent in arranging the program for learners with autism. This is because the child is supposed to learn in school environment and also at home with the family member, and is important for the parents to participate in activities and training on how to support and interact with the child.

4.4 Methods and technique used to help learners develop their social interaction

Teachers mentioned the Common teaching method used for children with Autism as repetitive teaching method due to short memory. This is guided by the Curriculum and syllabus from the Tanzania ministry of education and vocation training, Apart from the guide curriculum teachers creativity is very important one teacher discuss this by saying

"It is difficult to use and apply everything which is recommended in the syllabus this is due to the fact that there is no supportive environment and lack of teaching and learning material, in this situation teacher should be creative and use the resources which are available in the

natural settings. Routine is common for this learner and tried to work together with the child in helping the master of social activity.

Teaching through repetition method is important since the children with autism lack the skills of moving from new activity, and others stay on one task for a longtime.

Teacher 1 explained *"It is necessary to make the lesson short and valid, and the use of simple tools is important since this children have problem with memory; this method is called intensive interaction method"*

Both teachers mentioned the use of different games and song in teaching. They explain as is important in teaching different skills both academically and in social interaction among children's since it is fun, this is by using the tools like toys , balls, cards *etc.*

"example plays can be used in learning different activities like counting other participant, if the child helped to master the play, the child can enjoy and participate more and can help the child memory, also it creates the behavior to follow the rules with discipline and increase the social interaction of the child with other peers"

Comment: the existence and awareness of the curriculum is the key guide to the teaching process. Both teachers explain the use of some method of teaching like repetitive methods, intensive interaction, but also plays and games. Teachers add the creativity in teaching and preparing activity.

4.4.1 Structure and behavior reinforcements for the learners

All teachers interviewed discuss on the importance of showing love to the child and being tireless for the expected changes. This is because the child with Autism has low memory and they take long time to master one activity. It is important to prepare good environment for learning and good planned activities that can motivate the child to participate in learning activities and interaction. Individual program should be prepared well. That can reinforce the student's behavior of like school and interact with others.

"it is important to know and understand the need of the child, this can help to prepare effective individual plan. Also the use of tools and learning in the natural environment and the child should get assistance in using tools and directed through short words or signs

By providing good assistance in using the real object from the real environment like school or classroom this can help the student to master his or her environment. This is reinforcement for the child to interact with others in that environment since it is familiar.

Teacher 2 says" The problem of this student is seeing new things, if they don't know the environment or the new tools is used it gives them stress, and afraid to interact with other. Example in play but if there is good planned activities and assistance to the child can interact social with peers and develop the behavior of interaction if the activities is repeated"

Comment; Teachers are similar in the approach of reinforcing child behavior, they both mention love, patience and individual support through repetition of activity as the motivation for shaping behaviors like interaction among learner with Autism.

4.4.2 Assessment of social interaction for learner with autism

Teachers where asked about the assessment of social interaction, in order to understand if there is special program and methods to assess the development. Assessment is important for giving feedback of, if the applied method and support is influencing the development of social interaction for learners with ASD. Both teachers using the existing assessment form. This form is used after every three month with special objective, but teachers use it when it is necessary within the time.one teacher said

"Sometime I am using this form any time when I want to assess the learner development not necessary after three month, because some time learner show the development early or late than expected so I have to record the development"

 Both teachers agree on assessment by looking on the different development of activities or action since the child attended to school. The learners with Autism shows different development others very slow and others fast, from time they started school this is real motivating us as teachers one teacher says.eg producing few words and the use of sign language also interaction level with teacher or other student is improved. Also by looking the performance of given activities you will see changes in the students.

4.5 The challenges in teaching

The education for learner with Autism in Arusha is still in the establishment years, in the beginning of anything there are some challenges or hindrances to the effectiveness of supporting education of children with Autism. Both teachers mention some challenges which they experience.

 Both teachers talk about the early intervention program, there is no early intervention program for learners with Autism and parents. This causes the difficult for teachers to start from the beginning with the child at the late age hence most of the student starts school at the age of six years old and above.

Poor cooperation between teachers and parents is another challenges from all schools one teacher explains *"parents did not come to school to attend meeting and different program example the planning of the education of the child, this is real discouraging the child education plan since is difficult to know how the child show the development at home environment"*

Drop out of school for student is another challenge that teachers face especial the one from public school Teacher 1 discuss" *some child start school when start developing some skills they drop out of school and when they come back you have to start to teach S\he from the beginning because this child require much of repetition due to the problem with memory"*

The drop out from school is caused by poverty among families; ignorance and lack of persevere due to slow development of the child behavior, bullying from society and other children but also local beliefs.

Furthermore lack of motivation and enough time for teachers to prepare the individual study plan is the big challenge, due to the big number of student in the class and only one teacher is difficult to prepare individual plan for all students.

Teacher 2 explains *"there is no motivation am just working to help this children just like a mother, the salary I get is very low I can't afford for all my family need after work I have to do some extra thing to get some extra money.it is difficult to come back and prepared lesson plan for 8 student but am trying my best"*

Moreover teachers discuss about poor teaching and learning environment, lack of materials and resources like books, pictures, personnel and other equipment as another challenge. This is caused by low budget to the education especial special need education.

Teacher 1 discusses

" The number of student is big compared to one teacher since is my role to support the child in their academic and personal care (toileting, feeding etc.) and no equipment cards, no computer, no toys for children, books are not enough and equipment like first Aids kit, gloves and even toilets sometime"

The structure of the classroom and outside is not satisfactory or safety to work with learners with autism. There is no rest room for the child this can lead to some disturbing behavior among student with Autism that can increase the negative interaction with others. Teacher 1 explain this as follow

"Sometimes they need to rest in a quiet and silence place to reduce the depression but no rest rooms and this can cause more problem to the child, teacher and other child due to some behavior problem like aggressive".

Comment; The data revealing that both teachers experience some challenges in teaching learners with autism.Althought the data shows that teacher from private school experienced more challenges due to nature of school. However both teachers mentioned about lack of enough knowledge as obstacle for effective practice.

4.6 Summary.

4.6.1 Inclusion for learners with Autism

The result shows that the student with autism were not full included in the regular class room, they attend to the unit classes in their own class room.Althought they were participated in other social activities within outside the classroom environment, like during break time they play with other students mostly students with other disabilities under teachers assistance.

Also the study shows that the environment for inclusions is more practical in private school rather than in public school, were by the environment are not conducive or safe for children's with disability.

4.6.2 Special program for teaching social interaction.

Teaching social interaction for learners with Autism, both teachers explain the syllabus from the ministry of education as the main guide for all programs and activities. In both schools there is general school program and time table for all students and special programs for unit classes and students autism. Also teachers explain about the individual plan and routine for children's with autism. Another mentioned program is teachers and parents cooperation although is not effective.

4.6.3 Methods and techniques used to help learners with autism

Both teachers presenting common teaching method as repetitive teaching methods. However they explain that all teaching methods and techniques is guided with the syllabus and curriculum for learners with Autism and the factor of creativity in teaching is mentioned. The repetitive teaching method, individual support and optional approach is also mentioned in teaching process and the use of games and songs.

Together with the mentioned methods and techniques of teaching and supporting social interaction, the informant explain about the importance of making the lesson short, valid and using the resources and tools which are within the environment.

Structuring the behavior of social interaction; the informants explaining about showing love and motivate the child to interact social, since this child have low memory teacher they need long time to learn, teacher should be tolerant. Good environment and support can help to reinforce or motivate the child to interact with others but also structuring their social behavior.

4.6.4 Assessment.

Assessment and Evaluation is important for giving feedback about the development both positive or negative, within a child with autism. In teaching process assessment and evaluation is very important. The informants mention about the use of special assessment form from the ministry of education. Which is filled in after every three month and the use of observation of the activity by a child in every day in the social content. Although one teacher says that it is difficult to apply it within the estimated time,

4.6.5 Challenges in teaching social interaction.

Both teachers mention different problem which they experience and that hinder the teaching process for learners with autism. Teachers mention some of the challenges which are the lack of enough skilled knowledge for teaching student with Autism ,poor teaching and learning environment, lack of resources, and also poor cooperation within teachers and parents.

CHAPTER 5

5.0 DISCUSSION OF THE FINDINGS.

This part is about discussion of the data presented. Discussion of the findings is based on the objective of the study and the research Questions. The purpose of the discussion is to interpret the findings which are collected through interview, about the teachers influence to the development of social interaction for learners with Autism.

5.1 Inclusion for learners with Autism.

The finding shows that the student with autism was not full included in the mainstream classes. But they attend the unit classes within the regular school and they interact with other students during break time in playing and games with teacher's assistance.Althought the learners with ASD interact with other children during break time, it is not easy for the learner to learn through social interaction which is necessary for mediation from peers who are more capable, due to shortage of time for interaction. The literature supported this by discussing the importance of plays and games as important and a good way of developing social interaction.in social play child can learn about others and obvious skills (Jordan,1999).

 Inclusion is about making sure every individual needs and learning styles are attended and the teachers should provide individual support without separation students regardless their need should attend the same class with others. The inclusion education and education for learner with autism is in the established stage in the area where by this study is conducted, and the inclusion is not full practiced for all students with disability. This lead to lack of socialization and isolation. This can be a challenge to the development of social interaction among learners, and against the social cultural theory which emphasize on learning through interaction.

 Learners with autism need to interact with other students, because there is opportunity to the development of social interaction. Student can learn better when exposed to the general education environment under teacher assistance or with peers. According to Vygotsky social learning theory he explained that, teachers and peers are very important in the development of a child since teachers are acting as scaffolding and child can learn from more capable peers to

acquired level of development. Theory of learning emphasizes; all kind of interaction and participation in the activity has an effect to the development of a child, and child can learn from peers. Autistic children have difficult in social skill but still they can learn and develop their skill for social interaction if proper support will be provided.

Here we see the importance of inclusion for the development of social interaction. School and educational system should consider the inclusion education for the equality and development of all learners with special needs.

5.2 Teaching methods to the development of social interaction for learners with Autism.

The Finding shows that teachers are the important influential factor for the development of learners with Autism. There is positive development of social interaction if the student will get proper support from teachers, peer and the environment. The study shows that teachers knows and understand their roles in assisting student. The literature discuss that; every child can learn and have set of skills and or strength, it is job of special teachers to find that strength within a child and built on it (kirk et al,2009).If teachers understands their roles it is easy also to know his or her student area of strength or weakness,.

Teacher has positive effects on social skills as well as in academic and behavior development of the student. However teachers in this study explain that; teaching student with autism need patient since they needs much time and a lot of repetition to learn. It is important for the teacher to have purposefully goal, lesson plans and activities, which meets child's need or correct skills (Heward, 2009). Understanding the functioning of social skills for autistic children is useful for planning their education. There is variability of coordination and adjustment to the development sometime very poor, or sometime better in the dynamic of social interactions between autistic children and their partners. (Plumet, &Tardif, 2005) the fact that teachers have courage and hope for increasing of social skills this is motivation for teachers to support the child's development

Moreover the result shows how both teachers assist and motivate learners with Autism interact social by using different methods which are mentioned intensive interaction, repetition method also the use of play games, and songs. However the student with autism have difficult in communication and social skills but still they can develop and learn new

skills through support and good education plan to each student. The study shows that teachers understand the importance of assisting learners to interact and they use different techniques. Teacher's personal commitment and experience or awareness in teaching learners with autism is also very important, since these children need more attention and support. Autistic children have impairment in mind; different strategies of teaching should be used. The other literature explain about the use of different methods in teaching social skills such as multitier method, plays, storytelling, optional approach and repetitive method in teaching (Sansosti, 2010) (Jordan R, 1999)

Furthermore in teaching social interaction the content or environment and the person to interact with is very necessary for the development of social interaction. According to the findings, children with autism interact with peers only in outside classroom activities, this can affect or cause the delay in learning since through interaction child can learn from peers, and this is caused by poor interactive environment which is not secure and lack of personnel to assist the child. Although the environment is not conducive teachers support learners to cope with their natural environment. There is program whereby student with Autism interact with other student during break time or sport day, this is very influencing to the development of social interaction.Sansost in his article discuss as School wide approach it is important and it reduces the anti-social behavior of the student and difficult behaviors like isolation, bullying and Aggressive (Sansosti, 2010)

The study shows that the education structure for the student with ASD should be prepared with good planning activities, and environment, also understanding the need of individual students and behavior reinforcement activities. Although this structure is mentioned in the curriculum and the syllabus some time is difficult to apply it effective. Teachers explained some different existing teaching method and techniques, which are used in classroom and outside the classroom. All this teaching method is guided with the curriculum and syllabus from ministry of education. Also there is some special program in school and within the classroom to assist learners with Autism develop their social interaction. The mentioned program is morning and afternoon group gathering, resting and relaxation time and also teacher's parents' joint program. All this programs are important and influencing the development of the child both academically and socially.

 Repetitive teaching method is the common teaching method used and explained as the more useful method of learning to the child with autism; since these learners have short memory.

Also the lesson is emphasized to be short and valid. Play, games and songs are also used in teaching social skills and interaction for learners with Autism. Play and game is stimulating interaction, if the play is clear and the child get proper assistance on how to play the child can learn in the fun way the interact with others. The social cultural theory of learning as explaining the importance of interaction in learning, teachers play an important role in assisting the learners to reach the level of development.

Social skills interventions should focus on a combination of school-wide, small group, and individualized support known as multitier approach considered to be most effective, school based efforts aimed at enhancing the social skill development of individuals with autism this is conducted by using a systematic approach. (Sansosti, 2010). Teachers mention about the use of school-wide approach during school sports day and individual support in daily social interaction activity. This is an important method and it encourages interaction among peers and learners with autism can develop their social interaction.

Another method applied in supporting social interaction is joint program between teachers and parents, for supporting learners with ASD develop their social interaction. This program is effective for the development of children. This program can assist in understanding the weakness and the strength of the child, according to the way a child interact at home with other siblings. Although the respondents say there is poor cooperation between parents and teachers. This seems to be a challenge since some parents are not cooperative, which caused by lack of understanding. Working together with the parents is very important in the development of the child hence family is a social institute as school where by a child interacts with family member.

Furthermore the motivation explained as another factor that contributes to the development of social interaction. Teachers should have and show love to all students and patient for the delays of the children. Because of impairment in social skills and communication for learner with autism they experience short memory. Autistic children can learn very slow and develop the level of social interaction slowly; motivation is one of the factors that contributed to good performance. Teacher should work jointly with the student and when the learner tried something is good for the teacher to praise the child. Social learning theory emphasize on learning through interaction and support from more capable. For the teacher to assist the child she or he should show love, Patient and courage also caring to child, Teachers should get

motivation from parents and school administration this will encourage the teacher in supporting child.

Assessment about the development of the learners with Autism is important. There is changes and development in interaction skills although some time the changes are very slow, poor and sometime better. Teachers use the special assessment form and which is necessary in giving feedback of the work done. Also it inspire teacher to choose most effective method according to the individual need and create more activities for improving social interaction for learners with Autism.

5.3 The Challenges in teaching

Although the study shows there are many effort which teachers do to influence the development of social skills for learners with autism, there are some challenges which hinders the teaching and learning for the child with autism;

There is weakness in assessment and the development of social skills. There is existing form of assessment which is used for short and long term assessment and also assessment was conducted by observing the different activities which is performed by the student. It is difficult to observe every individual behavior at time since there is no use of videos, or computing for recording. It is difficult for the teacher to observe all students at a time during class session due to the big number of student in the class room. This is an obstacle to the feedback and planning.

The study also indicates the lack of early intervention service for the learners with autism. This cause the children with autism spectrum disorder to be miss diagnosed. This is difficult for the teacher in school to start afresh in the late age. Due to lack of this service the learners with Autism start school in the same level regardless their level of development.

Drop out from school due to family poverty and sickness is another challenge, when student develop some skills or are in process of acquiring the new skill, suddenly she/he stop attending to school due to the sickness or lack of means to reach school i.e. transport or person to escort. This cause some difficult for teachers to start again the individual curriculum when student come back. This is because the students with ASD have short memory. Another

challenge is poor cooperation between teachers and parents, also explained as challenge hence the different documents explained about the importance of working together for the benefit of the child

Lack of resources like teaching and learning material, lack of personnel and poor school environment. There is no enough teaching aid like Books, pictures for communication and learning, no indoor play materials like cards, computers, etc. so teacher should be creative sometime needed to draw pictures by hand with takes long time compared.

 All students attend one class due to lack of enough classes, the student who start early and those who come late they are all attend one class. There is no rest room since sometimes this student need to rest in a silent place to reduce depression or available medical services this can cause miss concentration and disturbing to have the whole group. Also this is caused by the few numbers of special teachers.

5.4 Summary of the discussion

Schools in general are for acquiring of new skill and knowledge and school is the social institute. Teachers have a great influence to the development of learners both socially and academically.Vygotsky explains a teacher as a scaffolding and mediator for the students' development, in the theory of social learning, insist of learning through social interaction and support from teachers and more capable peers.

The study shows or revealed that teachers have positive influence to the development of social interaction; this is through the use of different existing methods and techniques for teaching and supporting social interaction. Using of different methods teachers supported some required skills for the development of learners. Teachers are very important in the development of children with Autism, although there are some challenges which are the obstacles to the child development, Teachers explained that there is development both small and sometimes better, this seems thought the assessment used. Also the finding show that children with autism are not full included in the mainstream classroom. This cause the ineffective learning through interaction since they don't have opportunity to learn from more capable peers, as suggested in social learning theory as an important support to reach the Zone of proximal development.,

Moreover in this study the participants explain a positive development for the child with autism and teachers assist learners to develop their social skills and interact with others. Although there are many challenges among is lack of skilled knowledge that hinder their practical but also poor teaching and learning environment; These are the cause of delay in development among learners but that is a call for the support among stake holders.

CHAPTER 6

6.0 CONCLUTION AND RECOMMENDATION

This chapter presents the conclusions of the main findings of the study and conclusion based on the discussion and analysis of the data as presented in chapter five .Recommendations and the implication of the this study were also presented.

The purpose of this study was to explore on how teachers aim to influence the development of social interaction to learners with Autism in primary school. In collection of the data there are research question which were discussed to get the required information concerning teaching social interaction for learners with Autism.

- To what extent teachers influence the development of social interaction for learners with Autism

- Which method and techniques used to assist learners with Autism to develop their social interaction

- What are the challenges in teaching learners with Autism in primary school

According to the data collected through the interview and as discussed the Study draw the following conclusions.

6.1 How teachers aim to influence development of social interaction.

The result shows that teachers have great impact and play the very important responsibility in the development of children social interaction. The evaluation and assessment done by teachers by using the evaluation forms shows there is positive development of social interaction from time to time this is due to teachers much effort. All this improvement is because of the support teachers provide to the learner both as directed in the curriculum and personal creativity. This personal motivation and love over the child is very important in supporting children to improve social interaction within the school. The role of the teacher is to act as scaffolding to the students to reach the required level development as both teachers

explained concerning their role. Through this study we found teachers courage and motivation in teaching and supporting the learners to interact within their environment have great influence in the development of social interaction Although the teacher influence much in the interaction process still the children with autism were not full included in the general classroom in both school and this cause the problem in interaction process. This is because the children interact only with teachers and not with other capable peer this causes the delay in their social skill development.

6.1.1 Teaching methods and techniques used to teach learners with Autism to interact social.

There are different methods and techniques in supporting students with autism to develop the social interaction in the classroom and outside. Teachers mentioned different techniques and efforts in supporting the learners to interact with others.Vgotsky theory of social cultural learning is emphasized that the child can develop in the social interaction process supporting interaction for learners with Autism autism is important. The application of different methods according to both teachers is effective in supporting children although practical is different from school to school depending on the nature of environment.

The teachers mentioned the individual curriculum as the key of all the methods used in order to reach the need of every student. But there is difficult in the application if there is big number of student Repetitive methods of learning, and other special programs are mentioned as the key. Also the study revealed that the use of songs play and games in assisting social interaction as very important and applicable in influencing social interaction. The activity should be well prepared by making it short, interesting. The study revealed that teachers understand their roles and working hard to assist learners to develop both cognitive and social although the application of activities and knowledge is still not full practiced.

6.1.2 Challenges for teaching the social interaction.

The study concludes that there are some challenges that hinder the determination of supporting children with Special need. The study revealed that the education for learners with autism is still not full practiced and the students were not included in different social

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interaction activities. Because this education is still in the established stage most of the teachers does not have enough knowledge.

Due to the poverty which leads to low budget in education sector the schools fail to enrolled enough teachers, to buy enough teaching and learning materials but also to create the environment which is supportive to learners with special need.

 Although the teacher and school in general have determined to educate the learners with Autism still the success or the result is low. This is due to different challenges, Teachers aim to influence the develop social interaction is still in individual level and documentation hence practical is still difficult-

6.2 Implication of the study

The research findings will be used to improve and encourage the practices and it will help teachers to evaluate their practice in influencing development of social interaction for learners with Autism.

Furthermore the study will provide the information for further research about social skills for learners with Autism. Also Information to other stake holder and Government about the improvement of   the special need education also Improvement and planning education for children with autism.

6.3 Limitation of the Study

This study has some limitations. The Availability of participants is a challenge since there is only few teachers who teach students with Autism, this lead to the problem of selecting the informant and it makes difficult for purposeful sampling procedure. Also the sample is too small to present the population.

Time limit is another limitation in this study I was planned to use interview and observation method in order to get more information about how students interact with teachers or with

fellow students and how teachers assist learners directly rather than just asking. But due to the time factor I didn't manage to do observation.

Another challenge is the Gate keepers. Following the permission to do the research was not easy it is difficult to meet the responsible people there is a lot of come back tomorrow and bureaucracy. This caused to start the process of collecting data very late.

Economic factor is also the limitation; I have to reduce the cost as much as I can due to small budget of research. The cost of printing, stationaries, internet and transport is expensive since I used everything from my pocket.

Translation of the interview which is recorded in Swahili to English is another limitation, while translating there is a chance or risk to lose the real meaning of the word as used.

6.4 Study Recommendation

The finding gives the following suggestions for the improvement of teaching and learning for the learners with autism to develop the social interaction. Based on the findings and conclusions the stud put forward the following recommendation.

 First the increase of knowledge among the teacher is very important, the government and other stakeholders should prepare seminars, workshop and provide scholarship for further studies. Also support and motivation for teachers to improve teaching, this is by providing good environment of work and good salary.

The school should ensure that there is an interactive environment among teachers and students and students with students. This could be through improving the learning environment and the availability of learning material for students with special needs, also teachers should improve sense of responsibility to improve social interaction.

The school should plan and ensure that teaching and the learning process based on supporting the learners according to their needs or required skills. Also the curriculum and school time table should be prepared in way to insist and give time for social interaction.

Parents, care givers and society should understand the problem of the children and support the learners. Collaboration among teachers and parents should be emphasized more activities which would participate the parents should be emplimented.The parents should be encouraged to bring their children to school.

Government and NGO's should increase the budget of special need education. This will solve the problem of resources, improvement of school buildings and special support for children with Autism like medical care and quality education for the better future. Also to prepare and arrange the early intervention service for learners and families with children with Autism.

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APPENDIX 1: <u>TABLE</u>

Informant Basic Summary

PARTICIPANT	SPECIALIZATION	TEACHERS ROLE	TEACHING AND PROGRAMME	ASSESMENT OR EVALUATION
TEACHER 1	General education teacher attended short course for teaching children with Autism.	Teaching and assisting learners in their personal care (toileting eating)	Individual plan, under prepared syllabus and clear time table -Repetitive teaching, plays songs	-student develop some social skills slowly -greetings, playing and interaction with others.
TEACHER 2	Diploma in special needs education	Teaching, counseling and guiding student with special need.	Prepared teaching syllabus, individual plan for learners with Autism. Use of simple tools and repetition. Play and songs	There is slow changes for the development of social skills -Learners can interacts with peers through plays.

APPENDIX 2: INTERVIEW GUIDE

Dear Respondent,

This is an Masters of Special Need education research study on "Educating student with autism in primary schools." The Interview is seeking your invaluable opinion on this subject. The results of this dissertation could go a long way in providing important information and understanding. appropriate knowledge when dealing with Autistic children.

Please, answer the questions as fully as possible. Your responses will remain totally confidential and at no time be directly attributed back to you.

Thank you.

General information / Demographic and socioeconomic information, e.g.:

- Name of institution
- Year founded
- Job tittle
- Educational level.

1.) How long have you been in this school?

2) When is your school got involved with autistic student?

A) How did you get involved   and for how long have you worked with the student with Autism?

3) What is your main role as special education teacher?

4) How did you personal assess the development of social skills for autistic student?

5) How teachers understand the Autistic children (diagnosis)?

6) Is there any special program for learners with Autism in assisting them develop their social interaction?

7) To what extent does the teacher support the learners with Autism to interact with other students?

7) Which teaching method is used in the classroom to help learners develop their social interaction, and if there is any guidelines which is followed?

A) How do you structure education and behavior reinforcement for these learners?

8) how is inclution for learners with autism in your school?

9) Did you get support from other teachers, parents and or school management? If any what kind of support?

10) What are the challenges that hinder the teaching of social interaction for learners with autism?

Thank you for taking the time and effort to participate and completing this interview. It is greatly appreciated.

In case of any requests, please contact:

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APPENDIX 3: Permission from Norway

Norsk samfunnsvitenskapelig datatjeneste AS
NORWEGIAN SOCIAL SCIENCE DATA SERVICES

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Vår dato: 30.10.2012   Vår ref:31909 / 3 / MSS   Deres dato: Deres ref:

TILBAKEMELDING PÅ MELDING OM BEHANDLING AV PERSONOPPLYSNINGER

Vi viser til melding om behandling av personopplysninger, mottatt 23.10.2012. All nødvendig informasjon om prosjektet forelå i sin helhet 30.10.2012. Meldingen gjelder prosjektet:
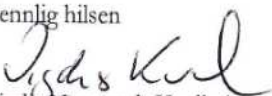
31909	*Teaching Social Interaction for Learner with Autism*
Behandlingsansvarlig	*Universitetet i Oslo, ved institusjonens øverste leder*
Daglig ansvarlig	*Jorunn Buli-Holmberg*
Student	*Janeth Mwakalinga*

Etter gjennomgang av opplysninger gitt i meldeskjemaet og øvrig dokumentasjon, finner vi at prosjektet ikke medfører meldeplikt eller konsesjonsplikt etter personopplysningslovens §§ 31 og 33.

Dersom prosjektopplegget endres i forhold til de opplysninger som ligger til grunn for vår vurdering, skal prosjektet meldes på nytt. Endringsmeldinger gis via et eget skjema, http://www.nsd.uib.no/personvern/forsk_stud/skjema.html.

Vedlagt følger vår begrunnelse for hvorfor prosjektet ikke er meldepliktig.

Vennlig hilsen

Vigdis Namtvedt Kvalheim

Marie Strand Schildmann

Kontaktperson: Marie Strand Schildmann tlf: 55 58 31 52
Vedlegg: Prosjektvurdering
Kopi: Janeth Mwakalinga, Olav M. Troviksvei 66 HO 215, 0864 OSLO

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Personvernombudet for forskning

Prosjektvurdering - Kommentar

Based on the information we have received about the project, the Data Protection Official can not see that the project will entail a processing of personal data by electronic means, or an establishment of a manual personal data filing system containing sensitive personal data. The project will therefore not be subject to notification according to the Personal Data Act.

The Data Protection Official presupposes that when transcribing interviews, or when otherwise transfering data to a computer, one does not register any information that makes it possible to identify individuals, neither directly nor indirectly. All electronic processing of data in the project must be done anonymously. Anonymous information is defined as information that in no way can identify individuals in the data material, neither directly by name or social security number, indirectly through a combination of background information or a list of names referring to a reference number, or through an encryption formula and code.