

Impact of Inclusive Program on a 6-year Old Autistic Child: A Case Study

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Abstract:

This study aimed to investigate the impact of inclusive program on an autistic child at age of six year, studying into Asarwa Gujarati School number-8, Ahmadabad. At the time of admission the child's behavior was not normal, after medical examination, the child was determined to be autistic. Inclusive program was prepared at the school level with the help of special teacher of disable child and according to that program the child was engaged in daily activities. Comparing the child's initial score on the ISAA (Indian Scale for Assessment of Autism) scale and the child's score reassessed by the scale after seven months of activities under the inclusive program, the difference was indicative of an improvement in the child's behavior. Result of the study indicates the improvement had occurred particularly in the social relationship and reciprocity, emotional responsiveness, behavior pattern, sensory aspects, not in speech language and communication, and cognitive component. Activities that have improved the child's behavior from the inclusive program, such activities should be giving more to such children, and research should be done for the behavior that has not improved significantly.

Keywords- Autistic, Inclusive program,

Introduction:

Autism disorder spectrum (ASD) is a complex neurological disorder that affects the functioning of the brain. ASD characterized by impairments in three domains: 1-social interaction, 2-verbal and non verbal communication and 3- repetitive interest or behavior. Autistic disorder is further classified according to its severity to mild, moderate and severe. Children with autism display a restrictive repertoire of activities and interests and often engage in repetitive and stereotypical patterns of behavior. Autistic children have difficulty adapting to new situation and have trouble understanding the feelings of others.

A child named Shreyans who was enrolled in Class-1 in Asarwa Gujarati School No-8, had not normal behavior at the time of admission. After having a necessary discussion with the parents of this child, why the child would be behaving like this? What will be its difficulties? What to measure such difficulty of a child? What to do to teach such children with normal children? This study has been undertaken to address such questions. The main objective was to test the effect of an inclusive education

program on an autistic child. In the present study ISAA scale is used to test the impact of inclusive education program.

Case Description:

A 6 year old boy named Shreyans who is currently studying in class 1. At the time of admission, the behavior of this child was not normal, which was also brought to the attention of his guardian. Based on observation of this child the following behaviors were observed.

- Constant shouting
- Repeats certain sounds
- Does not answer any question,
- Ignore any advice
- Get up from class and walk away anywhere
- Do not stare at anyone
- Going alone to play in the play station in the school grounds
- If he goes up to the slippery, then it does not come down.
- Do not demand for food or even water to drink,
- Sit alone, do not play with any children, and do not call other children,
- Can't hold objects properly,
- Forgets own things,
- He likes to watch cartoons and songs on TV.
- Likes to play in slippery
- Start crying if he is sad
- Starts crying even if the desired thing does not happen

According to the medical checkup, this child was diagnosed with autism. The child's parents and elder brother are completely normal.

Methodology:

In the present study, on the basis of observation of the child (Shreyans) at the time of admission and discussion with the parent, the child was found to be autistic, so that this child was diagnosed as autistic by sending him to the camp for medical test.

Sample:

Shreyans (an autistic child) was six year old and studying in the first standard, who was subject of the case study.

Instrument:

The child was assessed with the ISAA scale (scale was standardized by national trust and free to use) before providing a program designed to bring about the necessary improvement in the child's behavior. The IAA is a five-point standardized scale for measuring autistic children, with a total of 42 statements. A total of 6 components are considered in this scale, which are as follows,

1. Social relation and reciprocity,
2. Emotional responsiveness,
3. Speech language and communication,
4. Behavior patterns,
5. Sensory aspects,
6. Cognitive component.

Necessary information was obtained by assessing the child through this ISAA scale before giving the program to the child and after doing the activities as per the inclusive program for 7 months. This scale is available online, which is used directly.

Inclusive Program:

An inclusive program was created with the help of a special educator to teach the child. Various activities based on this program were planned for 18 hours a week. A relaxation was given to the child regarding the time of coming and going to school, as this child could not attend school full time like other children. The inclusive program included activities that develop language and communication skills, sports skills, music and art skills, emotional development, social skills, life skills, and academic skills.

Language and Communication Skills:

Verbal naming of objects, identifying things, calling other children's names, naming animals seen around, identifying animals and birds from pictures on TV, explaining and calling out how to use things. Showing cartoon pictures, cartoon stories, group acting with song. Understanding the child with symbolic gestures and explaining new things through gestures. For example, this child did not drink water on his own during the day nor did he ask anyone for water, so water was taken from the water bottle in a small bowl and another child was given water and similarly the autistic child was also given water. This was repeated, resulting in the child pointing to the bowl whenever he wanted to drink water.

Sports Activity:

It was planned to play indoor and outdoor games for one hour every day, in which children were taken to the play station to play and identify the toys, count the steps of the stairs, give an understanding of up and down, who is first and who is next, making teams and playing in groups, some reminding where equipment is needed to play the game.

Music and Art Activity:

Doing activities like painting, drawing, and paper work in groups and encourage everyone to do the activity. Autistic child to take interest in such activity, he is allowed to sit with friends he likes. Doing color work in drawn pictures, drawing shapes, and cutting out drawn shapes with scissors, allowing playing of tambourine and kadtal along with abhinaya song. With the help of Smart TV, singing and acting along with songs.

Activities for Emotional Development:

Sitting the autistic child in prayer activities, welcoming him with other children when coming to school, sitting with other children for mead day meal (MDM) and breakfast, conduct sports activities and group activities such that other children accept the autistic child and the autistic child accepts other children.

Data Collection and Analysis:

Data was collected with the help of ISAA based on the observation of Shreyan's (autistic child) behavior at the time of admission and interview of the child's parents. After that, the child was given educational activities under the inclusive program for 7 months. After seven months, data was again

collected using the ISAA scale with the help of the child's parents and class teacher. The information collected is as under in table-1.

Table-1

Domain wise information

Domain	Assesment-1 Result	Assesment-2 Result
Social Relationship and Reciprocity	35	27
Emotional Responsiveness	18	12
Speech Language and Communication	32	30
Behavior Patterns	27	16
Sensory Aspects	22	13
Cognitive Component	14	13
Total	148 *Disability 90%	111 *Disability 70%

*Percentage of disability as per score according to ISAA

Based on the data of Table-1, it can be said that there is a difference (148-111) between the two assessments on each domain, and the value of the difference indicates an improvement in the child's behavior (20% disability decrease). Social Relationship and Reciprocity, Emotional Responsiveness, Behavior Patterns, Sensory Aspects are seen to have improved a lot in this domain, while Speech Language and Communication, Cognitive Component is not seen to be significantly improved in this domain.

Conclusion:

Analyzing the results obtained by IASS, giving the child an inclusive program seems to improve his behavior, which means that the program is effective for autistic children. Considering a total of 6 components, improvements are seen in behavior related to the four components (Social Relationship and Reciprocity, Emotional Responsiveness, Behavior Patterns, Sensory Aspects), while Speech Language and Communication and Cognitive Component is not improved, which supports the previous research results of Ibrahim, Ghazwa, & Leeder (2017). Further researches should be done for the improvement in Speech Language and Communication and Cognitive Component. Activities that have improved the child's behavior from the inclusive program, such activities should be given more to such children.

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