



STUDY ON THE EFFECTIVENESS OF THE TRAINING PROGRAM GIVEN TO TEACHERS WITH SPECIAL REFERENCE TO AUTISM SPECTRUM DISORDER

Sneha Ajith, Department of commerce and management, Amrita School of Arts and Science, Amritapuri campus, Kollam, Kerala, India. Snehaajit.chithira@gmail.com

V R Parameswaran, Department of commerce and management, Amrita School of Arts and Science, Amritapuri campus, Kollam, Kerala, India. vrparameshwar@gmail.com

ABSTRACT

This study is undertaken to understand the effectiveness of the educational program given to teachers with special reference to Autism Spectrum Disorder. For this purpose a questionnaire was developed and evaluated within a pre-post style and picked up data from teachers who were attending CRE training program given by the Government of India for creating the teachers with additional knowledge and to be more efficient in handling the autistic school students. The information was collected from about 150 teachers both their responses before and after attending the training was collected. The mean post score showed a major improvement compared to mean pre score i.e. there is a heap additional improvement to teachers after attending the program. The primary objective of the study is to visualize the effectiveness of the education program.

INTRODUCTION

Autism is known to have repetitive behaviour and communication downside. They are categorized as 'student with learning difficulties'

Because of their specific deficits in social interaction, communication and language, most children with Autism Spectrum Disorders (ASD) need additional support at school. People with ASD have limited ability to adequately receive, process, and respond to social signals which makes it very hard to learn in groups.

It is challenging for schools to be able to provide autism teachers that are competence. A competence autism teacher should be skilful, knowledgeable, and is positive towards autism children. However, many researchers have been reporting the lack of teacher qualities therefore a need for intensified, rapid, and special emphasis on training of teachers is needed for students. Training is simply learning that is provided in order to improve performance on the present job. To ensure success for all students, effective teacher training and support needs to be incorporated

Performance of teachers is partly dependent on their pre-service training and in-service training. In-service teacher training programs are very crucial in order to upgrade teachers' skills, knowledge and performance and also to enable them to be more effective.

This study presents a training program known as "*Continuing Rehabilitation Education*" (CRE) for special education teachers for teaching children with Autism Spectrum Disorders. It is a government initiated program to update the knowledge and skills of professionals so as to provide quality services to people with disabilities. This facet is allotted through workshops, seminars, short-run fresher courses, orientation programs etc. It is a short term program of 2 or 3 days. The main objective of the study is to

- To upgrade the knowledge and skill of in-service and practicing professionals.
- To update professional knowledge of Master trainers working in the field of rehabilitation and special education.

The study focuses on the research questions: What was the effect of the trainings as reported by teachers. The study was evaluated within a Pre-Post design.

RESEARCH METHODOLOGY

The research approach adopted in this study is descriptive and exploratory. The research instrument used for the study was questionnaire which was developed and evaluated within a pre-post design. The data was collected through questionnaire (primary data) and from websites, published journals and textbooks were also consulted for the purpose (secondary data). In this study the sample units were the teachers and sample size was taken as 150.

STATISTICAL ANALYSIS

The mean test scores for both pre-test and post-test were compared using paired t-test for a p-value of <0.05 which was taken to be significant. The statistical package used was SPSS.

DISCUSSIONS AND FINDINGS

Autistic school students display many forms of repetitive or restricted behaviour. To educate them and to raise them as a normal child is quite a difficult task. For this purpose the teachers have to be more skilful and efficient. Effective teacher training program and professional development program is important for student achievement. For this purpose government has taken many incentives for the training of teachers and here in our study we try to find out the effectiveness of such trainings and found out that the such trainings had done a lot improvement on the teachers.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Overall self reported confidence level of participants(post)	4.5133	150	.55244	.04511
	Overall self reported confidence level of participants(pre)	2.9267	150	.92755	.07573
Pair 2	Satisfaction of teachers in teaching Autistic school students(post)	4.6867	150	.46540	.03800
	Satisfaction of teachers in teaching Autistic school students(pre)	3.1067	150	.68685	.05608
Pair 3	Are you able to maintain an acedemic relation with students having ASD(post)	4.9400	150	.26496	.02163
	Are you able to maintain an acedemic relation with students having ASD(pre)	3.2000	150	.80268	.06554
Pair 4	How far do you feel prepared to teach Autistic school students(post)	4.8267	150	.48807	.03985
	How far do you feel prepared to teach Autistic school students(pre)	3.3267	150	.86309	.07047
Pair 5	Patience Scale(post)	3.8333	150	.83880	.06849
	Patience Scale(pre)	1.9000	150	.69272	.05656
Pair 6	Job suitability(post)	4.7000	150	.55260	.04512
	Job suitability(pre)	3.4333	150	.76340	.06233
Pair 7	Stress level(post)	1.5533	150	.75562	.06170
	Stress level(pre)	4.2933	150	.93799	.07659



Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Overall self reported confidence level of participants(post) - Overall self reported confidence level of participants(pre)	1.58667	.97062	.07925	1.43007	1.74327	20.021	149	.000
Pair 2	Satisfaction of teachers in teaching Autistic school students(post) - Satisfaction of teachers in teaching Autistic school students(pre)	1.58000	.65814	.05374	1.47381	1.68619	29.402	149	.000
Pair 3	Are you able to maintain an acedemic relation with students having ASD(post) - Are you able to maintain an acedemic relation with students having ASD(pre)	1.74000	.70881	.05787	1.62564	1.85436	30.065	149	.000
Pair 4	How far do you feel prepared to teach Autistic school students(post) - How far do you feel prepared to teach Autistic school students(pre)	1.50000	.64246	.05246	1.39635	1.60365	28.595	149	.000
Pair 5	Patience Scale(post) - Patience Scale(pre)	1.93333	1.15082	.09396	1.74766	2.11901	20.575	149	.000
Pair 6	Job suitability(post) - Job suitability(pre)	1.26667	.86441	.07058	1.12720	1.40613	17.947	149	.000
Pair 7	Stress level(post) - Stress level(pre)	-2.74000	1.15526	.09433	-2.92639	-2.55361	-29.048	149	.000

From the above we can observe that there is only a very small probability of this result occurring by chance, since the p value is 0.000 in every cases.

Therefore the null hypothesis is rejected and alternative hypothesis is accepted since $p < 0.05$

And also from the above analysis it is found that that there is a difference in the confidence level of the teachers after attending the training also they have gained more satisfaction than before in teaching ASD students than before attending the training. We can also say that from the analysis that the teachers are able to build an academic relation

with the help of training and now they are far more prepared to teach autistic students than before attending the training. And coming to the base we know that teaching is not an easy task especially for special educators for them they have to be more patient in dealing with the student, after the training they teachers reported that they become more patient and their stress have been reduced to a great extend and therefore they themselves started thinking that they now became more suitable for their respective profession.

CONCLUSION

The main induction behind this study was to know the effectiveness of the training program given to the teachers in teaching autistic school students. The study was conducted within a pre-post model. For this purpose we used paired t-test analysis. The training included information about the nature, causes, assessment of autistic school students.

There is a strong evidence that we found from the study was that there is a big differences in their confidence level, stress level, patience level after the completion of the training and are able to understand and handle the autistic children more effectively and efficiently than before.

It is clearly found from the study that after the training they themselves strongly believe that they are capable of teaching autistic school students.

Therefore from the study we can conclude that the training was effective and has brought a lot of changes to the teachers in many aspects

REFERENCES

- *Christine K. Syriopoulou-Delli (2012) Teachers' Perceptions Regarding the Management of Children with Autism Spectrum Disorders.*
- *Paul Probst & Tobias Leppert(2008)Outcomes of a Teacher Training Program for Autism Spectrum Disorders*
- *Michael J. Morrier, Kristen L. Hess, L. Juane Heflin(2010)Teacher Training for Implementation of Teaching Strategies for Students With Autism Spectrum Disorders*
- *Kristen Robertson(2003)General Education Teachers' Relationships with Included Students with Autism*
- *Lynn Boyer,Christine Lee(2001)Converting Challenge to Success: Supporting a New Teacher of Students with Autism*
- *Suzanne Elaine Robinson(2011)Teaching Paraprofessionals of Students With Autism to Implement Pivotal Response Treatment in Inclusive School Settings Using a Brief Video Feedback Training Package*
- *Allison L Wainer, Brooke R Ingersoll(2011)The use of innovative computer technology for teaching social communication to individuals with autism spectrum disorders*
- *Jennifer M. Cassady(2011)Teachers' Attitudes Toward the Inclusion of Students with Autism and Emotional Behavioral Disorder*
- *Tina R Goldsmith,Linda A. Leblanc, Rachael A.Sautter(2007) Teaching intraverbal behavior to children with autism*
- *Carolyn S. Ryan, Nancy S. Hemmes (2005)Post-training Discrete-Trial Teaching Performance by Instructors of Young Children with Autism in Early Intensive Behavioral Intervention*