

**The amalgamation of Children with Autistic Spectrum Disorders (ASD) into mainstream  
primary school, from the Educator's viewpoint.**

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**Abstract**

The inquiry of this study examined whether a child with ASD would require primarily, structured integration into mainstream school according to each child's specific needs, in order to acquire a flourishing placement henceforth. Six participants were utilized for this study, chosen from three areas; mainstream schools, specialized schools and from home tuition. Research employed a qualitative approach; interviews, this method invited participants to give a personal principle and/or opinion. Data was collected on a voice recorder and analyzed through Nvivo software. Information acquired four major areas; school and service users, difficulties, approach to integration and increasing integration. The results denoted the imperative awareness of Autism as a spectrum disorder and agreed on the vital role of a structured integration.

## **CHAPTER ONE    INTRODUCTION**

### **1.1 Introduction to the literature on Autistic Spectrum disorders**

ASD is a neuro-developmental disorder, which for every 166 children, international statistics state that one child has this disorder, and subsequently in relation to Ireland, it affects approximately 5000 young children today.

Ireland's current economy has emphasized the plight of securing a suitable placement for children with ASD. The cut-backs recently for example, in education have resulted in fewer appointments for special needs assistants; as a result the nation has shown appropriate outrage and concern that this will have a significant impact on children with special needs, in this case ASD. Disability agency 'Inclusion Ireland' emphasized this plight in their submission to the Irish government in 2010, Inclusion Ireland implored for no further budget cuts to be implemented in the area of disability. According to Inclusion Ireland, 80% of the budget granted in this area is allocated to staff costs therefore the trepidation of cuts to services to individuals with a disability is impossible to comprehend and importantly justify (Inclusion Ireland, 2012).

This research project aims to gain an insight into the role of teachers and special needs assistants working with children diagnosed with an Autistic Spectrum Disorder. This project will endeavour to bring to light the undertaking of these professional bodies to assist children with ASD to amalgamate into mainstream school. The participants employed in this study will be chosen from three areas of education; mainstream schools, specialized schools and home tuition tutors. This will assist to obtain an extensive representation of the perspective and circumstance of all children along the Autistic Spectrum.

The participants in this study are individuals whom play a vital role these young children's lives. Alongside the child's caregiver, these individuals seek to foster and develop each child by teaching them techniques to manage their challenges and expand on their strengths. This study will evaluate the experiences of these professionals, furthermore through emphasizing the undertaking and needs of these positions we can then comprehend the role of their imperative job of integrating an ASD child into mainstream primary school.



## CHAPTER TWO      LITERATURE REVIEW

### **2.1 History of Autism**

Swiss psychiatrist Eugene Bleuer (1911) was the first researcher to communicate the term of autism, derived from the greek word '*autos*' meaning self (as cited in Feinstein, 2010). Though his studies were pertaining to adults, Bleuer established the behavioral foundations of autism unbeknownst to himself as his philosophy correlated these autistic behaviors to schizophrenia. Researchers subsequent to Bleuer for example, Leo Kanner (1943) and Hans Asperger (1944) adhered to the same viewpoint as Bleuer, autism was situated in schizophrenia. However their research studies described by Feinstein made them 'pioneers' in determining key factors of autism. Although controversial in some publications in the case in point of 'refrigerator parents', Kanner detected an acute disadvantage for individuals in areas of communication, social actions and defiance when change occurs. Additionally his studies highlighted the presence of behaviors such as repetition and non-verbal communication; all of which Feinstein states Kanner believed were present at birth or from an early age 'early infantile autism' (Feinstein, 2010).

Conversely Hans Asperger according to Feinstein believed 'autistic psychopathology' not to be present at birth instead Asperger's research established indicators after the age of 3 years old. Asperger's findings from his participants also displayed similar disabilities in areas such as social interaction and communication, however Hans results differed to Kanner as the individuals displayed proficient though sometimes inappropriate language skills and possessed

the ability to be creative with their thought. Individuals were also noted to acquiring skilled abilities in certain although somewhat usual subjects and furthermore abilities to learn off details in a rote manner, this syndrome is the now coined 'Asperger Syndrome' (Feinstein, 2010).

In the years ensuing, continuation of the verity that autism derived from a psychological basis was widely believed and it was not until the 1970s that this changed. A revolutionary study by Dr. Susan Folstein in 1977 rooted the origin of autism in an individual's genetic material (as cited in Le Blanc & Volkers, 2008) and this new evidence brought about the reality that autism was in fact a biological disorder.

Another important and groundbreaking period occurred in 1979 when a Wing and Gould study uncovered the notion of autism as a spectrum disorder (as cited in Morton 2004). Wing and Gould developed on Kanner and Asperger's theories and stated that individuals varied in their abilities, these principles became known as the 'triad of impairments'. Wing and Gould's triad of impairments as outlined by Morton is broken up into three categories:

- *Impairment in Socialization*- impaired social development, ranging from detached to irregular behaviour.

- *Impairment in communication*- impaired language skills, spanning from non-verbal communication to inadequate communication.

- *Impairment in imagination*- impaired in thought and creativity, varying from ritualistic mannerisms to nonappearance of imagination (Morton, 2004).

These triads of impairments were a radical breakthrough as each individual could now be

assessed independently and detections regarding their variant abilities could be measured on the scale of the spectrum. As a result individuals retaining a learning disability without a previous diagnosis of autism were now categorized onto the autistic spectrum, leading the way for the American Psychiatric Association (DMS-III, 1980) to adopt Autistic Spectrum disorders onto the pervasive development disorder structure (Morton, 2004). Wing and Gould's (1979) evolutionary theories were momentous as they stimulated the association of autism from psychiatric theme to that of a developmental premise.

## **2.2 What is Autism?**

Understanding and learning from history autism can be described in accurate broad terms though we must continually bear in mind that individuals vary greatly in their groupings as characteristics are displayed diversely (IAA, 2010). For instance, Temple Grandin and Donna Williams are published authors, both of whom are autistics describe what autism is to them in quite different terms. Temple Grandin was quoted in *The New Yorker* Newspaper (as cited in Grandin, 2006) stating "If I could snap my fingers and be non-autistic, I would not. Autism is part of who I am" whereas Donna Williams maintains "Autism is not me. Autism is just an information processing problem that controls who I am" (as cited in Grandin, 2006). Grandin uses these examples to illustrate the diversity of individuals on the autistic spectrum.

Autism is a neuro-developmental disorder that affects and confines individuals in their actions and behaviours within the triad of impairments outlined above; furthermore a fourth category is now present, sensory impairment (IAA, 2010).

In the case of sensory impairment, visual indicators are systematically linked with ASD and often employed to support in the monitoring and diagnosis of ASD (Coulter, 2009). Coulter uses for instance symptoms of poor eye contact and lateral vision as prime examples.

Taking into account the broad range of individuals with ASD, it is essential that the diagnosis is accurate and particularized to the individual involved. Advances in the DSM III model to the now DSM IV and the ICD-10 (World Health Organisation, 1992 as cited in Morton, 2004) are both instruments of measurement in diagnosing, in order to acquire the specific identification on the scale of the ASD spectrum. Developmental delays and/or 'odd' behaviour will initially prompt guardians to seek professional medical advice usually before the age of 3, though it is important to point out that a number of ASD disorders such as Asperger Syndrome may not have displayed behavioural and/or developmental impediment prior to aged 3.

The triad of impairments is used by a team of professionals to investigate the degree of ASD. This multidisciplinary panel can include a psychologist, a neurologist, a psychiatrist and a speech therapist. The Team use a series of tests to measure the individual's ability and additionally an imperative insight from the guardian's perspective into the individual's development history is narrated (Rodriguez, 2011). From these findings a diagnosis is made along the Autistic Spectrum which will then advocate for a suitable treatment to be implemented.

## 2.3 Education

Children with ASD require interventions tailored to suit their personal needs. These interventions range from speech and occupation therapy to specialist behavioural and educational curriculum such as Applied Behavioural Analysis and TEACCH. Furthermore the setting of these interventions also differs depending on the child's ability, suitability and availability of placements.

Article 42.4 of the Irish Constitution states that

*The State shall provide for free primary education and shall endeavour to supplement and give reasonable aid to private and corporate educational initiative, and, when the public good requires it, provide other educational facilities or institutions with due regard, however, for the rights of parents, especially in the matter of religious and moral formation.*

The Department of Education and Science in Ireland dispense educational provisions in three areas for children with ASD (Autism Support Ireland, 2009; National Council for Special Education, 2011);

-*Mainstream school*, placement in a national primary school and following the evaluation of the child's specific needs there may be a possibility of obtaining a Special Needs Assistant (SNA), (although with recent budget cuts in education, the availability of securing one has significantly

reduced and also the probability of attaining additional learning support through resource teachers.

*-ASD unit in a National Primary School* is a placement with a small student/teacher ratio, on average 6:1. The accessibility of SNA support in these placements is assured as placements are specifically designed for children with ASD.

*-A Special Needs School* placement is independent to that of a National Primary School and is specifically designed to accommodate children with a range of disabilities. With a limited number purposely assigned to children with ASD exclusively.

For children availing of one of these above placements inclusion is fundamental. Inclusion describes the addition of an individual into a group setting. These groups comprise of teachers, SNA's, resource teachers and so on. Additionally inclusion involves the placement of children amongst their peers.

The Education for Persons with Special Education Needs Act (Section 2, 2004) states all children with special needs will be permitted provision for school placements, alongside their peers in a mainstream school environment. In addition this act importantly stipulates that certain conditions must be adhered to, in order for such placements to be carried out. These requirements state that there may be no conflicting and/or negative effects concerning the child and equally there will be no damaging consequences endured by fellow students arising from this placement.

Consequently this is one factor affecting a number of parents and ultimately the decision to choose the path of home tuition is increasingly becoming the only option.

For some ASD Home Tuition is used as a provisional method in anticipation of a suitable school placement. Though conversely for others a placement in a school might not be an option for the foreseeable future as their diagnosis on the spectrum is classified as severe, therefore a placement would cause commotion and interruption for all concerned.

Home Tuition is a grant funded through the Department of Education and Skills which assists parents to fund a professional teacher to educate the child at home. For children with ASD the state acknowledges the importance of early intervention and providing the child has a written diagnosis based on the DSM IV or ICD 10 model, children over 2 ½ yrs can avail of a minimum of 10 hours a week funding allowance (Special Education Section, 2011).

Statistics in Ireland are deficient in regards to the prevalence of children with ASD. Recent studies by Baird (2000) and Chakrabarti & Fombonne (2001) found a prevalence rate of 57.9 and 62.6 respectively in a range of 10,000 children, all less than 7 years old (as cited in MRC, 2001). These studies have subsequently directed international statistics to relay a prevalence average of 60 children in every 10,000.

The National Intellectual Disability Database (NIDD) in Ireland is a voluntary database register, designed to assist individuals with intellectual disabilities and their families. By enlisting, the Department of health endeavor to evaluate requirements for specialist facilities and support.

Although data collected is unable to specify the diagnosis and figures exclusively for ASD, the NIDD provides a valuable role in alleviating current and future needs and furthermore research, which will in turn assist individuals with ASD (NIDD, 2010).

## **2.4 Discussion**

Research studies regarding the home tuition of children with ASD have yielded incomplete answers while there are no studies specifically regarding the experiences of home tuition (Lighthall & Schetter, 2009; Kaczmarek, 2010). The impact of a parent's contribution regarding the teaching and management of a child with ASD is imperative (Lighthall & Schetter).

From their research Lighthall and Schetter (2009) found that many parents experienced dissatisfaction in securing adequate provision for their child with ASD from the public schools they approached and in turn felt that home schooling was their only alternative solution (p.93).

An Australian study by Kaczmarek in 2010 investigated the viewpoints of parents home educating their children whom have a diagnosis of ASD. Kaczmarek (2010) explored home education through a qualitative study; this study investigated the impact on parents and children with ASD whom have chosen this selection of education. Kaczmarek research authenticated Lighthall and Schetter's (2009) assertion that parent's experienced insufficient support and unease regarding one on one provision ( Lynch & Irvine, 2009; Starr, Foy, & Cramer, 2001 as cited in Kaczmarek, 2010). Furthermore Kaczmarek research asserted the difficulty in the management of children with ASD in a mainstream school situation due to exigent and difficult



behaviours (Barnard, Prior, & Potter, 2000; Down & Paine, 1998; Leach & Duffy, 2009 as cited in Kaczmarek, 2010).

Literature has disclosed that home schooling has had positive outcomes, children educated at home have surpassed their counterparts in regards to education level (Medlin, 2000; Ray, 1997; Thomas, 1998 as cited in Kaczmarek) and furthermore emotional and social aspects are on par to their peers (Barratt-Peapock, 1997; Taylor, 1986; Thomas, 1998). Conversely Kaczmarek's findings established no specific study relating to home schooling children with ASD to date. Kaczmarek emphasizes the importance of such a study, information gathered according to Kaczmarek will "...complement the perspectives obtained from psychological and educational literature..." (2010).

Kaczmarek's participants comprised of ten mothers, eight of which have children diagnosed with Autism and the remaining two mothers have children with Asperger's Syndrome. Qualitative research was chosen by Kaczmarek to elucidate the experiences of these parents. The ages of the participant's children scaled from 8yrs to 14yrs old (Kaczmarek, Participants section, 2010)

Kaczmarek chose semi-structured interviews as the method for data collection and three pre-prepared questions formulated the baseline to induce knowledge into the lives of home tuition. Furthermore by using just three questions, Kaczmarek intentionally permitted the interview to be adaptable, therefore allowing a broader scope of information to develop. (Kaczmarek, Data Collection section, 2010).

In the thematic analysis of Kaczmarek's (2010) study yielded three main themes;

- *'school Experience'*; all participant's reaffirmed academic literature results pertaining to previous mainschool placement ascribing to the motive for choosing home tuition subsequently for their child. For instance eight of the parents interviewed described the complexities in cognitive aptitude for children in ASD and the rejection from schools to adjust the curriculum for their children.

- *'coming home'*; the event of 'coming home' is described by the parents as typically positive experience. Enhancements in areas of a variable approach were prominent through parents responses, for instance if a child becomes upset or frustrated, the option of taking time out is accessible. Participant's reported improved levels of general well being when home schooled, with one parent in particular recounting how earlier issues of self-harm has entirely vanished for her son since leaving school.

- *'mother's experience as an educator'*; Kaczmarek's findings correlated to previous studies, in respect of the intricacy required in balancing educator and home maker roles. The complexity of home schooling one's own child and maintaining an equilibrium to the additional roles as mother and home maker is difficult enough however as one parent described, the additional factor of the child's disability is a dense undertaking.

Supplementary experiences depicted by the participants were the lack of provisions pertaining to support groups. Support in areas of educational, community and financial were all mentioned as areas defective of support when home schooling a child with ASD. (Kaczmarek, Findings and

interpretations section, 2010).

An imperative factor in conclusion correlated to home tuition is the reaction to freedom to choose the educational path for their child. Kaczmarek's study authenticated claims in preceding academic research, connecting the parents elected decision to home school to an affirmative perspective rather than the contradictory outcome if it is felt that home schooling is 'forced' upon (Mc Dowell, 2000 as cited in Kaczmarek, 2010).

International Educational Policy states that children with special educational needs (SEN) are at liberty to acquire entry to conventional mainstream schools and in turn these schools must adapt to the needs and requirements of the child with SEN (UNESCO, 1994).

Figures released by the NCSE in 2008 show a steady increase in children with ASD enrolled in mainstream primary schools, from 1,327 in 2006/7 to 1,904 in 2008/9. Children educated in mainstream schools may have the aid of special needs assistants and learning support teacher. However as ASD is categorized as a 'low incidence disability' by the department of health in 2005 (as cited in Autism Report, 2009) funding for these positions is monitored and endorsed cautiously.

According to statistics from the NCSE for 2010 the number of children in mainstream primary schools allocated SNA support is 2369 (NCSE Statistics on Resource Allocations, Table 2,

2010). In conjunction with this report, NCSE published a separate report into the SNA allotment of hours, this total is 6028.45 (NCSE County Breakdown Section, 2010). These records distribute an overall mean average of 2.54hrs of SNA support weekly and 22.36hrs Resource teaching hours to children classified under Autism/ ASD category.

Early studies regarding full inclusion state that the mainstream classroom is the child's center of learning and is "*not a placement to be earned*" (Mesibov and Shea, 1996).

Nevertheless it is stated by Mesibov and Shea that full inclusion can ultimately restrict individuals with ASD. In their article perhaps outdated currently, statements relating to the negative effects of full inclusion are extensive. Full Inclusion is assumed to impede educational options, hinder the scale of support and eventually influence policy change as a placement of full inclusion dejects focused method.

Full inclusion within a mainstream classroom is the conception that students with ASD will be alongside their fellow peers in the same base and with suitable supports in place.

Rita Jordan, Professor in Autism studies in the U.K. and advocate for full inclusion for children with ASD, believes this to be the rational way forward in terms of education.

Jordan disagrees with the process of integration, in terms of simplifying the curriculum to assist learning. For children with ASD this is not suitable method according to Jordan, the accurate method requires children with ASD to learn through understanding the aims and purpose of actions and techniques (Jordan, 2008).

Conversely in other research the conception is that of children with autism being the most challenging students to place in a mainstream school (Trunbull *et al.* 2002; Waterhouse, 2000 as cited in Westwood, 2003). Westwood further states that schooling children with ASD has less significant benefits in the prolonged term compared to accounted development in shorter terms (Westwood, pg 31, 2003).

Additional research has illustrated problematical issues concerning children with ASD in a mainstream setting on emotional and social levels. Emam and Farrell (2009) studied friction felt by teachers in the mainstream school setting. This qualitative study involved an intricate multiple case study approach, firstly by examining the depiction of each ASD student through semi-structured interviews with their teachers, SNAs and so on, secondly a series of non-participant observations. Emam and Farrell research involved 17 pupils between the ages of 7 to 16yrs old.

In the analysis of Emam and Farrell (2009) study generated a complex of themes;

- *'tension in teacher-student relationships'*, one aspect of these tensions are experienced by teachers due to a supposed powerlessness to assist the child with ASD while simultaneously sustaining their responsibility to other children in the classroom.

- *'difficulties in social & emotional understanding'*, Further tensions are experienced by the teacher in relation to the student with ASD is relating to the demonstrations of their diagnosis. The consequence of a reduced incapability to interpret social awareness creates a 'distance' as Emam and Farrell (2009) illustrate from their findings. The students sense of understanding of certain jokes for example made in class is absent as well as students own perception of their

words or actions towards others.

- *'discourse of frustration'*, is also coupled with the nature of ASD as discussed above the emotional and social constraints. The teacher may feel frustration as the child may not have understood the instruction first time around and the teacher will have to repeat the instruction again. This can be due to restraints a child with ASD has in regards to the interpretation of metaphorical language, literal meanings, body language and tone of voice.

A further theme in conclusion of Emam and Farrell (2009) research study was the value of support gained from SNAs and Resource teachers. These support services present an invaluable role to the teachers and in turn assist with easing aspects of tension for all involved.

In an article by a special education inclusion teacher, a child with ASD in a mainstream school is described as affording "*...teacher's gifts and responsibilities like all students...*" (Friedlander, 2008). Preparation is vital to a successful full inclusion; teachers should have plans and be equipped with knowledge of ASD. Structures in place to assist the specific needs of the child with ASD should be readily implemented, such as approaches to deal with behavioral issues, consciousness to sensory/audio problems and communication is imperative between teacher/child and teacher/parent (Friedlander, 2008).

According to statistics specialized schools in Ireland accounted for 45 schools, 11 ABA specific schools and a further 106 settings for special classrooms in mainstream schools, the

second of which increased from 23 in 2001 (NCSE, 2009). Parents in Ireland, subject to placement availability and accessibility are free to decide the placement which best suits their child's needs.

Depending on the diagnosis on the scale of ASD, some children may benefit from an intense one-on-one approach such as an ABA run school. For some the diagnosis may be severe and placement in a mainstream or special educational classroom may not be suitable. The placement of a child with ASD is related to factors of suitability, appropriateness and sometimes choice. Placement for a child in a special educational class in a mainstream school is statically increasing.

## **CHAPTER THREE    METHODOLOGY**

### **3.1 Introduction**

‘Is structured integration a prerequisite for a successful inclusion for children with Autism?’

This research question poses the inquiry to the experienced participants, whether a child with an Autistic Spectrum Disorder would require initially, a controlled placement into mainstream school, in order to have an auspicious placement imminently.

### **3.2 Research Approach**

The design of this research project is that of a qualitative approach, chosen in accordance to the subject matter. A qualitative approach allows a subjective methodology to the findings that would not have been available using a quantitative design given the chosen subject matter. Qualitative permits the subject matter to be studied in its natural environment (Abusabha & Woelfel 2003) and allow an insight into the personal feelings; it will furnish the participant with the opportunity to give for example, a personal principle and/or opinion. According to Flick (2006) qualitative research is described as having definite significance in the learning of associations shared within the community. Flick (2006) states that quantitative research on the other hand, investigates the occurrence and circulation of, a “social phenomena” chiefly through “standardized surveys” (p. 13).

The selection of a predetermined set of individuals chosen in order to acquire the exact information necessary focuses on the method of a qualitative approach further (Patton, 1990, as cited in Pitney and Parker, 2009). In addition qualitative research is described by Pitney and Parker (2009, p. 42) as being an “emergent” method. These factors of qualitative research are



both exhibited in this specific study, for illustration in order to obtain an insight into the potential successful placement of a child with ASD into mainstream primary school, a fundamental aspect is secure the expertise of those on the fore front. Furthermore in the case of qualitative developing new targets of thinking and directions, in this study this occurred through the proposal stage. Initially participants positioned in schools were chosen however to establish a broader objective information assembly, the idea cultivated to interview teachers/tutors from home-schooling environments.

A quantitative approach would be ineffectual in collecting the data needed, as the absence of studies exclusively responding to the question asked would result in a hypothesis dissimilar from the original merit of the study.

Findings in the case of this subject matter using quantitative would be limited as the research question chosen requires for the participants to feel unperturbed allocating room for openness in responding to the questions. Yin (2009) asserted that the use of ‘*how?*’ questions are enhanced greatly in the utilization of a qualitative research method (as cited in Mazur, 2011) and in the case of this research project this was precisely why the method of qualitative was chosen.

### **3.3 Research Design**

Additionally by identifying the participants and topic employed, the approach of this research is that of a case study format, focusing in on one specific area, professionals working with children with ASD. This format is known as ‘*criterion sampling*’ as the participants were selected in view of the fact that they obtain certain experience to enhance the

data collected.

### **3.4 Participants**

The participants involved in this research project are currently employed in primary school positions and their positions rank in roles of teachers and special needs assistants.

The participants comprise of six individuals, two from a mainstream school setting, two from a specialized setting and two home tuition tutors.

The participants were contacted through mutual acquaintances and have agreed in writing their consent in good time prior to the interviews. The interviews were conducted at an appropriate time and venue for each participant. They lasted approximately 40 minutes.

### **3.5 Data Collection**

In agreement to a qualitative design approach, the data was collected in an interview format. Participants took part in semi-structured interviews, this interview form allowed movement from the prepared questions therefore allocating and encouraging the participant should they care to, to expand on issues of particular interest to them through their own personal experience.

Questions were planned ahead of time and structured however not strictly adhered to any particular arrangement, in order to gain the information needed and in turn allow the participant to feel at ease. A voice recorder was used, which was sequentially transcribed.

### **3.6 Ethical Consideration**

It is also vital to make known that this research project abided by the code of ethics to uphold the reputation and principles of all the participants involved, this is especially imperative in the case of a qualitative study.

The initial ethical issue is to present full disclosure to participants prior to obtaining their consent. The potential participants received written request informing them of the topic and research method, the letter also explained that the content of this interview can be published however reassured the participants of the assurance of anonymity, these individuals were then free to decide whether they will take part or not.

Further ethical concerns were to maintain fairness and balance when analyzing the data collected. For example, some participants had have adverse opinions and/or methods when answering the same questions as other participants had previously, it is vital to have an unbiased approach when analyzing.

### **3.7 Data Analysis**

In analysing the transcribed data the method chosen was that of thematic coding through NVIVO software. NVIVO allowed the uploaded interviews to be thoroughly analyzed individually (QSR International Nvivo 9).

Thematic analysis was chosen to assist in exploring and dissecting the data in accordance to the research question. Through NVIVO the individual transcribed data was then studied repeatedly and codes relating to particular matters began to formulate and in turn join together

with data of a similar nature. In using thematic analysis, the coding system progressively merged parallel codes to create themes advancing the final stages of analysis.

### **3.8 Conclusion**

In conclusion the choice of selecting a qualitative method for this research project applicable allowed the examination of a new ground to be investigated. The justification in regards to the subject matter and information needed stipulates for a qualitative approach. The solitary disadvantage of choosing qualitative is the restriction of collecting data from a definite group, however this shortcoming is quickly eliminated as the outcome of the correlation of the research question and the method applied unearthed supplementary areas associated with the original topic in the analysis stage and research topic in itself may warrant an auxiliary study. Additionally subsequent to the analysis stage, employing a qualitative study initially advances the potential to discover data which in turn can be rolled out and studied on a quantitative level. This achievable slant allows for the findings from the qualitative method to formulate a quantitative hypothesis and sequentially attain the data extensively.

## **CHAPTER 4      FINDINGS**

### **4.1 Introduction**

The aim of this study was to delve into the area of integration for children with Autistic Spectrum Disorders (ASD) into mainstream primary school. In exploring this area of education for children with disabilities, this study intended to discover the expertise from the educator's perspective.

Children with ASD require a rigid foundation in order to augment strengths and assist with difficulties with the optimism of creating opportunities for expanding their provisions in day to day life. These provisions affect not only the individual themselves; it impinges on the parents' and siblings, the greater family unit, the child's peers' and to an extent the community. Comprehending the scale of management of a child with ASD assists in understanding the role of the educators, as alongside the child's family, the educator is a principal part of the child's life.

This study comprised of six individuals in total, these individuals were chosen from their position in the education role of children with ASD. This research comprised of one on one interviews with the participants, two participants from three separate areas of education, home schooling, specialized education and mainstream.

The questions were originated around a total of ten questions, however in certain interviews a question was added and/alterd to accommodate and encourage a related reply due to their educational environment. The questions are prearranged to obtain information and formulated four major areas;

school environment and the service users, difficulties within the environment, opinions and approach on integration and lastly aspirations for enhancing integration.

## **4.2 Schooling and the service users**

Questions relating to the current school environment allowed for the research to gain an insight into the set-up of the schooling, program's in use and furthermore the position of the child of ASD within.

### **4.2.1 Set-up and program in use**

In the area of home tuition, typically the tuition is done in the child's home, on a one-to-one basis. This one-on-one allocation is also the case in a specialized school for autism, here there is one classroom teacher with five/six students and each child has their own individual Special needs assistant. Whereas in the third environment of a mainstream school, the autism unit a similar student ratio however there are just two SNA's. For four out of the six participants' they would use a varied approach to the educational program, incorporating aspects depending on the child's needs such as PECS, TEACCH and ABA. Participant one from specialized school stated,

*'Originally we were an ABA pilot project and we have now transitioned to become a special school in the department of education, but our ethos still relies on evidence based practice'*

For the remaining two participants' in the mainstream school, their approach defers, the mainstream teacher (participant two) follows the primary school curriculum and the second

Participant (participant one) based in the autism unit uses a verbal behavior analysis program.

#### **4.2.2 Service Users**

The children within these placements are all diagnosed with autism and all participants' highlighted the importance of acknowledging that for many children there further issues such as ADHD and Dyslexia. Incorporating educational plans to each child and their individual needs is of upmost significance, participant one from the autism unit explains,

*'I would always tell any teachers that come in, that because we are teachers we tend to forget that the children actually have a diagnosis of autism for a reason. We tend to teach instead of treat the autism and what I say even if a child has a learning disability with the autism; don't look at the learning disability because there are a lot of children in a class with a learning disability'*

Situations arising in the school environment depicted by participant two from the specialized is a possible combination of a multitude of difficulties and may not be the ASD entirely.

The age of students for four participants range from 4yrs to 14yrs old and in the specialized school environmental they would have students up to 18yrs old.

#### **4.3 Difficulties within the environment**

The impairments of ASD are evidently present according to the participants. These impairments are visible in areas of communication, sensory issues, behavioural problems and social skills. Each of these difficulties can have a knock on affect on another, for instance, for children with autism the communication aspect can lead to frustration and behavioural problems, as participant one from the specialized school described it,

*‘if a child has a difficulty figuring out what they need and what they want and then communicating that to somebody else, it inevitably leads to frustration and other problem behaviours that may emerge’*

Sensory issues are a major factor for a number of children; behaviours like ‘stimming’ and ‘rocking’ are present for all participants. These sensory issues can lead to problems in social situations such as the playground; participant one from the autism unit illustrated an example of spatial awareness,

*‘So children running past them, the child might think they are running for them, because they don’t realise where anyone is in space’.*

All participants are in concurrence in emphasizing the divergence amongst the spectrum of ASD. Difficulties within the impairments of autism fluctuate according to the individual child, participant one from the specialized school used the example of how some children with ASD may have employed certain self-injury behaviours and/or external violent behaviours as the only way of they knew to express their needs previously.

Change can create exertion and upset to a child with ASD, all participants described the focal aspect of timetabling and routine, in order to assist the educational program. Participant two from the home schooling environment expressed safety as an impediment; the behaviours displayed by the child have instigated a safety concern for the educator themselves.

#### **4.4 Opinions and approach on integration**

The six participant’s interviewed were in unison regarding the varying abilities of each



child associated with the readiness of integration into a mainstream school setting. From the specialized school participant one communicated a detailed inventory when recognizing an inclination for integration,

*‘To be able to precipitate in a small group, in terms of toleration in turn taking, sitting at a desk for a prolonged period of time, at least 10-15 minutes.*

*Being able to follow classroom rules, basic things like being able to line up together in a line without any problem behaviour.*

*To be able to transition across the school without sufficient problems.*

*Being able to follow instructions reliably, being able to follow made up of more than one part pretty reliably also.*

*Somebody who shows interest with their peers, has the ability to interact with peers or wants to and needs to develop those abilities.*

*You would not necessarily focus on the academic side of things. For someone who can keep up academically with their peers that is all well and good, but for some children that may benefit from integration into mainstream but may not be on the same level academically so we should not let that hold them back’*

According to five participants there have been occasions where an integration approach had to be re-examined, either through a re-structured or deferred tactic. The sixth, participant one from the home schooling environment is apprehensive concerning mainstreaming a child with ASD and believes it is unfair ‘... *that it’s an optimism option for them to go into mainstream*’, the opinion stems from a hesitant conviction in the capability of the mainstream schools ‘*I don’t think at the moment the schools are suitable for the children or even ASD units*’.

The importance of a structured integration was accepted by all participants, incorporating a calculated ductile approach to this new setting for the child. All state that a child should be

introduced to integration through a slow and patient approach; opportunities to assist this initial progress are suggested through short time frames and through more ‘*enjoyable*’ activities such as P.E, Art and so on.

Furthermore, all participants agreed on the crucial position that the integrating school holds in order to facilitate a welcoming environment with the child. The essential precedence for the educators in the new school receiving the child with ASD is an informed knowledge of the condition, the full spectrum and impairments. The importance of teacher-parent communication is emphasized in the integration progress by all participants, participant one from the autism unit states,

*‘It’s a team effort, the teacher can’t work without the parent and the parent can’t work hopefully without the teacher. So it’s important to have good communication so when a child comes with a difficult situation that the parents are informed so that they can try and assist the child at home too’.*

Additionally the method of approach the school adopts in preparation to this transition in regards to fellow students in the classroom. With exception to the home schooling environment, peer groundwork has been established through ‘*buddy systems*’ for example. The amount of familiarity to the condition of Autism and other disabilities on behalf of the fellow students, depends on the situation, for illustration, participant one from the specialized school points out some schools may have more experience at integration than others. Participant one from the Autism unit points out that although integration is a common occurrence in the mainstream environment it may be a choice from a parental aspect not to disclose to other students any difficulties that the child may have.

#### **4.5 Aspirations for enhancing integration**

The availability and access to SNA's and resource teachers are an agreed combined essential source by all six participants. The indispensable role these professionals play to assist a student with ASD in integrating into mainstream school is critical. Participant two describes the valuable function these professionals can play also within the mainstream classroom,

*'I wouldn't just say that the supports are important in terms of learning support, resource to take the child out, I would see it as more important to work in the classroom'*

A suggestion to improve the integration for all involved was represented clearly, with the exception of two participants, the mainstream setting and the Autism unit; all four remaining participants highlighted a practice of the continualness of a familiar individual transiting alongside the child for an interim period. Participant one from the home schooling environment states,

*'keeping in touch with the home tutor because I think if you don't do that, you're trying to find that out yourself and that might take 2-3 months to understand the child that you're working with'*

The second home tuition teacher states that although no expenses or allocation is made to assist the transition, they personally choose with consent from the parents to keep in contact with the

child and the mainstream environment. Additionally the participants from the specialized school environments state that this is only achievable through a willingness and flexibility from the two bodies involved.

#### **4.6 Conclusion**

The collective experience of the six participants interviewed gathered an extensive data into the progress of a child with ASD into a mainstream school. The four chief findings, educational placements and the service users, impairments of ASD within the environment, methodology on integration and objectives for enhancing integration will be examined in detail in the next chapter and will give an insight into the research question, *‘Is structured integration a prerequisite for a successful inclusion for children with Autism?’*.

## **CHAPTER FIVE      DISCUSSION**

### **5.1 Introduction**

This chapter will discuss and analyses in detail the findings of this research project. Autistic Spectrum Disorder's is a vastly researched topic although in spite of this, the research question posed here- '*Is structured integration a prerequisite for a successful inclusion for children with Autism?*' has not previously been answered specifically, this information was gathered through an extensive literature review.

The four main areas will be discussed separately and deliberated in combination with the comprehensive literature chosen. The school environment and the service users will be discussed as a starting point to assist the understanding of the foundation and this will lead to the second area, the difficulties within this environment. The ensuing two areas will focus on the integration, methodology on integration and objectives for expanding integration. The following section will discuss the affect and implication of the research project and proceed onto a recommendation section.

For this study, six participants were interviewed to obtain their thoughts and experiences on integrating a child with ASD into a mainstream school. The six participants all conveyed and in every respect agreed on the importance of a structured integration tailored to the specific needs of the child as being a prerequisite to a successful integration, though there are many areas that need to be united and in unison together in order to provide this transition to a greater degree.

## 5.2 Educational Placements and the Service Users

Article 42.4 of the Irish Constitution declares that all children in the state shall be entitled to free primary school education and furthermore the state shall '*endeavour*' to provide alternative education facilities to meet with the need of the society. These educational school placements provided by the state for children with ASD are in three areas; mainstream, specialized schools and an ASD unit in a mainstream school (Autism Support Ireland, 2009; National Council for Special Educational, 2011). A fourth educational setting is a home schooling option, the home tuition grant provides a 10 hour per week respite for children with ASD on condition of a diagnosis using the DSM IV or ICD 10 model (Special Education Section, 2011).

Educational placements for children with ASD involve a number of factors, availability being the first example. The specialized school options as described by the two participants in this study are both primarily ABA establishments and comprise of an excellent one-on-one ratio with an average of 5.5 children per classroom, however statistics from the NCSE affirm that there are just 11 ABA specific schools in Ireland (NCSE, 2009). Hence the availability of securing a placement here is greatly reduced as ASD has an average prevalence rate of 60 children in every 10,000 (Baird, 2000; Chakrabarti & Fombonne, 2001 as cited in MRC, 2001). As a result due to substantial waiting lists, figures show a steady increase in children with ASD enrolled in mainstream primary schools, from 1,327 in 2006/7 to 1,904 in 2008/9 (NCSE, 2008). And although the enrolment of children with ASD is rising, the SNA support is significantly

lower in these placements, Participant one from the Autism unit interviewed for this study described a teacher/student ratio of 2/6. This is due to cut-backs financially and as depicted by the department of health, ASD is a 'low incidence disability' consequently any subsidy for SNAs is scrutinized and sanctioned guardedly (as cited in Autism Report, 2009).

Inclusion for all children with special needs, ASD respectfully for the case of this study, is a fundamental entitlement, every child diagnosed with ASD is permitted provision alongside their fellow peers in a mainstream environment (The Education for Persons with Special Education Needs Act, Section 2, 2004). However there is an exemption to this right, essentially there may be no negative effects on the child and/or on their fellow students and consequently there are factors of ASD where behaviours enter these boundaries.

These behaviours for a child are portrayed by the two participants interviewed in the home schooling environment. Both participants have experienced behaviours unacceptable and inappropriate for a mainstream setting, participant two described a situation where a student with ASD had previously been enrolled in mainstream however his impairments provoked disruptive behaviours and removal from the school to a more suitable placement. Research from Lighthall and Schetter (2009) depicted the choice of home schooling from the parent's perspective. Lighthall and Schetter's findings illustrated a disappointment from parents in obtaining sufficient requirements for their child's needs and as a result home schooling was their choice by proxy.

### 5.3 Impairments of ASD in Educational Settings

Distinguishing Autism as a spectrum disorder is a fundamental position for any educator teaching a child with ASD. The six participants in this study pungently asserted this compliance, all maintaining the vital importance of understanding the impairments of Autism and critical comprehension of the dissimilarity of the condition amongst children diagnosed.

The triad of impairments was conceived by Wing and Gould in 1979 and facilitated a breakthrough approach to each individual in assessing their abilities through the triad; *impairment in Socialization, impairment in Communication and impairment in Imagination* (as cited in Morton, 2004).

A fourth impairment, *sensory* more recently has been incorporated as a factor in examining Autism (IAA, 2010) additionally Coulter (2009) outlines the key aspect of sensory impairment being that of poor eye contact. Sensory issues can include a tactile deficiency, poor spatial awareness and auditory defensive, participant two from the home schooling setting described how these sensory insufficiencies can fluctuate not only relating to each other also for a specific child on daily basis, for example the participant illustrated, one child may insist on a blanket covering their head and blinds closed one day and the next day it may be that the child wants all the windows open.

The triad of impairments is indispensable in regards to diagnosing a child on the spectrum of Autism and moreover the role it plays alongside understanding a child's sensory issues is of the essence to an educator in developing an Individual Education Plan and the



discernment into a child's position to integrate into a mainstream setting. All participants portrayed experiences on various levels into the impairments of Autism; each child has varying degrees of abilities and limitations.

The area of Social impairment is described as creating a '*distance*' between teachers and children in a research study by Emam and Farrell (2009). The absence of acute social awareness for the child with ASD creates a reduced responsiveness to particular situations. Emam and Farrell (2009) also stated findings regarding an abridged recognition progress in regards to the child acknowledging the significance of their own language and behaviour. Participant one from the Autism unit details how easy it is to grasp the assumption that all children are social beings, for children with Autism, not all she states, but for the most part this area is severely lacking and these social skills have to be taught.

In considering the area of impairment in Communication participant one from the specialized school environment discusses how communication deficits can lead to destructive behaviour due to the child being incapable of expressing their feelings, whether it be to achieve admittance to a certain thing or to escape a particular situation. Participant two from the mainstream school states that complement of additional learning difficulties can equally affix to difficulties arising in the classroom "*multitude of difficulties combined together*". The approximant percentage of autistic children with supplementary learning disabilities is 75% (Dare & O' Donovan, 2002).

#### 5.4 Methodology on Integration

All six participants interviewed were in agreement to the approach on integrating children with ASD into a mainstream school. Identifying the specific capabilities and impairments of each child is a primary concern and an essential origin. Jordan, a professor in Autism illustrates a philosophy to depict an equal balance of an absence in perception from both the student in understanding the teacher and the teacher in understanding the child with ASD in regards to an educational setting (Jordan, 2008). The importance of teacher training to understand this condition and affects of the impairments on the child is essential.

While all six participants highlighted signs of readiness for students towards integration, literature research into this area is incomplete. Research has however has produced findings regarding the benefits or detriments of full integration. An early study found that education can be at risk of being obstructed through the process of full Inclusion (Mesibov and Shea, 1996). Westwood (2003) also emphasizes the hindrance of full inclusion, deeming mainstream placements for children with ASD in the long term as an instigator to supplementary drawbacks. Jordan (2008) an activist in full integration, believes mainstream education plays a fundamental role, by teaching children with ASD “...*values, understanding, knowledge and skills that will enable their full participation in their community; it is the gateway to full social inclusion*” (Jordan, 2008).

Participant one in this study from the home schooling environment retained a diminished assurance in the competence of mainstream schooling, in the participant’s opinion due to defective levels of support for children with ASD. Jordan restated this factor and underlined the

crucial role teachers play through an adaptable approach to each child. Jordan maintains that if teachers teach in a diverse manner then their teachings can reach additional children with diverse minds. Significantly this unique approach will benefit children with supplementary difficulties (Jordan, 2008). The imperative preparation and awareness for educators teaching a child in mainstream and the possible impairments is reiterated by Friedlander (2008). Friedlander asserts that in order to attain or strive towards a successful inclusion preparation is critical, strategies designed to deal with problem behaviours for example should be designed for the specific child ahead of time so everyone is equipped when a situation arises (Friedlander, 2008).

The viewpoint of integration according to Jordan (2008) is acutely lacking in present times. Jordan asserts that the teaching method and the curriculum are not pertinent to children with ASD, the method of approach is not geared towards the learning and developmental ability of a child with ASD. Additionally the rationale of integration for children with ASD is to promote association with their peers through supports such resource and SNAs, however Jordan states that the accomplishment these 'supports' designed to facilitate student integration has not been explored (Jordan, 2008). Participant two from the mainstream school incorporates a notable point in conjunction with Jordan's concerns. The role of resource to a child with ASD is essential however this resource should not only be implemented in a designated external classroom but in the mainstream class also. This report from participant two is based on the opinion that these 'supports' while intending to teach skills to advance inclusion can in fact produce exclusion by withdrawing the child from their environment.

### **5.5 Objectives for expanding Integration**

Tangible movements towards widening the achievement of integration are practiced by all participants interviewed in this study; a number of these developments were elective decisions to the individuals themselves and/or the institutions involved. Children with special educational needs are permitted to enroll in mainstream settings according to International Educational Policy and consecutively schools must adjust to the requirements of the child (UNESCO, 1994). Modifying procedures such as a teacher transiting with the child was a central suggestion by four of the six participants', the two participants remaining were situated in mainstream environment.

Encouraging an affiliation to schools in order to promote integration is a motivating proposal. Participant one from the specialized school settings describes an association with this school alongside a local mainstream school, assisting a gradual integration for students and building a relationship with peers in the new classroom prior to integration, the notion of dual-placement perhaps, versus the existing dual-enrolment model. Jordan (2008) discusses this aspect as cultivating a comprehensive system, specialized schools for instance working alongside mainstream schools (Jordan, 2008). Jordan outlines the importance of the continual role for specialized schools particularly in assisting individuals diagnosed on the severe point of the spectrum; however they should not be an isolated setting. Jordan proclaims a position for specialized school to not only provide excellent provisions for students enrolled but also to work in combination with mainstream schools to foster further successful inclusion (Jordan, 2008).

Participant two from the specialized school settings illustrates an example of the affiliation of this existing school placement and the local mainstream school for children with severe Autism. Though the impairments of Autism for some children obstruct integration into mainstream school, participant two describes how these two schools amalgamate voluntarily and exercise a model of '*reverse integration*'. This practice allocates children from the mainstream school to visit the specialized school during periods of P.E for example, therefore stimulating peer integration.

The invaluable role of the resource teachers and SNAs when equipped and arranged in accordance to each specific child's needs is outlined by all six of the participants interviewed. However due to our current economic circumstances the allocation of these supports has been greatly reduced. Statistics from the NCSE for 2010 are the only available figures, despite the fact that there has been additional budget constraints since, the number of children in mainstream primary schools distributed SNA support is 2369 (NCSE Statistics on Resource Allocations, Table 2, 2010). In combination with these figures, a separate report published by NCSE displays the SNA allowance of hours, 6028.45 (NCSE County Breakdown Section, 2010). Considering these reports, a total mean average of 2.54hrs of SNA support weekly and 22.36hrs Resource teaching hours is assigned to children classified under Autism/ ASD category. Emam and Farrell (2009) further supported the significance of SNAs and Resource teachers. Emam and Farrell outlined how these support services represent a principal role of support to both the teachers and

the student and consecutively in certain situations assist in relieving pressure for all concerned (Emam and Farrell, 2009).

## **5.6 Conclusions**

The results of this study denoted the imperative awareness of acknowledging Autism as a spectrum disorder. The comprehension of assessment according to the exclusive abilities and impairments of each child is essential in educating children with ASD. The method of Integration should foster each child's distinctive character and encompass prepared tactic's to slowly assimilate the child over time to their new environment, incorporating visual aids, peer introduction and resource support where suitable for the child.

## CHAPTER 6      CONCLUSION

### 6.1 Overview

The research of this study has verified the magnitude of preparation towards integration. The question ‘*Is structured integration a prerequisite for a successful inclusion for children with Autism?*’ is answered with firmness and conviction by all six participants involved in this study. However the accessibility of integration at present is entirely decisive on the preliminary school environment and/or the flexibility to an associated mainstream school. The disparate obtainable factor for introducing integration to a child with ASD is accentuated in the home schooling environment as this research observed a distinct absence of any integration relationship with fellow home tutors and a mainstream environment. This research found a presence of an elective position for school’s affiliated with a mainstream school to prosper integration, though in comparison to a single home tutor to incorporate an integration progress, the position of a school is greatly increased. The existence of home tutor support groups to deliberate and promote possible affiliations for their present and future students is nonexistent, hence advancing an isolated home schooling environment for children, teachers and parents. This may be a result of a paucity of current research into the educational settings for children with ASD; the literature regarding integration in Ireland specifically is absent, additionally research associated with promoting an inclusive educational system is virtually nonexistent.

## 6.2 Recommendations

The study of Autism is a vastly researched area; however specific literature regarding aspects of integration into mainstream schools is deficient. Research into the provision and the undertaking of resource support promotes the importance of these roles for both the child and teacher; however the suggestion that it can hamper inclusion in combination with the technique used presently is a critical area for further research. The implication of an amalgamated educational system is additionally lacking research specifically in Ireland. This area of study needs to be examined since at present, certain educational placements are overlooked and not in the position to benefit from an integration progress. The findings of this study illustrate that all children can avail of integration regardless of their diagnoses on the autistic spectrum, standard slow integration into a mainstream school and also reverse integration. Furthermore research incorporating the implications of a teacher transiting alongside the student requires more study as participants disclosed a favourable approach to this practice for both the child and the affiliating environment.



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## **APPENDIX ONE**

### **Interview Questions**

1. Please describe the role you hold in regards to children with ASD?
2. How old are the children?
3. Please describe the placement of the children with ASD within this environment.
4. In your opinion what factors for a child with ASD influence integration into mainstream primary school environment.
5. Please discuss the affects of the impairments of ASD on this setting?
6. In your opinion with a structured integration plan designed to each individual child's needs, is a slow integration achievable for a high percentage of ASD children?
7. Describe the importance of parent's communication and support to this transition
8. Aside from the expected hurdles of teaching a child with ASD, what other aspects of integration create a problem?
9. Considering follow students, what structures need to be implemented?
10. Looking ahead what improvements can be made to assist integration into mainstream school with the aspiration to a successful full inclusion?

**APPENDIX TWO****Letter for Educators to partake in research**

15B St.Johnswood Court

Ashbourne,

Co. Meath.

30/01/2012

To whom it may concern,

I am currently completing my last year for a BA in Social Sciences. My thesis chosen is focused on children with ASD and specifically structured integration in mainstreaming children with ASD in primary school. I intend to interview two teachers from mainstream, two from specialized schools and two home tuition tutors.

I was wandering if you were available and willing for me to interview you at a date and time that suits you best and it would take approximately 40mins.

All data collected is in the strictest of confidence with only the researcher having access; however the matter obtained may be included in the research, though your identity will not be divulged.

If you require any further information please do not hesitate to contact me,

Yours Sincerely,

---

Lisa Phelan

**APPENDIX THREE****Permission Letter**

I acknowledge that I am partaking in a documented interview for the research purposes of the interviewer and author of the paper, Lisa Phelan.

I accept that there are margins to confidentiality; I consent to the use of the content of this interview being published though I comprehend that my anonymity is guaranteed.

I have the informed knowledge that I can withdraw from my contribution at any given time should I wish to do so.

Name \_\_\_\_\_

Signed \_\_\_\_\_

Researcher \_\_\_\_\_

Date \_\_\_\_\_



## APPENDIX FOUR

### Nvivo Sample

The screenshot displays the Nvivo software interface. On the left is a navigation pane with icons for Nodes, Sources, Classifications, Collections, Queries, Reports, Models, and Folders. The main area shows a 'Tree Nodes' view with a table of node statistics. The table has columns for Name, Sources, References, Created On, and Created By. The nodes are organized into a hierarchical tree structure.

Name	Sources	References	Created On	Created By
Difficulties	0	0	11/04/2012 16:53	LP
Additional difficulties	5	7	04/04/2012 13:04	LP
Affects of ASD in work	6	14	04/04/2012 13:06	LP
negative aspects of enviroment	3	3	04/04/2012 14:42	LP
Sensory Issues	2	4	04/04/2012 13:08	LP
Hopes for the Future	0	0	11/04/2012 17:00	LP
aspirations for work environment	4	5	04/04/2012 13:26	LP
Home Tuition Improvements	2	6	04/04/2012 13:24	LP
suggestions for assisting integratio	6	14	11/04/2012 17:02	LP
Integration	0	0	11/04/2012 16:50	LP
approach to integration	6	22	04/04/2012 13:19	LP
home tuition assistance with integr	2	4	04/04/2012 13:23	LP
Integration in home schooling	2	3	04/04/2012 13:13	LP
Opinions of integration children wit	5	21	04/04/2012 13:03	LP
Readyness to integration	3	7	04/04/2012 22:05	LP
Role of mainstream school	1	6	04/04/2012 22:08	LP
suggestions for assisting integratio	6	14	04/04/2012 13:21	LP
Parental Role	0	0	11/04/2012 17:04	LP
Parental impact	5	11	04/04/2012 13:09	LP
Provider Parent communication	6	10	04/04/2012 13:13	LP
Peer's and Community role	0	0	11/04/2012 17:05	LP
Child and Peers	4	11	04/04/2012 15:11	LP
Commitment	2	2	04/04/2012 13:14	LP

At the bottom of the screen, the Windows taskbar is visible, showing the Start button, system tray with 'HP v125w (E:)', and several open applications: 'MY LIT REFERENCES ...', 'Document1 - Microsof...', and 'autism thesis ba\_bre...'.