

Guided Research: Eco 4395

Perspectives of Facilitators and Parents about the Development of ASD Children

Submitted by

Rifat Feroz

Id:121152005

Department of Economics

Supervised by

Tasneem sultana

Lecturer

School of Business &

Economics

Date of Submission: September 30, 2019

Abstract

The purpose of the study is to access Perspectives of Facilitators and Parents about the learning methods and other Development of ASD Children. The engagement of parents, facilitators or healthcare professional's household groups performs an important role in the continuing development of the child. Parents can learn and apply skills that change an autistic child's overall behavioral problem and help them engage socially. Communication between school systems and families can directly affect children's programming. · Here I try to analysis Equipment from the surrounding and social sectors of the economy which help the ASD children. I also tried to make a strategy to incorporate families and educational organizations into various financial operations in order to help the effected children.

September 30, 2019

Subject: Submission of Research Paper

My research paper on “Perspectives of Facilitators and parents about the development of ASD children” which I had prepared and hereby submit to fulfill the partial requirement for the completion of my BSECO program.

Sincerely

yours

RifatFeroz

ID:121152005

Department of economics

Declaration by the Student

I declare that, the research on “Perspectives of Facilitators and parents about the development of autism children.

This paper is my work and has not been submitted anywhere for any degree or diploma program.

.....

Rifat Feroz

ID: 121 152 005

Department of Economics

United International University

Contents

Abstract.....	2
Declaration by the Student.....	4
Background.....	6-7
Definition	6-7
History of Autism	7
Introduction	7-8
Literature review	8-9
Research Objective.....	9
Research Question	9
Methodology	9
Facilitators ‘perspectives about autism spectrum disorder children.....	10
Bangladeshi Facilitators views.....	11-12
Perspectives of parents about Autism Spectrum Disorder Children.....	12-13
The Role of Government for autism children.....	13-14
Job opportunities for ASD in future life.....	15
Conclusion	15
Recommendation	16
Appendix	16-19
Reference.....	20

Perspectives of Facilitators and parents about the development of ASD child

Background:

Defining Autism spectrum disorder:

Autism spectrum disorder (ASD) is a neurodevelopmental disorder that impacts a child's communication and conduct. It is called a "developmental disorder" because symptoms usually occur in the first two years of life. Autism is known as a "spectrum" disease because there is a broad variety of symptoms that individuals experience. Those symptoms affect the person's ability to do well in school, work and other areas of life.

While scientists don't know the accurate causes of ASD but research suggests that genes can play an important role along with the influences from the environment. Some risk factors are:

- Having older parents
- A family history of autism
- Certain genetic condition
- Very low birth weight
- Having a sibling with ASD

Autism spectrum disorder includes communication, behavioral and social challenges and this problem can be mild, severe or somewhere in between. There are **three** types of autism spectrum disorders which are:

1. Autistic disorder
2. Asperger syndrome
3. Pervasive developmental disorder or Atypical autism

Autistic Disorder: Autistic disorder called "Classic" autism because it is what people think of the word autism. In this criterion, they faced significant language delays, social and communication challenges and unusual behaviors and interests.

Asperger syndrome: Asperger syndrome has softer symptoms of autistic disorder and in this criterion, they might have unusual behaviors and interests and social challenges. They don't face intellectual or language disability here.

Atypical autism or PDD-NOS: Atypical autism have milder and fewer symptoms than those with autistic disorder. In this criterion, people face social and communication challenges.

In Bangladesh, there are lots of ASD children who are taking treatment from different special schools and therapy centers.

History of Autism:

Psychiatrist Eugen Bleuler used the word autism for the first time in 1908. The Greek term "autos" meant self and Bleuler used the term autism, which implies morbid self-admiration and self-retraction, and he used it to define the condition of a schizophrenic patient who had retired to his globe. In the 1940s, study was carried out independently by two scientists named Hans Asperger and Leo Kanner. Asperger (1944) defined the term autism in which the kids affected were very capable and Leo (1943) described kids badly impacted. Next Bruno Bettelheim researched the impact of three therapy sessions, claiming that their mothers' coldness caused the issue in the kids. But Bernard Rimland, who was an autistic child's psychologist and parent, disagreed with him. Autism came to be better recognized after that in 1970. Asperger's work was released in English in the 1980s and became known. The autism study received momentum later in the 1980s, and gradually everyone thought it was happening for neurological disruption or chromosomal abnormalities. In the 1990s, after that, Wing's a Swedish psychiatrist discovered mutual contact, interaction, and restricted fantasy disturbed. Ole Ivar Lovacs subsequently researched and analyzed behavioral behavior and gave autistic kids therapy. Many scientists were performed after that. There are many misunderstandings about kids with autism early in past decades. Like-Autism is a single condition that is not, there are actually three types of Autism Spectrum Disorder and one of them is autism. Since ASD can not be cured, early intervention provides no advantage because the investigator discovered prospective ASD therapies and teaching gave early intervention positive feedback. Some individuals believed vaccines were causing it. People gradually become conscious of autism and understand that these are misunderstandings and nothing else

Introduction:

ASD is a complicated neurological disorder that can be resolved in a kid around three years of age. This involves issues with communication and interaction for them. ASD has become the fastest-growing disability, according to the USA report (Centers for Disease Control and Prevention 2012). Current prevalence rates are projected to be 1 in 88 kids. This disorder was discovered in all of the world's ethnic, racial, and social communities. In addition to approximately 0.2 percent of the world population in which an estimated 1.5 million American kids and adults are impacted by this illness, there are 1.7 million kids in India. As there are no laboratory tests for autism, the diagnosis is done by a detail developmental case study of the child and clinical evaluation. Researchers at the Bangabandhu Sheikh Mujib Medical University's Institute of Pediatric Neuro-Disorder and Autism (IPNA) examined urban and rural prevalence and visits in 85 regions from 30 districts around the nation. They examined 38440; kids aged 16 to 36 months, and discovered that in urban centers 17 out of every 10,000 had suffered. The rate is greater, 25 out of 10,000 and 14 out of 10,000 in rural regions. Parents and facilitators play a

vital and essential role in an autistic child's growth. I would like to complete the study to learn about the perceptions of parents and facilitators on ASD and what they are doing to enhance the situation of autistic children and how they can be integrated into the labor market. But in this portion they face many difficulties. So in this study, we will recognize what kind of challenges they face by debating parents and facilitators' views as well as how they can be solved or minimized.

Literature review:

Strains et al (1994) discovered that kids typically developed in inclusive environments showed both enhanced social skills and less disruptive behavior compared to kids in non-inclusive environments.

Cartledge et al(1998) discovered an alliance between parents and facilitators is critical to fostering achievement in the classroom environment, but these partnerships involve mutual knowledge and purpose of the home school.

Hertenes et al (2000) discovered that kids from inclusive schools gave hypothetical peers with disabilities considerably greater acceptability scores than kids from setting that did not include disabled kids.

Starr et al (2001) discovered that many practitioners and families feel that the best strategy for promoting education and overall advancement in kids with ASD is to include learners with ASD in particular schooling environments (al S. e. 2001)

Warnock et al (2005) outlined some of the challenges of effective integration, claiming that meeting the wide-ranging requirements of some ASD learners in mainstream colleges can be highly hard (Warnock, 2005; Wing, 2007). Furthermore, surveys have discovered that mainstream educators often do not feel adequately skilled to satisfy learners with ASD's multifaceted instructional requirements.

Wangner et al (2006) discovered that kids with disabilities show less disruptive conduct in inclusive environments and are more able to find jobs and live separately after finishing secondary education. (Al, 2017)

Taylor et al (2011) found that adult behavioral characteristics with ASD were also associated with professional outcomes and those with (al T. e., 2011) less maladaptive behaviors. In addition, the most pronounced change in symptoms and maladaptive behaviors was observed for those youth without ID from lower-income families after high school exit; these individuals actually showed deterioration in their behavioral profile after high school exit.

Anja Holwerda et al (2012) found that research shows that only 25% of people with ASD are employed and mostly high-functioning individuals. A comprehensive search in biomedical and

Psychological databases produced 204 papers and 18 met all inclusion criteria. We used an defined set of requirements to evaluate the methodological performance of included research. Seventeen variables have been recognized and classified as variables, personal factors or internal variables related to disease. Limited cognitive ability was the only continuously discovered important predictor for the results of the job. One research revealed both functional independence and institutionalization to be substantially linked to the job result. For the other fourteen variables, inconsistent results or non-significant results have been revealed. These results highlight the need for more high-quality cohort studies concentrating on the involvement of individuals with autism as the primary result.

Maleka Parvin (2016) found that slightly favorable attitudes towards the participation of ASD students in periodic classrooms. One interesting finding is that more than half of teachers are willing to make modifications to the classroom as well as a model of inclusion to meet the individual needs of ASD students. Furthermore, nearly all teachers agree that the responsibility for teaching ASD students should be shared between regular and special education teachers. On the other hand, most teachers are not in favor of meeting the needs of ASD students in regular classrooms; they are still in favor of the option of maintaining special classrooms for ASD students.

Research Objectives:

The study aims to identify the perspectives or perspectives of facilitators and parents about the learning skills of autism spectrum disorder children

- The facilities they get from the surroundings and educational sectors.
- Social conditions of them that the parents and Educational institutions are offering to them
- Outline a plan to integrate them into different economic activities.

Research question: What are the perspectives of facilitators and parents about the development of autistic children?

Methodology:

To assess the Bangladesh ASD children's view and parents and facilitators. Primary data will be gathered through a survey where, through structural questionnaires, I will face-to-face interviews with facilitators and parents.

Facilitators ‘perspectives about autism spectrum disorder children:

In establishing and developing an atmosphere for autistic child, facilitators play an significant role. To this end, many schools have been created. Facilitators have been well educated in this matter in this industry. As kids spend a particular time in school, facilitators can create students' capacity as they can enhance their social interaction and prepare them to lead a normal life. Facilitators are facing many difficulties, but they are still working on it.

The primary aim of inclusive education is to provide the autism child with a friendly and supportive atmosphere to learn with children who do not have autism in regular school. It can assist them attain different degrees of advancement, academic performance, and social interaction through this. In this regard, China took excellent initiative and late 1980 implemented teaching in periodic classrooms (LRC).

Bangladesh is also doing well. Sand, SWAC, Medha bkash kendro, advanced learning, Proyansastha and so on are many schools working with ASD. Facilitators focus on three topics which are-

1. School Adjustment
2. Social Development
3. Academic Development

Effects of school adjustment: In school adjustment, autism kid faces many issues. They engage in different operations in classrooms where they gradually deal. They are taming autistic kids in the first few months. Here they learn this from self-care. From studies, the facilitator attempts to determine whether or not autistic kids gradually developed self-care capacities in an inclusive environment. They can feed themselves after some months under supervisions and their hygiene habits also improved under the facilitator’s earnest instruction and direction. They also sometimes follow class rules and try to be less dependent on facilitators or parents.

Although they aren't like their other friends, they can still attempt to take part in school activities. They are gradually joined in multiple formats in separate ranges of operations. Researchers discovered, facilitator, that the toughest task encountered by facilitators was mental and behavioral issues when the case of autism first arrived to college. The kids with autism are in nature very vulnerable. In reaction to changes in the atmosphere, they respond with more intense feelings at the start. Facilitators also reported feelings gradually declining and conduct improvement after a few months. Sometimes, for no reason, they get angry and the facilitators have to handle them by diversifying their concentration into another subject. In all, unique child schools play an significant part in the child's ongoing growth. So they will profit from going to college frequently in their future life.

Effects on social development: In social development, special schools play a crucial role. Children with autism spectrum disorder demonstrate amazing development in social interaction revealed by facilitators. They became more self-confident and had a greater self-esteem within

them because of the school setting. Facilitators help them throughout the moment that they also provide scholarly advice. School instructed them what to do and how to respond in a specific scenario. Due to involvement in various operations together, their connection with their colleagues also constructed up. Kids with autism were not able to do fundamental stuff on their own at the start. They learn to eat, write, dress, or read with various college levels or phases. Many therapies further enhance their growth. Social interaction also has some limitations. With their classmate, they cannot readily become friends and have a few stable friends because they are not always able to create others known what they feel. Some facilitators also disclosed that kids sometimes hit other kids for no reason, and they are conscious that they are not going to be punished, which is a disability misuse. The kids with mild disabilities showed initiative and managed class affairs actively and were also able to integrate into organizations.

Effects on academic performance: Due to the education system, autism children's academic performance is caused the most critical effect of educating an autistic child is obvious in their cultural classroom, learning context and language involvement. Besides that, they also find the learning method very hard, but gradually the results are great. Facilitators faced issues with reading, writing as the originally denied, but there is progressively an improvement. Although some adverse parties also exist. Some students came to college to either sleep or have supper in lower grades. They could do easy assignments, but they become completely blank in greater grades. Most children with autism's academic achievement are less satisfactory or negative progression can be shown as their students are assessed daily by facilitators. Students are also sometimes assessed on the basis of achieving regular objectives. In mathematics, some learners are very intelligent. In general, the facilitators had low expectations for these learners due to various their mental and behavioral issues they had recovered to some extent while at school.

Bangladeshi Facilitators Views:

The needs of special schools in Bangladesh are growing at an alarming rate. There are now many universities where students are taking BSEd (Bachelors of Special Education) degree for teaching the special need-based ASD. Many facilitators are building their concern in this sector. Taking an interview with some 5-6 SWAC facilitators, I learned a lot. I asked them a couple of questions about autism kids and they said what they were teaching.

Nowadays, Parents are now more concern about this mental developmental delay than before. The brain development of a child happens in between 1-12 years. After that, it is difficult to learn anything. Students of 3 to 12 years can take admission but mostly 4 to 5 years old children take admission. The facilitators face many kinds of problems, among them socialization is the most challenging one. In the beginning, the students take time in the adjustment at school. They're

getting sad or emotional. They get used to it after that. SWAC has three section kinds for kids with autism. These are-

1. Early intervention
2. Academic sector
3. Preparatory sector

In early intervention, the students are trained up for daily routine skills, how to behave well or how to salaam and make friends. There are also lots of activities for developing their motor oral sensory skills. In this phase facilitators observe how extreme, mild or moderate their autism level is and in the next grade they are split into separate parts by their skill level and age. Like—they came to the academic school for those who are good in academics. Some learners are unable to talk correctly because they have an issue with speech; they came to a stage of preparation.

The learners in the preparatory section have their IEP (Individual Education Plan) followed by facilitators. Different students have different issues, for example –some have a balance problem, and facilitators help them. Some have eye contact problems, some have tongue problems, some have sensory touch issues, and some are frightened. They are given sensory and vocational occupational therapy according to their issue facilitators. By their schedule, each student receives it. They also have courses in music and art that they like most. They are moved to that industry according to their talent. Facilitators provide vocational training to help them in future life according to their level of skills. This kind of training is supplied.

Academic-good learners came to the academic industry. One facilitator informed me-"They are studying the quantity they can carry and the facilitators are following board books." The facilitators are facing many educational industry issues, but they are always trying to offer them at least the fundamental education they need. Facilitators also noted that parents sometimes don't want to know what the condition of their children is on the intellectual side and complain even when they aren't getting better. But they must know that brain development stops after a certain era. So, no improvement can be promised once, but they can strive.

Perspectives of parents about Autism Spectrum Disorder Children:

Relationships that kids with autism spectrum have with their relatives are the basis for the growth of each industry by kids. Parents play a significant role in children's effective results when they become adults.

Parents ' perspectives on their children are very important because every parent wants the best for their child and as children spend most of the time with their parents, they more accurately know their child's abilities and disabilities. The parents main concern is what will happen if they

are no longer with their kids. Taking a face-to-face interview with 12 parents gave me a clearer picture of this issue. As autism grows rapidly, Parents are more concerned now but in previous years, it was noted that they were not aware of ASD. Most of the parents knew about their child's condition at the age of their child from 1 year to 5 years. Mostly after 2 years, they caught the symptoms.

Since autism spectrum disorder is not a particular delay in development, it may have mild, moderate, and serious impacts. Not all autistic children can be accessed on the same criteria. One parent informed me that his child has the only dislessia and that he has less study concentration but lives a normal life like other child of his era.

According to Boston University, children with nonverbal autism never learn to talk more than a few phrases. This type of problem is experienced by 30 percent of people with ASD. They react to a simple situation that hurts them emotionally. I saw a distinct response from an ASD child during the interview with a facilitator. She began pointing at me when I joined the class and the kid began to weep. I believed she was afraid of me, but she kept weeping all the time that made me feel uneasy. After a while when she didn't stop, I just called her and she hugged me, then I realized that she wanted to communicate with me, but she couldn't express her emotions because she was a non-verbal ASD child.

There is a very hyperactive or passive nature of children with serious autism. They are very prevalent behavior, repeated body movements, head flapping finger flicking hand flapping or rocking. children with mild autism have a lot of speech problems or language delay that they don't react to name, prevent eye contact, interact and so on.

I questioned parents about the daily operations of their children, such as feeding, shower dressing, toilet, reading and writing. 80 percent of respondents were in need of assistance, but 20 percent said they could do that on their own. Most of them are unable to read or write their names or do not react when their identities are called. Sudden sound or extreme sound unpleasant to them. In all kids with autism, there is no disruptive, aggressive, or self-injurious behavior. They act like this when they can't make individuals know what they're saying. Ninety-five percent of the parents I interviewed told me that their brothers are not facing a issue. But brothers sometimes experience the issue and feel insecure as parents need to give their ASD brother or sister extra time. Researchers discovered that making a satisfactory interaction with ASD siblings is probably hard. Because the children may lack the ability to play , the ability to interact. They usually cannot create friends on their own. They have few friends in their lives for that purpose. Most parents said that special school is great to them because it seems they are going to be treated with what they need. But periodic school is also necessary for those with mild symptoms of autism. Most parents said, most like music to their children. Some people also like drawing. Outing was something else they like to do. People are now more conscious of autism. They don't believe the kids are angry. But some individuals still create fun or act with them

oddly. For them, inclusive education is very crucial. Parents review their progress positively because of schools.

The Role of Government for Autism Children:

Bangladesh is now a developing country and well concerned about Autism Spectrum Disorder. The ministry of women and children's affairs had done different projects, programs, and activities for the development of autistic children. The impact can be little but significant if they are included in the labor market. GDP is depending on the per capita income. So, when autistic people will go to the labor market there will be an increase in GDP. The programs that are taken place by Bangladesh government given below: -

- ✓ From 28 February to 3 March 2013, Bangladesh Shishu Academy and Early learning for child development project jointly organized the training program of master Trainers for ASD children and other neuro-developmental disabilities.
- ✓ A meeting at the courtyards called "UthanBaithak" was held in 63 districts and 50 Upazilas to create awareness on autism to the mass people.
- ✓ For the parents and caregivers of the daycare centers, regular orientation programs were organized.
- ✓ The government took ELCD (Early Learning for Child Development project) where they can be able to say own name and address and names of parent, brothers/sisters, recite rhymes with correct pronunciation and body movement, sing juvenile songs with rhythm and melody, participate in group play with joy, conduct group play following rules, play maintaining physical balance and EECR projects for special children to train them in different aspects and took preparation for early Identification mechanisms for special child and appropriate service delivery framework for them.
- ✓ World Autism Day is being observed on 2nd April every year.
- ✓ Doing different type of Action plans for special children such as:

Short time activities: Government try to identify the risk or special needs for the special child age ranging zero to 3 years through early screening process and provide minimum service package toward 3 to 6 years children

Mid-term activities: The government tries to establish a permanent infrastructure based on the demands of the special child need gradually.

Long term activities: Inclusion of all special children in unified service package through the identification process.

□ Use different Modern technology and skilled manpower for comprehensive service and effective identification. There are also some benefits for people with disabilities which include autism spectrum disorder which are-

1. **Disability Allowance** (he will not receive an education scholarship if he receives disability allowance).
2. **Disabled education scholarship** (if he gets an education scholarship, he will not get a disability allowance).
3. **Disability loan** (children with disabilities/parents can get)

4. One-time donation of money.
5. Receive medical help from the centers for help with disabilities and services.
6. Reservation of quotas in public employment (there is now scope for unique hiring owing to the cancelation of the quota system).

Job opportunities for ASD in future life:

Autism cannot be completely cured, but there is still room for them to live an amazing life, and as it becomes very popular because of its alarming spread, they are now generating a lot of employment possibilities for them. If ASD people enter the workforce, both from a social view and from an inclusive point of view with a rigid financial perspective, it will be helpful. The kids with ASD, who took early stage inclusive education, are able to do jobs that are appropriate for them. It may be feasible to offer them a job by providing vocational treatment in student life to some extent, copy editor, auditor, although approximately 66% to 86% of adolescents with autism are unemployed or severely underemployed, the range increases every day. Autism spectrum disorder is a paragliding word and is thought to presently influence about 1 percent of the population. There are many sectors now employing as an employee autistic adults. It has become very common in a foreign country and is also have become popular in Bangladesh. Developer of software, present meteorologist, financial analyst, animator, accountant, producer of music .The firms those who hire autistic adults, they hire because of rare technique skills ASD adults have. The companies also gain reputational advantages by including autism adults. As individuals think more generous and caring are autistic people, they will purchase more products from them. There are plenty of business opportunities for autistic people as all people with autism are unable to do a job. There are many instances where they do many types of company like food products, jewelry products, toys, arts and crafts, etc. In Bangladesh, many opportunities are being established and many steps taken by the government in this field. In a government job, they have a quota for disabled people. I did not find many opportunities for them from different website in Bangladesh.

Conclusion:

Autism is a degenerative disease that connects impairments in social interaction and pauses in language and communication abilities with rigid, repetitive behaviors. There is no single conduct that is always typical of autism and there is no behavior that would exclude an individual kid automatically. A kid with autism spectrum disorder, along with his family, faces many types of difficulties. The involvement of parents, facilitators or caretakers and other family members plays a significant part in the child's ongoing development. Parents can learn and apply abilities that change the overall behavioral problem of an autistic child and help them engage socially. Parents become more concerned and use efficient techniques of teaching that can have a major impact on the kid. Parents get fast access to the data they need to understand for their kid because of the simple access to the internet. Another significant factor in the development

process is the facilitators. In order to make the kid live an easy life, facilitators took unique training or therapies. Parents will not be able to comprehend what to do next for the child's growth without the assistance of the facilitators. In addition, autistic children's therapy often includes many organizations and disciplines that are only feasible when the kid goes to the special school. Communication between school systems and parents can have a direct impact on programming for children. There is also a significant role for the government in these. Bangladesh's government has taken action for the well-being of autistic people. Many facilities and projects are under construction and are yet to be implemented. Adults with Autism Spectrum Disorders (ASD) experience challenges in labor market participation and struggle to attain and retain suitable professional positions due to social interaction and communication impairments. Bangladesh is a developing country, where 1.7 percent of 1000 children are infants with ASD. Zero hunger-reduced inequality which is the main role of sustainable development can play a lower but important part in the workforce for poverty reduction, so they need to be employed as they become adults.

Recommendation:

Many types of initiatives and programs are arranged to help kids and young adults with autism spectrum disorder. But the primary issue is how efficient those are. I believe some efficient fresh strategies should be in place to assist individuals with autism who are:

1. In every governmental and private company, more work opportunities or quotas should be included so that autistic people can live their own lives by satisfying their requirements in the lack of the family's bread earner.
2. The serious autistic kids are always managed by their parents or family. But they become helpless when their families are not with them. A public infrastructure arrangement should be in place for those helpless adults.
3. Special schools are needed in every region. But educational costs in unique schools are very expensive and sometimes the quality is not up to that as well. That's why govt. Steps should be taken to decrease the costs of financing or foreign aid to colleges.
4. More training courses in this regard should be available which could help the facilitators.
5. Free parenting courses for special children's parents should be provided.
6. More vocational training should be arranged to build up a career for autistic adults.
7. Social acceptance should be increased by using the social media and more marketing.

Appendix:

These are the questionnaires that parents and facilitators are asked about children with autism.

Perspectives of autism spectrum disorder child parents:

1. Please select the gender of your family member diagnosed with ASD.

- Male
- Female

2. Please enter the age, in years, of your family member diagnosed with ASD. _____

3. From which age do you understand the baby is autistic? _____

4. For each of the following activities, please indicate how well your family member with ASD can perform the activity. (put right to the answer).

	Independently	Help or Support	Does Not Have This Skill Yet
Feeding			
Dressing			
Bathing			
Toileting			
writing			
Reading			

5. Answer the questions with the right sign.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Ignoring his/her name					
Ignoring the sudden or loud sound					
Hitting others for no reason					
Facing difficulties with siblings					
Scared of strangers					

Can make friend					
Doing improvement					

6. Is a normal school is good for them or special school?

- Yes
- Not really
- No

7. What does the baby like to do most? _____

8. Does he or she like school?

- Yes
- Not really
- No

9. What is his/her special talent? _____

10. Does he/she like to go outside?

- Yes
- Not really
- No

11 Do Outside people make fun of the baby?

- Yes
- Not really
- No

12. What should the government do for them? _____

13. What should we do for the betterment of their life? _____

14. Do they go for the labor world? 1.Yes

2. Not really 3.no

Attitudes of facilitators toward Children with Autism Spectrum Disorder:

1. Which age group do you have the most admissions for?
2. What kinds of problems do you most face when controlling children?
3. Do children have any problem with sitting in the classroom?
4. Are they more emotionally prone?

5. What responsibility do we (the general public) have for children with autism?
6. What responsibilities do you think the respondents have?
7. How visible are the conclusions of facilitators and respondents about children with autism, and how important do you think these conclusions are?
8. How much do you agree with the respondents in this adjustment?

Extra: -----

9. What are the parts of autism in your organization?
10. What measures are taken at your institution to improve them by classification?
11. What new steps should the government take for children with autism?

References

al, A. e. (2012). predictors for work participation in individuals with an autism spectrum disorder: A systematic review. *springer* .

al, C. S. (2017). Parents' and young adults' persepectives on transition outcomes for young adults with autism. *Special Issue Article* , 39.

al, S. e. (2001). parents attitudes towards inclusion of students with autism in Jordan. *International journal of inclusive education* .

al, T. e. (2011). Longitudinal patterns of employment and postsecondary education for adults with autism and average-range IQ. *special Issue article* .

Autism Business Ideas. (n.d.). Retrieved from GeekClubBooks: <https://geekclubbooks.com/autism-business-ideas>

Autism history and facts. (n.d.). Retrieved from National Autistic Society: <https://www.autism.org.uk>

Autism Spectrum. (n.d.). Retrieved from Wikipedia: https://en.m.wikipedia.org/wiki/Autism_spectrum

Child Autism rates twice as high in urban areas, survey reveals. (2018, July 12). *Dhaka Tribune* .

Chinese class teacher's views of the effects of inclusive education for children with developmental disabilities : A qualitative study *INTERNATIONAL JOURNAL OF INCLUSIVE EDUCATION* 14

Jobs for Autism. (2019). Retrieved from Jobs for Autism: <http://jobsforautism.com>

Parent Persepectives on their Toddlers' Development: Comparison of Regular and Inclusion Childcare *Early child Development and Care*

parvin, M. (2016). *Attitudes Towards Inclusion of Pupils with ASD (Autism Spectrum Disorder)*. Dhaka: Prothom alo.

Salaam, A. (2019, september 2). Job Search for Autistic-Disabilities. *Prothom Alo* .

Types of Autism Spectrum Disorder. (n.d.). Retrieved from Alaska Department of Health and social services: <http://dhss.alaska.gov>

What are the different types of Autism? (2019, september). Retrieved from Very well Health: <https://www.verywellhealth.com/what-are-the-different-types-of-autism-260611>