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Review Article

A PARENTLY APPROACH PEDAGOGY ON AUTISTIC CHILD – A NARRATIVE REVIEW

Bindu Arokia Amali J, Rajeswari S and Renuka K

Child Health Nursing, Kasturba Gandhi Nursing College, Sri Balaji Vidyapeeth, Puducherry

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ABSTRACT

Birth of a child is a special gift of every parent. A significant deficit or delay in various mental functions from early childhood is developmental disorders or disabilities. When an Autistic child exhibit abnormal behaviors parents and caregivers requires assistance in bringing out normal developmental skills of children. They should be supported with the knowledge of disease condition and care of the child, the features of Autism Spectrum. Research literature was reviewed with regard to Autism, verbal and non – verbal skills, Parental Approach pedagogy in the following databases – Pubmed, Proquest, Google Scholar. Considerable database exists regarding parents education on care and management of autistic children. Research literature supports the necessity of early identification of ASD, early childhood educators, group intensive family training that will increase the holistic development of the autistic child in the present situation.

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INTRODUCTION

Autism Spectrum Disorder

Autism spectrum disorder (ASD) is of a childhood onset of neuro developmental disorders featured by deficits in social communication and social interaction by restricted, repetitive behavior, interests. A challenging behavior that often goes along with ASD is aggressive behaviors including self-aggression and other aggression.¹ The problems as behavior disorders can greatly affect the other symptoms. The people with autism have problems using verbatim, making relationships, interacting and reacting to the external stimuli surrounding them.²

Autism signs and symptoms may be identified by the time the age of the child is 12- 18 months and behavioral changes can be identified at the age of three. Autism is a life-time disorder even though children will be able to control their aggressive behavior.² These disorders are featured with inability to attain the social interaction, verbal skills, behaviour patterns. Disturbances in genetic synaptic maturation, connections between neurons, nerve cells.³

Literature Reviews on Autism Spectrum Disorder – Verbal and Non – Verbal Skills

An overview of Autism

Autism spectrum disorder (ASD) is characterized by difficulties in social interaction and communication, the ability to think and act flexibly and the perception, management of sensory stimuli (American Psychiatric Association, 2013). The families with one child with autism, the risk of having another child with autism is low.³ The concordance of autism in monozygotic twins is significant. Verbal skills and non – verbal skills are poor because these children have a limited understanding of the meanings and intentions of symbolic form of language. The children use speech as a functional tool, such as for requesting items. The problem of being not able to speak with others can result in behavioral outbursts children. Children with ASD have difficulty in communicating non- verbally like gestures, eye contact, and facial expression and changes of different vocal tones. These difficulties affect the ability of ASD children to interact with others, especially people their own age.⁴

Autism in Children – Prevalence

The prevalence of autism spectrum disorder (ASD) Globally 1 in 150 children Approximately 1:68 children aged 8 years are identified with ASD. A study of prevalence in European countries, with an age range of birth to adulthood, increases

*Corresponding author: **Rajeswari S**

Child Health Nursing, Kasturba Gandhi Nursing College, Sri Balaji Vidyapeeth, Puducherry

from 1.9/10000 to 72/10000. A review article reported the difference in autism prevalence in south Asia. It ranged from 0.09% in India to 1.07% in Sri Lanka. In Asia was 1.9/10000 before 1980, while it is 14.18/10000 from 1980 to present. In India 1 in 500 or 0.20% and 0.15% in Himachal Pradesh.⁵

Verbal and Non - Verbal Skills

A comparative study showed that ($p < 0.01$) the Behavior Sample social and symbolic composites reveals The speech composite contributed unique variance to language expression, language reception only for children with ASD.⁶ An experimental study, reported that the percentage of the verbal group children with aggressive behaviors to caregivers of family members was 47 % and 18% to other people ,and in the Nonverbal Group the results showed that the 47% of children showed aggressive behavior to caregivers or family members (ADI 81) and 25% to other people (SDI82). There is, no significant changes between the Verbal and Non-verbal Groups were found.⁷

Socio- Demographic Variables

Among the socio- demographic variable like age, gender, educational status of mother A study shows majority of the mothers had a poor level of education or had no schooling (56.1%). The majority of the children were diagnosed between the age 31 and 36 months (41%) Girls are found lower prevalence than Boys (65%vs 55%).⁸ A study conducted a survey study in Mangalore to identify the prevalence of signs and symptoms of autism. Five hundred children attending different special school were screened and revealed that the Number of boys were two times greater than that of girls (50vs 24). In the data analysis it was found that expression of autistic features among the study subjects were significantly different ($p < 0.00001$). Most of the subjects (90%) were having distorted and repetitive speech and tantrum to minor change as symptoms. Other features like failure to make eye contact, and not responding to humor etc. and in this study group ($p < 0.0018$) which is found to be significant.⁹

Parental Pedagogy

A study to assess the effectiveness of an educational programme for parents addressing the stereotypical and rigid behaviours of children with autism. The study result showed variation in rigid behaviours among all children and majority of primary caregivers showed improvement in behavioural strategies. The maladaptive behaviours reduced and majority primary caregivers showed decreased stress level. The educational programme also resulted in increased satisfaction and confidence among parents to take care of their child and the findings of this study that involvement of parents in behavioural interventions are effective in reducing fixed and peculiar behaviours of children with autism.¹⁰ An experimental study to determine the effectiveness of a self-instructional module for mothers of children with selected development disorders.¹¹ Non-probability purposive sampling technique was used for selecting 60 mothers. Results revealed that the mean post-test knowledge score of experimental group 61.17 was higher than that of control group 16.113 with value 33.01 ($p < 0.001$). The finding inferred that planned self- instruction module are effective in enhancing the knowledge of mother who have children with selected developmental disorder.¹² Seventeen randomized controlled

trials from six countries to explore the potential effect of moderators of the treatment and parent- mediated early interventions for children with ASD. The reviewers could find that parent- mediated interventions in Autism Spectrum Disorder could reduce the severity of autism features. The study supports the importance and need of early intervention service model as well as the parent's involvement in treatment of child with autism.¹³

CONCLUSION

From these reviews it is apparent that studies on international front are many but to best of my knowledge there are less Indian Studies on the cognitive, connotative and affective skills of autistic children. The reviews indicate that ASD is increasing in recent years among children, and there are various factors that influence the increased prevalence of ASD. Research literature supports the necessity for parent – mediated training for children with Autism. Appropriate measures on early identification of signs and symptoms, management and care can improve the better outcome of children. Further more studies has to be conducted on this topics as ASD is one of the major developmental disorder rapidly increasing in prevalence among young infants and children.

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