

# The autistic children social problems in the male and female teachers' point of view At Al-Nourain and Al-Rajaa Institutes A field social study in Al-Diwaniyah city

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## **Abstract**

*The autistic behavior of children is unclear, complex and often it is not possible to know why the concerned child behaves with a specific behavior and what is the aim of this behavior? The reason for this is that the child cannot express what is inside or what he needs naturally which it differs from that on natural behavior and knowledge of the characteristics and general symptoms of autistic children is very important which helps in diagnosis and treatment and thus rehabilitation, there are psychological, mental and social characteristics of the autistic children that parents know through direct dealing with the autistic child, but because of the lack of knowledge of the reality of autism and the lack of the treatment that eliminates the symptoms, most parents pay not to accept that their child has autism through diagnosis or what drives them to rely on teachers through their behavior with their peers in the institutions for autistic children, as this affects the psychological and social conditions of the children themselves and their guardians, because they are considered an important source of diagnosis and identification of the general characteristics of the autistic child. Therefore, the lack of acceptance of this matter (the diagnosis of their child because he is autistic) leads to a delay in the rehabilitation and training process, in addition to the suffering of both parties (the child and his family), it is therefore important to obtain an early diagnosis to overcome some difficulties and avoid pain for both parties.*

*This study, through observing the autistic children at Al-Nourain and Al-Rajaa Institutes in the city of Diwaniya, have reached to several results, most notably: Most autistic children suffer from mental disorders and problems and among these problems are excessive movement, mocking and ridicule of their colleagues, hearing problems, that the hearing problems greatly affect the communication process between the children and the teachers, as it involves himself, in most cases, the child's behavior with his teacher is calm. The research consisted of two chapters, the first chapter the theoretical side and included three topics: the first topic dealt with defining the concepts, terms and main elements of the research which are represented by the research problem and the importance of the research and the goals of the research, while the second topic dealt with the problems which faced by children with autism while the third topic dealt with the causes of the autism while the fourth topic included methods of Autism treatment, as the fifth topic included the types and characteristics of autism. As for the second chapter, the field side contained three topics. The sixth topic included the research methodology, research sample, research fields and statistical means. As for the seventh topic, it dealt with analysis and tabulation of data, while the eighth topic included results and recommendations, then the sources, and from God the best.*

**Keywords:** autistic children, social problems, Al-Diwaniyah city

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## **Introduction**

Disability is considered one of the social problems that many societies suffer from which it was and still an inherent concern for societies since ages. It is also an important issue facing the societies as an issue of different dimensions

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that may hinder the march of the development in society, which is still shrouded in a lot of ambiguity from knowledge of the reasons leading to its emergence, there are some studies that refer to genetic causes, genetic and neurological membership, and other studies due to psychological and social reasons, while other studies refer to the disorder of the nervous system and other studies.

Disability is also one of the most difficult and severe disabilities, through its impact on the behavior of the individual and his ability to learn, normalizing, train or achieve any amount of ability to learn, as it hinders the capabilities of the individual, especially in the areas of language, social relations and communication. As the research topic was about the social problems of autistic children from the viewpoint of the male and female teachers in the private institutes represented by (Al-Nourain and Al-Rajaa Institutes) in Al-Diwaniyah city.

### **Chapter one: The theoretical side of the study**

#### **The first topic: Defining concepts, terminology and the main elements of the study :**

##### **First: Defining concepts and terms:**

##### **The problem:**

The problem is defined linguistically as it is a translation of the English word "problem", that it has been popularized in research books and curricula that have been written in the Arabic language, so the problem in the Arabic language means in its connotation that there is an obituary shifting between a person and his performance of his work, which requires corrective treatment <sup>1</sup>. As well as it is a deviation or imbalance between what is being and what should be, therefore the problem is an undesirable outcome, so what leads to the appearance of signs of anxiety, tension and imbalance that make the individual feel the existence of the so-called problem <sup>2</sup>.

The problem is also defined as the state of discrepancy or difference between the current and future reality, a goal that it seeks to achieve. Usually, there are obstacles between reality and the target, as these obstacles are known or unknown <sup>3</sup>. It is also a realistic or imaginary deviation from the social norms that many people consider <sup>4</sup>.

**The Procedural definition of the problem:** It is a situation that raises suspicion and confusion, which leads to deviation and abnormal behavior among members of society.

##### **The Social Problem:**

The social problem is defined: It is the social situation that reflects a violation of the values of individuals or reflects their rulings on them, feeling them, that they judge them as constituting a problem for them <sup>5</sup>. Likewise, it is known to appear in a specific society with a specific time as a result of certain circumstances <sup>6</sup>. Also, it is known to be characterized by an association formula that includes a large number of people in society that prevent them from passing through the social roles which is assigned to them from the group and within what is agreed upon with them <sup>7</sup>.

As it also defines as: it is an unwanted gap between desired social idealism and existing social realities, then the social problem expresses the difference, as the ideal of any individual depends on the values of individuals <sup>8</sup>.

**The Procedural definition of the social problem:** It is one of the problems faced by members of society and unacceptable by them, because of the damages.

##### **The Children**

The term child can be used to mean offspring or any person who has not reached the condition or the age of full economic or criminal responsibility for adults in society <sup>9</sup>.

The definition of the child psychology: It is the person of complete creation and forming that has not yet reached the stage of maturity and did not show signs of puberty, no matter how that individual possesses mental, behavioral and emotional abilities <sup>10</sup>.

The autistic child is incapable of establishing social relations and fails to use the language for the purpose of communicating with others also has an urgent desire to continue to do the same behavior as well as is fond of things and has good cognitive capabilities <sup>11</sup>.

As the child defines as he is the son or the daughter, the grandson, the granddaughter, they are innocent angels, meaning that they are of a benevolent nature and do not have a bad as they are the first block in society <sup>12</sup>.

**Procedural definition of the child:** It is the human being who is fully creative and has not yet reached the age of maturity and his inability to take responsibility.

**4- Autism:** It is a delay and an imbalance in the development of both mutual social interaction and verbal and non-verbal communication in a noticeable and abnormal manner, with typical behavior and limited activities and interests, provided that these symptoms appear during the first three years of the child's age <sup>13</sup>.

Also the autism is known as one of the five diseases that fall under the shadows which known as the developmental disorders prevalent which is a group of disorders that includes a disorder in many important mental functions such as language, social skills, awareness, attention and movement <sup>14</sup>.

The autism is also defined as a developmental disability that seriously affects the verbal and non-verbal communication and social interaction that appears before the age of 3 years, which affects the achievement of the child. Here the change does not accept the presence of repetitive stereotypes clearly and the child here does not accept change, especially in the daily routine <sup>15</sup>.

The Autism has also been defined as acute behavioral disorders that affect children in the early and middle childhood periods <sup>16</sup>.

**The Procedural definition of the autism:** It is a disability that affects children at an early age, which leads to obstruction of their lives and problems in their interaction with others.

#### **5- The Teacher:**

The teacher is defined as the mentor or director who performs the teaching, training and extension process <sup>17</sup>.

Teachers: They are the group that has a history and academic foundations also has its own unions <sup>18</sup>.

As the teacher defines, as he is the cornerstone of the educational process, as it affects the behavior of his students and their academic achievement by his sayings, actions, appearance, beliefs, and behaviors that the students transmit from him in an emotional or subconscious way, that the greater burden falls on him in raising the young and preparing them for a decent life <sup>19</sup>.

As the teachers were known as they are the most important elements in vocational education, the values, skills, knowledge, experience and human relationships that the teacher possesses all determine the quality and the imposition of education that is presented in the name of vocational education to the students <sup>20</sup>.

**The Procedural definition of the teacher:** he is the guider through which the role of socialization after the family is completed, also he plays his role in the educational institution, which is the school.

#### **Second: The main elements of the study :**

1- The research problem: One of the social problems that hinder individuals is the disability of autism that affects the behavior of individuals, as the child who suffers from autism has less communication between individuals and others, which leads to this lack of communication to social isolation as well as avoiding the verbal and non-verbal communication with them, due to the lack of characteristics of his disability which is related to how to communicate with them, giving the increasing prevalence of autism, we try to study the problems facing children autistic and what are the difficulties they face in adapting to other peers and as a result of these difficulties that children autistic suffer from, the researcher had to distribute the questionnaire to the teachers of the autistic institutes of the "Autistic Children Institute", represented by (Al-Nourain and Al-Rajaa Institutes ), for answering instead of autistic children, as they are the group most familiar with the problems of children autism. As the research problem revolves around the following questions:

- 1- What does the concept of autism mean and its causes?
- 2- What are the difficulties facing their families in dealing with them?
- 3- How can appropriate methods for accepting disabilities be adopted by their families?
- 4- What are the consequences of this prevalence of children with disabilities?

**2- The importance of study :** This segment is one of the important segments of the society that faces many problems which hinder their lives. As they also resist learning new skills and refuse anything that is presented to them, as his

failure in these skills makes him feel frustrated sometimes during their learning, they scream or bite themselves, so this is why the teacher who has experience in dealing with children to simplify the skill steps they give to them.

### **The aims of study**

The study aims to identify the following:

- 1- Revealing about the social problems which are faced by a child with autism.
- 2- Knowing the behavioral aspects of people with autism from the point of view of teachers and parents.
- 3- Knowing the difficulties that the teachers face in teaching children with autism.
- 4- Setting a set of recommendations that would reduce these problems.

### **The second topic: the problems faced by the autism children:**

It is represented by the following problems:

**First: Psychological and behavioral problems to autism:** in many times they appear some disorders and psychological and behavioral problems such as anxiety, obsessive-compulsive disorder, hyperactivity, excessive activity, weak attention and mood disorders, these problems are among the most problems that affect the parents and children of Autism as one of the main impediments to the process of learning and managing their behavior, as many Autistic children are showing similar behavioral characteristics, such as those associated with attention deficit and excessive movement activity, most of them move at a strange and very large speed while carrying out various activities, especially during training sessions <sup>21</sup>.

### **Second: The Social problems 22: They are represented by the following:**

**1- The problems of weak social relations:** As for social relations have a special importance as they help to support the personality of the disabled in his family and community environment, also it creates a calm atmosphere and a sense of security that helps the disabled person to feel self-confidence and confidence in the world with which he interacts, so if his social relations with people are weakened, this affects his being and his personality, especially his relationship with his family, which makes him lose his family security, as well as his sense of belonging disappears, his feeling of being deprived of love, kindness, calmness, stability, which leads him to introvert, negative and shy which make him a non-social personality.

**2- The Problems of failure of social roles inside and outside the family:** that disability causes to him a social changes in his life, likewise, after the occurrence of an injury or disability, transferring of the disabled from a normal state into the state of disability and deficiency, which results in a change in roles, causing what is called a conflict of expectations in the roles.

**Third: Hearing problems:** Hearing problems are one of the health problems that an autistic person suffers from, as many autistic people suffer from ear problems <sup>23</sup>, it is the auditory sensitivity that loses them the ability to socialize with others as we know that part of the social communication depends on the sense of hearing <sup>24</sup>.

### **The third topic: The causes of the autism:**

**It is represented by the following reasons:**

**First: Genetic causes:** The life of the fetus begins with the union of the male and female cells. As a result of this, a fertilized cell called the zygote is formed. This cell represents the first stages of fetal formation as the human body contains approximately (100 trillion) cells, most of which are less than a tenth of a millimeter wide, half of these chromosomes are taken from the father, while the other half are from the mother, which are presented in 23 pairs, each pair has the same shape and the same function. One in each pair is taken from one of the parents, thus the parents participate equally in the transfer of the genetic characteristics, as each chromosome has a counterpart that together represents a husband. As for the pair 23, it is concerned with determining the type, whether it is female (xx) and at the male (xy).

The Genetic factors depend on these chromosomes because they transmit the genetic factors through what are called genes, which are very accurate chemical bags that are organized on the chromosomes that the cause of autism is due to the presence of a genetic defect, as many researches indicate that there is a genetic factor that has a direct effect on the incidence of this disorder, as the incidence rate increases between the identical twins (from one egg) more than different twins (from two different eggs), as the autism spreads by 96% for identical twins and by 27% among spouses

of fraternal twins, that it was found that the percentage of 15% of children with autism suffer from cases of RET, or fragile x cases, the most important disability, which proved to have a genetic basis 25.

**Second: Psychosocial reasons:** Musa (2007) indicated that there are possibilities and perspectives that attempted to explain autism, as a social view emerged that indicates that it is a disturbance in social communication as a result of abnormal social environmental conditions that result in the child's sense of rejection by the parents, as well as the loss of the emotional effects from them, which led to his withdrawal from social interaction with the surrounding environment, whereas, the psychological model interprets it as a form of early schizophrenia resulting from the child's presence in an environment which characterized by abnormal family interaction, which makes him feel lack of adjustment or psychological compatibility. Also, children with autism often have lesser interacting environment and more rigid, withdrawn and non-social, which makes the child very introverted, that leads to the difficulty or inability or desire to interact with others <sup>26</sup>.

**Third: Neurological causes:** The large percentage of the increase in size occurred in both the occipital lobe and the parietal lobe, as the neurological examination of children with autism showed a decrease in the rates of blood which is pumping to the parts of the brain that contain the parietal lobe, which affects by the social relations, normal response and language. As the rest of the symptoms are generated as a result of a disorder in the frontal lobe <sup>27</sup>.

**Fourth: Environmental causes 28:** There are several theories that have shown the impact of environmental factors on developing autism. Some of these theories have focused on the environmental factors before birth, such as factors that cause birth defects, while others focus on the environment after birth. That they are as follows:

- **The Pre-natal environment:** Prenatal conditions are one of the causes that are associated with autism, which includes: the low birth weight, pregnancy duration, and lack of oxygen during childbirth.

- **The Age of the father and the mother during marriage:** The risk factors of the autism include the characteristics of the parents, such as the old age of the father or the mother, where one of the theories considers that one of the reasons that show the autism is the age of the sperms of the father which results in a great genetic burden that causes this type of disability.

- **The condition of the father and the mother:** The environmental risks before birth are associated with the autism with many factors which are related to the health, social and economic status of the parents, that includes the injury of one or both parents to diabetes, bleeding and the use of medicines, especially the mother during pregnancy, in addition to the influence of the social, cultural and economic factors that are related to the ages of marriage between the father and the mother and their economic, cultural and health conditions towards treatment and care for themselves.

#### **The fourth topic: the methods of treatment:**

Nevin Zoyer 1988 sees that a child's psychological treatment should first seem to remove him from his own self-defeating (disabling autism) by using therapeutic techniques that include the use of rhythmic activities such as music as well as the use of activities that stimulate the pleasure by using rigid subjects, that it should be very clear in such cases which it causes physical contact with the child, because it is difficult for him to bear as the important thing is that we realize that it is dangerous to push him quickly towards the social communication, this is because the least amount of frustration may lead him to respond or to make sharp mental defenses, on this basis, the therapeutic methods pursued with this group of children seek to achieve two main goals: <sup>29</sup>:

**The first:** pushing the child to further growth in the context of attempts to modify behavior.

**Second:** Helping parents to learn ways to communicate with the child and contribute to his treatment while they are with him at home.

**As there are also different types of treatments which are as follows:**

- Behavioral therapy.
- Educational therapy -
- Drug therapy.

#### **The fifth topic: Types and the characteristics of the autism:**

**First: Types of Autism <sup>30</sup>:** Autism has several types represented by the following:

1-Asper is syndrome

2- High functioning Autism

### 3- Classical Autism

### 4- Kenner is syndrome

**Second: The characteristics of Autism:** The most important characteristics of autistic people are as follows:

**1- Cognitive characteristics:** Cognitive abilities vary among the autistic children, as it may be at a high level in one thing while they are late in their performance of something else. This difference is sometimes related to the inability of these children to understand the basic concepts <sup>31</sup>, as they can do many jobs as acceptable, including cognition, **Nadia Abu Saud** asserts that the results of various studies show that the autistic children suffer from a deficiency in the cognitive function which is one of the cognitive abilities, as it became clear through the clinical reports that autistic children's responses to sensory stimuli are abnormal. **Hussein Mustafa's study** also confirms that the autistic children have a lack of attention and a complete inability to focus on a task <sup>32</sup>. Likewise, **the function of attention** that **Muhammad Ahmed Hattab** refers to, that the autistic children demonstrate selectivity of attention through environmental events which are surrounding them, as they respond with their sensory experiences of things. Among other functions is **thinking**, Sawsan indicates that people with autism depend on a specific method of thinking, that is, thinking about the image, not words, and presenting ideas in their imaginations in the form of a video and the difficulty in processing a long series of oral information, as they use the mind instead of feelings in the process of social interaction, suffering from difficulties in not realizing some of the feelings and senses. Likewise, they have the function of **imagination**, as Omar bin al-Khattab indicates that the autistic people have limited activity in imaginary activity, this is characterized by imitation and lack of awareness of goals which are related to words such as literature and social hadiths <sup>33</sup>.

**2- The Social characteristics:** The deviation of the social growth from the natural course is considered one of the most severe features of the autistic disorder. As Elhamy notes, the social isolation is one of the most important features that distinguish the autistic children, as this disorder appears clearly when the autistic people enter as a party in a relationship with others <sup>34</sup>.

**3 - Emotional characteristics:** **A'maal** indicates that the most important characteristics of an autistic child is poor communication with others and a lack of understanding of emotions, thus the loss of response to others, a failure in non-verbal communication and repetition of syllables and words, fear, dismay, resistance to change and insistence to stereotypical repetition, the lack of activities and interests due to poor imagination and the emergence of symptoms in (30) months as well as a clear deficiency in language development <sup>35</sup>.

**4- Behavioral characteristics:** **A'maal** indicate that children with autism at pre-school age show a clear lack of imaginative ability to play, such as playing with tools, the absence of the adult roles and group play <sup>36</sup>.

**5- The Movement characteristics:** **Othman** notes that the autistic children often have an acceptable appearance if it is not attractive, in terms of tallness, especially at the age of two to seven years, they are shorter in length than their normal peers which are equal at the same age. The autistic child differs from the normal child in the instability of the use of a particular hand, so that the right hand is used or exchanged with the left <sup>37</sup>.

**6- The Physiological characteristics:** **Ibrahim** indicates that the autistic child is usually born naturally and appears to be in good health, but there are a number of physical features that begin to appear after born, including head enlargement, which is one of the common signs among the autistic children <sup>38</sup>.

**7- The Linguistic characteristics:** **Lewis** notes that the autistic children suffer from the developmental deviations, especially at the level of linguistic, social and movement developmental, as well as in the processes of attention, awareness and reality testing <sup>39</sup>.

## Chapter Two: The Field Side

### The sixth topic: The study methodology

**First: The Study Methodology:** The research has relied on the social survey method with the sample (intent) as it is an appropriate methodical method for this study, as it enables the study of the studied phenomenon within the time and available capabilities to the researcher from one side and in proportion to the preparation of community item on the other hand so that this sample is well represented for the research community.

**Second: The study sample:** One of the most difficult problems which are facing the researcher in the humanities and social sciences in particular is the method of selecting the sample. Therefore, the researcher must resort to use the sample method that represents the original community for the research so that he can take a small and accurate picture about the studied phenomenon, as the current topic is related to the social problems of children with autism from the

point of view of the male and female teachers, therefore, the sample community must be similar to the research community, so the researcher selects the sample that you see achieving the purposes of the research a free choice which is based on information that enables him to obtain the accurate results that can be generalized, as the research sample consisted of (48) autistic children distributed in Al-Nourain and Al-Rajaa Institutes in Al-Diwaniyah city.

**Third: The Domains of the Research:** Each study or research has three main limits or domains, which are the following:

**1- The human domain:** means the human community that includes male and female children of autism at Al-Nourain and Al-Rajaa Institutes in Diwaniyah

**2- The Spatial domain:** means the place where the research was carried out, represented by the Al-Nourain and Al-Rajaa Institutes in the city of Diwaniyah.

**3- The Temporal domain:** By that we mean the time limit or the time taken by the researcher to prepare the requirements of the entire research and determine the time from 10/10/2019 to 1/2/2020.

**Fourth: The Statistical means:** The researcher has emptied and analyzed the questionnaire through repetition, percentage and the Arithmetic mean.

**The seventh topic: The data analysis and tabulation:**

**Table (1) represents the gender**

Gender	No.	Percentage
Male	29	%60
Female	19	%40
Total	48	%100

The results of the field study indicate that (29) respondents, at the rate (60%), were males, (19) respondents, with a percentage reached (40%) were females at the Al-Nourain and Al-Rajaa Institutes in the city of Diwaniyah, as we found that the number of male autistic children is more than the number of females.

**Table (2) represents the age groups**

Age	No.	Percentage
From 16-10	22	%46
From 16-11	26	%54
Total	48	%100

Through the field study, it became clear to us that the children in the Al-Nourain and Al-Rajaa Institutes are between (6-16) years old and during these years the parents can register their children in the institute even if it is more than (10) years old, where we found (22) respondents, at a rate (46%), whose ages range between (6-10) years, while (26) respondents, at a rate (54%), their ages ranged between (11-16) years.

**Table (3) represents the educational level of the father**

Educational level	No.	Percentage
illiterate	7	%15
Reads and writes	11	%23

<b>Primary</b>	<b>4</b>	<b>%8</b>
<b>intermediate</b>	<b>3</b>	<b>%6</b>
<b>Preparatory</b>	<b>14</b>	<b>%29</b>
<b>University</b>	<b>9</b>	<b>%19</b>
<b>Total</b>	<b>48</b>	<b>%100</b>

Through the analysis of the Table (3), it was found that there is a variable in the educational level of the father between illiterate, reads and writes, primary, intermediate, preparatory school and university, as the highest level is secondary with a percentage reached to (29%).

**Table (4) represents the educational level of the mother**

<b>Educational level</b>	<b>No.</b>	<b>Percentage</b>
<b>illiterate</b>	<b>8</b>	<b>%17</b>
<b>Reads and writes</b>	<b>2</b>	<b>%4</b>
<b>Primary</b>	<b>17</b>	<b>%35</b>
<b>intermediate</b>	<b>11</b>	<b>%23</b>
<b>Preparatory</b>	<b>7</b>	<b>%15</b>
<b>University</b>	<b>3</b>	<b>%6</b>
<b>Total</b>	<b>48</b>	<b>%100</b>

It was found that through the Table (4) a variation in the educational level of the mother between the illiterate, reads and writes, primary, intermediate, preparatory school and university, as the highest level is primary, at a percentage reached to (35%).

**Table (5) represents the place of residence**

<b>residence</b>	<b>No.</b>	<b>percentage</b>
<b>countryside</b>	<b>17</b>	<b>%35</b>
<b>urban</b>	<b>31</b>	<b>%65</b>
<b>Total</b>	<b>48</b>	<b>%100</b>

By analyzing the Table (5), it was found that the majority of children live in urban areas, at a percentage about (65%). This means that the autism is found in abundance in urban areas.

**Table (6) housing ownership**

<b>housing ownership</b>	<b>No.</b>	<b>Percentage</b>
<b>owner</b>	<b>30</b>	<b>%63</b>
<b>rent</b>	<b>18</b>	<b>%37</b>
<b>overtake</b>	<b>-</b>	<b>-</b>
<b>Total</b>	<b>48</b>	<b>%100</b>

It was found through the analysis of the Table (6) that most autistic children live in owned homes by them at a percentage about (63%), meaning that the housing ownership does not cause them problems that lead children to autism.

**Table (7) represents the mental disorders and the problems of the autistic child**

disorders	No.	Percentage
<b>Yes</b>	<b>31</b>	<b>%65</b>
<b>No</b>	<b>17</b>	<b>%35</b>
<b>Total</b>	<b>48</b>	<b>%100</b>

It became clear to us that most of autistic children suffer from psychological disorders and problems, which leads them to abuse their condition. Through these disorders, it is difficult for the autistic child to get rid or reduce autism, as they were (65%), while children who did not suffer from any mental disorders or problems were at a percentage about (35%), through the responses of the teachers at the Al-Nourain and Al-Rajaa Institutes, it became clear that the disturbances is a disease that must be cured, as most teachers indicated that there is no effective treatment for this incurable disease.

**Table (8) Problems that accompany an autistic child**

Problems	No.	Percentage
<b>Anxiety</b>	<b>12</b>	<b>%25</b>
<b>Obsessive-compulsive disorder</b>	<b>4</b>	<b>% 8</b>
<b>Hyperactivity</b>	<b>16</b>	<b>%33</b>
<b>Poor attention</b>	<b>13</b>	<b>%27</b>
<b>Mood disorder</b>	<b>3</b>	<b>%7</b>
<b>Total</b>	<b>48</b>	<b>%100</b>

We found that many of the problems that the autistic child is exposed to which are problems of anxiety, obsessive-compulsive disorder, hyperactivity, poor attention and mood disorder, as these problems greatly affect the autistic children, which makes autism child introverted and not responding to the external environment, that the most common problems associated with autistic children were hyperactivity at percentage reached to (33%).

**Table (9) represents the weakness of the social relations**

Weak relationships	No.	Percentage
<b>Yes</b>	<b>34</b>	<b>%71</b>
<b>No</b>	<b>14</b>	<b>%29</b>
<b>Total</b>	<b>48</b>	<b>%100</b>

The autism that affects children leads them to weak social relations and not to integrate them with others as well as not knowing what is going on around them as few of them respond to some things, which leads to them not wanting to mix with others, except for a few of them as percentage(71%), on the contrary, they were at a percentage about (29%), through the responses of the teachers, it became clear that most of the autistic children are isolated and do not want to form friendships or relationships except in some cases and with specific individuals.

**Table (10) represents mockery and ridicule**

<b>mockery and ridicule</b>	<b>No.</b>	<b>percentage</b>
<b>Yes</b>	<b>25</b>	<b>%52</b>
<b>No</b>	<b>23</b>	<b>%48</b>
<b>Total</b>	<b>48</b>	<b>%100</b>

It showed that the autistic children are subjected to mockery and ridicule by their colleagues and from normal people, as this mockery, which affects their personality making them lose confidence in them, which leads them to withdraw in themselves or may lead to an increase in the percentage of autism by (52%).

**Table (11) the autism treatment**

<b>autism treatment</b>	<b>No.</b>	<b>percentage</b>
<b>Understanding and strengthening the bonds of love and affection among students</b>	<b>6</b>	<b>%12</b>
<b>Training them on some theoretical and academic activities</b>	<b>9</b>	<b>%19</b>
<b>Integrate them with their peers and provide confidence in themselves</b>	<b>18</b>	<b>%38</b>
<b>Provide the needs that help them in their training</b>	<b>15</b>	<b>%31</b>
<b>Total</b>	<b>48</b>	<b>%100</b>

Through the answers to the question of how to treat autism among children, many things that must be met and approved by teachers are shown, so that the child can reduce the severity of the autism, so these treatments understand and strengthen the bonds of love between them and the normal students with the percentage about (12%), as well as training them on some theoretical and academic activities at a percentage about (19%), the most important and the basis is to integrate them with each other, which helps them to reduce the severity of the autism with a percentage (38%), finally providing basic needs by education in order to train them and provide what is necessary for the teacher to form the personality of pupils at a percentage (31%).

**Table (12) the presence of hearing problems for autistic children**

<b>Hearing problems</b>	<b>No.</b>	<b>Percentage</b>
<b>Yes</b>	<b>37</b>	<b>%77</b>
<b>No</b>	<b>11</b>	<b>%23</b>
<b>Total</b>	<b>48</b>	<b>%100</b>

Through the field study, it became clear to us that most of the autistic children suffer from hearing problems that affect them through their social relationships and their daily way of life, which makes it difficult for them to live normally (77%).

**Table (13) The effect of hearing problems on the social communication process**

<b>effected on communication</b>	<b>No.</b>	<b>Percentage</b>
<b>Yes</b>	<b>28</b>	<b>%58</b>
<b>No</b>	<b>20</b>	<b>%42</b>
<b>Total</b>	<b>48</b>	<b>%100</b>

It became clear to us that the poor hearing of the autistic children causes for them a lot of problems. Among these problems is the weak communication process between the autistic children and other children, which makes it difficult for them to speak with their peers at a percentage about (58%). As for the children who did not suffer from hearing

problems, their percentage was (42%), as most teachers indicated that there is difficulty in understanding and communicating with them, as they are a special category who are unaware of many things around them.

**Table (14) The mode of the child with the teacher**

<b>Baby mode</b>	<b>No.</b>	<b>Percentage</b>
<b>Quiet</b>	<b>43</b>	<b>%90</b>
<b>Violent</b>	<b>5</b>	<b>%10</b>
<b>Total</b>	<b>48</b>	<b>%100</b>

It was found from the field study in the Table (14) that the autistic child is calm with the teacher who is training him at a percentage about (90%), while the violent child whose behavior is aggressive with the teacher was isolated and highly introverted with a percentage (10%).

**Table (15) the child introverted by himself**

<b>introverted by himself</b>	<b>No.</b>	<b>Percentage</b>
<b>Yes</b>	<b>38</b>	<b>%79</b>
<b>No</b>	<b>10</b>	<b>%21</b>
<b>Total</b>	<b>48</b>	<b>%100</b>

The autistic child is mostly introverted by himself at a percentage about (79%), some autistic are not at a percentage about 21%, depending on the severity of the autism of the child.

**Table (16) Adaptation of the autistic child**

<b>Adaptation of the child</b>	<b>No.</b>	<b>percentage</b>
<b>One of the teachers</b>	<b>26</b>	<b>%71</b>
<b>All of them</b>	<b>22</b>	<b>%29</b>
<b>total</b>	<b>48</b>	<b>%100</b>

By analyzing the table of adapting the child to the teachers, it became clear to us that the child adapts to one of them, meaning that he studies and trains more than the rest of the teachers who are with them at the institute, at a percentage about (71%).

**Table (17) The teacher's participation with the child in the drawing**

<b>Participation of drawing</b>	<b>No.</b>	<b>Percentage</b>
<b>Yes</b>	<b>41</b>	<b>%85</b>
<b>No</b>	<b>7</b>	<b>%15</b>
<b>Total</b>	<b>48</b>	<b>%100</b>

It is clear that most of the teachers share the drawing with the children, which leads them to trust the person himself. As this group is the children who have autism at a small percentage and not with severe autism at a percentage about (85%).

**Table (18) The child suffers from fear when seeing strangers**

<b>child suffers when seeing</b>	<b>No.</b>	<b>Percentage</b>
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<b>strangers</b>		
<b>Yes</b>	<b>21</b>	<b>%44</b>
<b>No</b>	<b>27</b>	<b>%56</b>
<b>Total</b>	<b>48</b>	<b>%100</b>

Through the field study, it became clear to us that the autistic children do not suffer from fear when seeing strangers the institute, but few of them are afraid when the doctor visits them, that those who fear a small percentage of them are happy when people visit them and take pictures and provide guidance to them at (56%).

**Table (19) reactions and their status when visiting strangers**

<b>The situation of the child when visiting strangers</b>	<b>No.</b>	<b>Percentage</b>
<b>He cried with screams and throws himself on the ground</b>	<b>4</b>	<b>%19</b>
<b>He does not accept others and does not express his emotions towards them</b>	<b>7</b>	<b>%33</b>
<b>Standing and trembling with fear</b>	<b>10</b>	<b>%48</b>
<b>Total</b>	<b>*21</b>	<b>%100</b>

\* The No. (21) because the total of those who supported the child's suffering from fear when seeing strangers in Table (18).

It was found by analyzing the table that pertains to the child's situation and his reactions when visiting strangers, as many emotions appear on the child, including crying and screaming and throwing himself in the ground at a percentage about (19%), as among of them does not accept others and does not express his emotions towards them, at a percentage about (33%), among them stands and trembles with fear at (48%), then the last emotion is the most among children.

### **The eighth topic: The results and recommendations**

#### **First: The Results:**

- 1 - Most of the autistic children suffer from mental disorders and problems.
- 2 - One of the most common problems that children with autism face is excessive movement.
- 3 - Autism leads to weak social relationships.
- 4 - Most of the autistic children suffer from mockery and ridicule from their colleagues.
- 5 - Most of the autistic children suffer from hearing problems which are significantly influence the communication process.
- 6- The child's behavior with his teacher is calm.
- 7- The autistic child is introverted.
- 8-The child adapts to his teacher who is training and rehabilitating him.
- 9 - The autistic child does not suffer from fear when seeing strangers.
- 10 - The presence of treatments that reduce the mockery and ridicule of the autistic children which is represented by understanding and strengthening the bonds of love and affection between them and the normal students, as well as training them on some theoretical and academic activities, most importantly, the basis is to integrate them together,

which helps them to reduce the severity of autism, finally, the basic needs must be provided by education in order to train them and provide what the teacher needs to form the pupils' personality.

### **Second: The Recommendations:**

- 1 - Urging parents who have autistic children to register their children in the institutes which are designated for them in order to reduce the severity of autism.
- 2- The Ministry should provide the institutes' requirements that assist the researchers in developing children's ability and treatment.
- 3 – The researchers who are responsible for this group should communicate the voice of this group to officials in order to provide everything they need.
- 4- The pregnant mother must be away from any drugs that have a negative impact on the future of her children.
- 5- Expanding the centers that care for the autistic children and providing the necessary expertise to reach the easiest ways to deal with them.
- 6- The family must accept its autistic child under any circumstance.

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