

Communicative Difficulties in Adolescents with Autism Spectrum Disorders and Their Effects on Their Integration within Mainstream Secondary School

Research Statement

Despite being reported as low-incidence disorder, the severity and multiplicity of the problems caused by autism spectrum disorder (ASD) for victims and their families calls for significant attention by researchers and practitioners. Communicative difficulties faced by these victims are particularly significant, not only because these difficulties serve as the primary symptom for diagnosis of ASD but also because they are closely associated with the social problems faced by these victims in their families. The proposed research will look into these communicative difficulties with particular focus on the problems faced by the adolescent in integrating with their peers and teachers within mainstream secondary school.

Research Questions

- Q1. What are the communicative difficulties faced by the adolescents diagnosed with ASD?
- Q2. How these communicative difficulties affect the ability of these adolescent in integrating with their peers and teachers in a mainstream secondary school?
- Q3. What interventions have been suggested in the literature to aid these difficulties and are these interventions being practiced by the teachers in mainstream school?
- Q4. What measures can be taken by the teachers, family members and students in a mainstream school to help ASD diagnosed adolescent deal with these communicative difficulties and to promote positive social integration in the school setting?

Literature Highlights

The topic is highly popular among researchers and a bulk has been published on it, but as pointed out by Schopler and Mesibov (1985) this proliferation of published work on the subject has led to confusion and controversies. Selection of reliable and up-to-date research on the subject is, therefore, a prerequisite for conducting the literature review for this research. Among the

reliableresearch works on the subject, the research findings of Kjelgaard&Tager-Flusber (2001),Noens& van Berckelaer-Onnes (2005),Shriberget *al.* (2001), and Wikinson (1998)will be interesting to be compared with the findings of this study. Another important work that can help the researcher understand the conceptual background of the subject is authored by Tager-Flusberg, Paul and Lord (2005).

Proposed Methodology

The proposed research will be a combination of secondary and primary research. Based on the assumption of phenomenology, the researcher will look into the experience and perception of the people directly involved with the problem by interviewing the parents, teachers and peers of at least 4 adolescents enrolled in mainstream secondary schools.

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