Advanced Research Unit 4

PS 504-01

Professor Julian

October 10, 2017

Introduction

Education is a tool that has a transformative power to all children as well as adults. The emergence of various conditions that affect the normal living and learning environment becomes a great challenge and a hindrance to the process. Every child has their strengths and weaknesses. The role of the teachers is to help the students manage such conditions through providing the required guidance as per the situation.

In the face of autism, the parents also have a duty to ensure that the kids suffering from this condition acquire the best care and education as the others. Taking autistic kids to institutions with school-based programs for such cases is the best option compared to having organized home learning sessions.

Background information

Autism is usually some form of disability that affects a person during the development stages. This happens especially during childhood whereby some children find it impossible to accomplish some basic functions. Such conditions express themselves in very diverse ways thus it is not a specific disorder. Majority of the parents who have their children suffering from this disorder encounter both physical and emotional stress due to the intensity of care that is demanded by such conditions.

Attending the schools together with other healthy children may prove a challenge to the victims. At some point, parents end up preferring organizing with a qualified teacher to have their kids taught from indoors instead of attending the school-based programs. Such decisions have great impacts on the coping skills and the development nature of the child. Though most view it as a family gesture of love for the victim, the step has the potential to make the life of the child more complex than it is expected. This research aims at discussing and identifying the contributions made by the school-based programs for autistic compared to home arrangements in terms of coping skills.

Literature Review

The federal administration has documented the importance of having specialized programs which cater for the needs of autistic children. This is the reason they came up with the rule that supports and encourages the proper training and coaching of autistic kids(Prichep, 2014). The government has provided funds to ensure that the schools are designed in a way to cope with the needs of these children. This development and funding are aimed at ensuring every kid feels safe and their needs are taken care of in the best way possible.

A research steered by the *Centers forDisease Control and Prevention* organization provides various facts about the level of people’s understanding of this disorder. In their findings, they indicate that very few people fully understand the real meaning of such a situation(Services, 2016). The majority of parents take it as a situation to be hidden from the public while the others are just okay with the condition. Those who have adequate information are relatively few.

When it comes to offering schooling sessions, most parents are paranoid and think that their children might be subjected to mishandling as well as discrimination by the other kids. In the article, Saggers(2016) explains that the institutions have a connectedness quotient which helps the children to cope with various situations. The connectedness factor is a metric that ensures that every child feels accepted, respected, supported and part of the others, thus forming the social environment.

Also, in the same study, the writer focused on the issues of participation in the social activities for the children. In her findings, Saggers(2016) discovered that those children who are registered in the school-based programs have a higher degree in forming a self-acceptance virtue. This helps them to interact more freely with the other normal children and cope with the environment. They become bolder and accept their fate through appreciating the things that they do and the cooperation between them and their peers.

Additionally, this researcher focused on the social and emotional wellbeing of the autistic children in the school-based setup. The findings included a positive feedback for the programs in the school to both the autistic and other children as well. The programs which are initially planned and organized to help the autistic students prove most influential and helpful to the whole group. Such a situation is necessary for forming a basis for equal treatment of the children(Wise, 2017). It also ensures that the well-being of these kids is promoted in a way that does not seem direct or intimidating.

In a contrasting scenario, the autistic kids who get restrained at their homes have a lot to lose in terms of coping with life and development issues. Different from those that attend school-based programs, these kids are deprived the joy of interaction with their peers in the name of having a proper home care. The majority of such cases end up becoming poor performers, especially in life issues since they are completely not exposed to various dynamics of life. It is true that when children grow together they tend to learn more from themselves than from what they are taught in the learning set platforms.

Another research has proved that the level of conversation ability differs depending on the child’s status. Most children who are victims of this disorder have difficulties in engaging in a comprehensive discussion or conversation with their peers(Fionnuala Larkin, 2017). This could be one reason that contributes to some parents avoiding the school-based programs and opting for the home arrangements for training of their affected children. In their view, the arrangement will promote the child’s emotional wellbeing since the people at home are comfortable with the situation.

On the contrary, school-based programs offer a better platform for the autistic kids especially in the area of conversation and forming a strong interpersonal virtue of confidence. It also promotes the awareness by other children that they have a responsibility towards the autistic children(Rose E. Nevill, 2017). This environment promotes togetherness and eradicates discrimination issues. The children learn to appreciate each other and develop some sought of pillars towards each other. Also, they become aware of the situation affecting their friend and they could be willing to assist where necessary.

Proposed Research

This research is of an investigatory nature whereby the learner seeks to understand and establish the difference that is prevalent between the education programs that are prepared for children suffering from autism. The researcher is especially interested in the contribution of each education arrangement to the holistic development of the child.

The research revolves around the question of which platform offers the best environment for proper upbringing and education of the autistic children. The question is important since the majority of the parents who have children suffering from these complications are not fully aware of how to handle such cases. The research question will help in providing such parents with adequate information and reliable facts that can help them in making the right decisions in the upbringing of the children.

The hypothesis to this research revolves around proper upbringing of children regardless of their health status or other related complication. It is about what things are best for children and the programs that are set aside for the upbringing purposes. This hypothesis will also look into the importance of communal children activities. The research question is fully covered in the hypothesis in that such issues incorporate the special cases of children. Proper upbringing is completely diverse.

The planned research will be intensive and inclusive. This will include taking data on the views of various parents and how free they are in letting their children interact with their age mates. It will also involve taking data on the parents who are informed on how to take care of the autistic young ones and which side of the education programs they would prefer for such children. This information will contribute to the better understanding of the hypothesis in that the scholar will have adequate information on parents who are well equipped for autistic cases.

Summary:

Autism is a condition that requires intensive care for the victims. Also, there is a need for those close to the victim to be fully aware of the impending needs of the child and provide the best care and love as required. Intensive research and relevant information about this field are necessary in order to provide sufficient information to the society. This will provide a necessary boost to the current way of handling such cases.

References

Fionnuala Larkin, J. A. (2017). Collaborative competence in dialogue: Pragmatic language impairment as a window onto the psychopathology of autism. *Science Direct: Research in Autism Spectrum Disorders*.

Prichep, D. (2014). Do Autistic Kids Fare Better In Integrated Or Specialized Schools? *NPR: Education*.

Rose E. Nevill, D. H. (2017). Adaptive behavior profiles in young children with autism spectrum disorder diagnosed under DSM-5 criteria. *Scienc Direct: Research in Autism Spectrum Disorders*.

Saggers, D. B. (2016). School connectedness for students on the autism spectrum. *Teacher: Evidence, Insight, Action*.

Services, U. D. (2016). Research: Autism Spectrum Disorder (ASD). *Centers for Disease Control and Prevention*.

Wise, R. (2017). How to Set Up the Classroom for Students with Autism and ADHD. *Education and behavior.com*.