

CONTENTS

Declaration	i
Certificate	ii
Acknowledgement	iii-iv
Table of Contents	v-viii
List of Tables	ix
List of Appendices	x

Sr. No.	Title of the contents	Page No.
	CHAPTER I: CONCEPTUAL FRAMEWORK	1-31
1.0.0	Introduction	1
1.1.0	Historical background	4
1.2.0	Meaning and definitions of autism	6
1.3.0	Causes of autism	9
1.4.0	Signs and symptoms	10
1.5.0	Types of autism spectrum disorder	11
1.5.1	Autism	11
1.5.2	Asperger syndrome	11
1.5.3	Rett syndrome	11
1.5.4	Childhood Disintegrative Disorder	12
1.5.5	Pervasive developmental disorder-not otherwise syndrome	12
1.6.0	Characteristics of Autism	12
1.6.1	Impairments in Communication	12

1.6.2	Impairment in Social Interaction	13
1.6.3	Unusual behaviour and interests	13
1.6.4	Attention Difficulties	13
1.6.5	Cognitive deficits and cognitive learning	13
1.6.6	Unusual responses to sensory stimuli	13
1.6.7	Anxiety	14
1.7.0	Problems of children with autism	14
1.7.1	Sensory Problems	14
1.7.2	Mental retardation	14
1.7.3	Seizures	14
1.7.4	Fragile x syndrome	14
1.7.5	Tuberous Sclerosis	15
1.8.0	Management of Autism	15
1.9.0	Current status of education of children with disabilities	16
1.9.1	Present status of autism in Gujarat	16
1.10	Provisions for Autism	17
1.11	Legislation and Policies in India for ASD	19
1.12	Parents' experiences of children with autism	20
1.13	Behavioural challenges in children with autism	20
1.14	Education for Autism	21
1.15	Method for behaviour modification for children with ASD	22
1.15.1	Applied Behaviour Analysis	22
1.15.2	Relationship Development Intervention	22
1.15.3	Sensory Integration Therapy	23
1.15.4	Treatment and education of autistic and related communication-handicapped	23

children	
1.16	Educational needs of children with ASD 23
1.17	Children with autism have many strengths and abilities 24
1.18	Centers working for autistic children in Vadodara 25
1.19	Curriculum for the children with ASD 25
1.20	Teaching learning methods for children with ASD 27
1.21	Rational of the Study 28
1.22	Statement of the Problem 31
1.23	Objective of the Study 31
1.24	Explanation of the term 31
1.25	Delimitation of the Study 31

CHAPTER II: REVIEW OF RELATED LITERATURE 32-73

2.0.0	Introduction 32
2.1.0	Studies conducted in India and abroad 33
2.1.1	Studies conducted in India 33
2.1.2	Studies conducted abroad 60
2.2.0	Implications of the review of related literature 70

CHAPTER III: METHODOLOGY 69-75

3.0.0	Introduction 69
3.1.0	Methodology of the Study 69

3.2.0	Population for the study	69
3.3.0	Samples of the study	69
3.4.0	Tools used for data collection	70
3.4.1	Interview schedules	70
3.4.2	Interview schedule for special teachers	71
3.4.3	Interview schedule for parents	72
3.4.4	Interviews schedule for the helpers	72
3.4.5	Interview schedule for experts	72
3.4.6	Interview schedule for doctors	73
3.4.7	Observation Schedule	73
3.5.0	Procedure for data Collection	73
3.5.1	Data collection through interviews	73
3.5.2	Participant observations	74
3.6.0	Data Analysis	74

CHAPTER IV: DATA ANALYSIS AND INTERPRETATION

75-171

4.0.0	Introduction	75
4.1.0	Data presentation	75
4.1.1	Data obtained by teachers	75
4.1.2	Data obtained by parents	90
4.1.3	Data obtained by helpers	117
4.1.4	Data obtained by experts	122
4.1.5	Data obtained by Doctors	131
4.2.0	Emerged educational needs convey by autism spectrum disorder	135

CHAPTER V: FINDINGS AND CONCLUSION

140-171

5.1.0	Introduction	140
5.2.0	Major findings	140
5.2.1	Type of education provided in school	140
5.2.2	Purpose of education provided in school	142
5.2.3	Approach followed in school	142
5.2.4	Educational needs of children with autism	145
5.3.0	Discussion	150
5.4.0	Implication of the research	152
5.5.0	Suggestion for further research	152
5.6.0	Conclusion	153