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MASTER IN

Didactics and Applied Linguistics

The Impact of Asperger Syndrome on Learners

The case study: Fifth year pupils at Adda Benaouda primary school-

Relizane

Submitted by:

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Dedication

For my parent for supporting me since day one, and their grateful role in achieving my success, they allow me to understand what unconditional love truly is. For my family, my sisters, my mother in law, finally, my dear husband for his great support.

Aknowledgment

I would like to thank English department, where I was provided with every opportunity and support to reach where I am today. To my classmates for having the happiest and most stressful memories. Special thanks to my inspirational supervisor, Ilham El Ouchdi my leader and provider of endless motivation. It was a pleasure to be my supervisor. I would also thank the many individuals I contacted to help me collect data for my thesis. I would like to thank the participants in my study. Special thanks to the board of examiners for their attendance. Thanks to the head master of Adda Ben Ouada primary school. This dissertation would have not been achieved without my husband's support. Finally, this experience would have never been possible without God's strength and love to overcome great challenges, thank you God.

Abstract

According to the pediatrician Hans Asperger, some autists are able to make friends and they have average and above average intelligence, but impairment in social interaction, this category called Asperger syndrome. The aim of this study to raise teachers' awareness about the weaknesses and the difficulties that Asperger pupils' confront in their academic process. The case study is that Adda Ben Ouada primary school in Relizane. Moreover, in order to resolve this issue, desegregated method design will be integrated using different data collection instrument including interview and observation. The participant of this study will be with five teachers who have pupils diagnosed with Asperger syndrome. In this dissertation, both descriptive and qualitative research methods were utilized so that to analyze introspectively the difficulties that Asperger pupils face in their learning process. Finally, according to the result of this research Asperger pupils have several problems in the class that need communication, interaction, and participation. Another result illustrates that most Asperger pupils are anxious, stressed, disorganized, depressed and that have low self-confidence.

Asperger syndrome, primary school, Asperger pupils, problem, learning process interaction

List of abbreviations

AD.....	Autistic Disorder
APA.....	American psychiatric association
AS.....	Asperger syndrome
ASD.....	autism spectrum disorder
DSM.....	diagnostic and statistical manual of mental disorders
HFA.....	High functioning autism
PDD.....	pervasive developmental disorder
SCD.....	social communication disorder
SST.....	social skills training

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GENERAL INTRODUCTION:

This study analyses teaching and educating of Asperger in primary school, precisely autism education. Many studies have been conducted in different domain. The goal of the study is to reveal the several perceptions those autistic students, Asperger, their teacher, and school assistants have problem concerning their learning and teaching in general, special education contexts, and open the road for beyond research.

First, there are different scientific opinions that have studied autism, align between medical to psychological and educational perspective. The study therefor attempt to find new horizons to learning and teaching student Asperger syndrome .the study aims to discover the perceptions experiences and points of views that teachers, school assistances challenge . I have a desire to bear in mind and get knowledge about autism since it is an international phenomenon and world wide issue.

The seriousness of ASD and its symptoms that autists have are intricate. The Asperger syndrome considered as high functioning, autists who have the capacity to communicate verbally, some of them own miraculous abilities such as exceptional and extraneous memory, they are in some cases strange, whereas autists at low functioning are incapable to communicate with words. This investigation shedlight on high functioning, students with Asperger are able to speak and succeed in their study.

Motivation

.Asperger pupils are intelligentbut they are neglected within the society, they needhelp and support from the surrounded environment. In additionto that, since I am in the field of education and teaching, getting knowledge about this category of pupils diagnosed with this disorder is paramount in dealing properly with them in the class.This category has great capacities that enable them to achieve success in their lives in general and in their learning process in particular, yet they need encouragement.

Research aim

This dissertation aims to identify what kind of issues that Asperger pupils have in their academic process. The case study is that of Adda Ben Oauda primary school in relizane.

Research question

This study aims to supplying answers to the following research question

-What is the effect of Asperger syndrome on learning outcomes?

In order to answer this question, the following questions should be answered first.

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- How does Asperger syndrome revealed in pupils?
- How do teachers influence the improvement of Asperger pupils?
- Does Asperger syndrome affect pupils physically or mentally?

Research hypotheses:

- The researcher hypothesesthat Asperger Syndrome have negative influence on learners
- The researcher expected that Asperger syndrome observed in their actions
- The researcher guessed that the teacher has paramount role in pupils educational development
- Asperger syndrome influence pupils physically as well as mentally.

Research method:

To identify the problems that pupils with Asperger syndrome confront in their academic process, a mixed method design will be integrated using different data collection tools including observation and interviews with different participants. The participants of this study will be with five teachers have diagnosed autists of fifth grade at Adda Ben Ouada primary school in Relizane, also diagnosed Asperger pupils will participate in this study. In this study, the researcher relies on the teachers' interview in order to find out the real issues they confront in primary school. In addition, to examine extremely the difficulties that Asperger pupils face in their classes. The main object is to gain deep detail information concerning the issue.

Significance of the study:

- The impact of Asperger syndrome on learners precisely on pupils at primary schools.
- To identify the difficulties that Asperger pupils confront in their learning process.
- To provide suggestions and recommendations of Asperger pupils for the surrounded environment.

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INTRODUCTION

This study shed light on the influence of Asperger syndrome in learning at primary school, and problems confronted by Asperger pupils. It covers issues related to the psychological disorder which are the definition, causes, symptoms, diagnosis and treatment. Additionally, some aspects such as the difference between autism and Asperger syndrome. how Asperger syndrome affects learning and strategies of Asperger's successful learning path.

1 Autism education and primary school learning and teaching:

This chapter covers some issues related to autism spectrum disorder Asperger as a face of autism in primary school learning and teaching. This includes an overview of some of the causes, symptoms, diagnoses and treatment of ASD. Additionally, problems concerning the brain, communication, social skills assets and challenges of an individual with Asperger autism will be presented. The confirmation is on different factors related to autism education. Finally, some pieces of advice and solutions how to teach autists will be introduced to solve problems in the future.

2 Autism spectrum disorder:

According to TuomasKuparinen(2017,6,) autism spectrum disorders and their diverse causes, symptoms and treatments pose dispute and diversity in scientific fields, without any consensus of the real symptoms of autism. Yet although the variety and contradiction of opinions about the spectrum, scientists have agreed on the existence of a spectrum of disorder, and some features. The next chapter negotiates and analyzes the traits of autism, and how Asperger autism affects learning. The chapter end with a precise outline of learning and teaching the Asperger's in general and avoid misunderstanding in the academic process.

2.1 definition of autism:

As TuomasKuparinen (2017,6)have mentioned, Brock, Timersonand Hansen (2006:3) explicate that the word autism was originally integrated by Swiss psychiatrist named Eugen Bluler in 1911. The word autism has roots from Greek words autos meaning self and ismos condition, and it is used in relation to schizophrenia, patients who look to be self inward, isolated. In addition, Brock (2006:12) demonstrates that genetics (such as retssyndromes and Fragile x),the environment (for example Rebella virus, valproic acid and thalidomide) as well as neurobiological factors, these have an interference to the causes of autism.

2.2 The history of Asperger syndrome (AS):

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According to Sara (beth) Cardwell Foreman,(2014,14)Hans Asperger a Viennese pediatrician has noticed a group of young children in his clinic, it was a starting point and the birth to define Asperger syndrome in 1944.

Asperger described the quality of the group, he argued that they have different impairments in learning, attention, behavior, emotions and instinct, especially when it comes to social interaction. It was noticed that none of the children who own this features had either shortage intellectual capabilities nor delayed language development but kind of schizophrenic psychoses. The study of Hans Asperger discovered that his group of subjects is able to make relationship and preserve a stable personality by time and make friendship as well. Asperger illustrated different diagnosis to be known. Asperger observed four children who seemed normal, but they had problem integrating socially and lack nonverbal communication skills.

Sara (beth) Cardwell Foreman 2014, mentioned that the children miss to recognize others, but they have average or above average intellectual and language abilities. Lorna Wing (1981) debated that autism embraced not only children who were alone, but also those who were socially active and strange in their behavior. Wing introduced a series of children case studies presenting same symptom but affirmed that the disorder was different from classical autism and named the separate disorder, Asperger. In 1992, Asperger syndrome was involved in the World Health Organization's diagnostic, that why it became a distinct disease and diagnosis and in 1994 it was inserted in different organizations such as the Diagnosticand Statistical Manual of Mental Disorders.

AS is characterized like autistic symptoms since there is a shortage in mutual social interaction, communication, and repetitive behavior.

The APA classifies AS one among the five pervasive developmental disorders, researchers integrate different own definitions of AS, and compare it with recent studies. It is difficult to distinguish between AS and high functioning autism.

2.3 causes of Asperger autism:

AsTuomasKuparinen(2017,7) declared that Janzen (1996:6) mentioned that unnatural rotation in the development of the central nervous system conduct the beginning of autism. These rotations happen early on the development of the fetus, at the time of birth or sometimes after birth. Hannel (2006:25) illustrate that parents who fail raising their children, do not provide children with needed emotions or promote living conditions, does not cause autism, in fact, it is caused by inherent dysfunction in brain activity. Frith (2008:52) explains that there is an interference of genes that cause autism, while other factors point it is the

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beginning of symptoms; nevertheless, there are different genes that impact the development of autism. Ribble (2011:17) marks out that genes named Neurixin 1, for instance, it has a relation with autism and other involvement of six primary genes and thirty others. There was a study that indicates chromosome 11 has a link to autism. Hannel (2006:25) explains that children with autistic's brothers or sisters have a risk to autism which means it is heredity. Canavan (2016:12) declares that there is common unanimity that autism begins to develop mid-way during pregnancy, however, brain damage of an accident can cause autistic trait and behaviors. To sum up, autism is a disorder of the brain system with genetic traits; it is a mixture of internal and external causes that ameliorate this psychological behavior.

2.4 symptoms of autism :

TuomasKuparinen (2017,8) argued that ASD is a term that contains the scope and the degree of disabilities that autism have. According to Hannel (2006:19) autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally, before age three that adversely affects a child's educational performance".

TuomasKuparinen(2017) clarified that Duran (2006:149) and Chess explain that the symptoms of autism are common, revealed in the shortage of social interaction, impaired communication and repetitive behaviors. some people do not act the same way of these three domain, but at least one of the symptoms. TuomasKuparinen(2017, 8,) argued that Cannavan (2016) and Hannel (2006) argued that autism is a mixture of condition in PPDs:

- Autism spectrum disorder
- Classical autism, also known as Kanner syndrome or low functioning autism
- High functioning autism (HFA)
- Childhood autism
- Early infantile autism
- A typical autism
- Asperger autism (AS)
- Semantic pragmatic disorder (SPD)
- Pathologicaldemandavoidance syndrome (PDA)
- Retts syndrome
- Tourette syndrome
- Pervasive developmental disorder not otherwise specified (PDD NOS)

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Autists may not share the same characteristics of autism spectrum disorder and it's symptoms, yet it differs from one pupils to another according to te.

TuomasKuparinen (2017,9) mentioned that Janzen (1996:8.9) and Hannel (2006:24) transcribe different symptoms ofAsperger autism:

- Language and communication
- Cannot read other's body language
- Unable to start a conversation
- Hate changing routines
- Get stuck in their own heads
- Has strange thoughts and prejudices about the outside world
- Shows problems in meeting new people
- Has an eye for details and notices the small things
- Lack empathy

Having a formal style of speaking that is advanced for his or her age for example: using the return instead of come backtalk a lot, usually about a favorite subject

Although the symptoms seem the same as autism, a child with Asperger's syndrome has normal language and intellectual development, in addition to that, Asperger's make more efforts than those with autism to make friend and engage in activities with others

- Comprehend and uses words literally
- Eye contact can be very limited or fleeting
- May not comprehend a joke or take a sarcastic comment literally
- Asperger children may have delayed motor development, they may be latein learning to use a fork or spoon, ride a bike, or catch a ball. Childrenmay have an awkward walk and poor handwritings.
- Want to be alone, or want to interact, but not know how.
- Talk only about them-selves and their interests.
- Seem nervous in large social groups.
- Have unusual sensory reactions.
- Have a hard time understand body language.

A child with one or two of these symptoms does not mean have Asperger's syndrome. To be diagnosed with Asperger syndrome, a child must have a combination of these symptoms and significant trouble with social situations.

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Asperger syndrome is lifelong condition, adult have a capacity in better comprehending of their strengths and weaknesses. They are able to learn social skills. Many people with Asperger marry and have children.

3 The difference between Asperger and autism:

TuomasKuparinen(2017, 9) clarified that There was confusion on whether Asperger syndrome is a part of ASD or it is independent. Recently, Asperger classified the same as high functioning. Asperger syndrome differs from autism and that because there is no developmental delay present in Asperger syndrome. Student with Asperger syndrome can be academically successful in their learning elementary school as an example. In addition, Hannell (2006:25) assert that the development of language skills of Asperger differ from autists.

TuomasKuparinen(2017,10),revealed that According to Canavan, (2016) Autism cannot be completely healed, there are different sorts of treatment to be integrated. Canavan (2016:12)denotes that autism can be covered by multiple therapies but medical treatment has no influence on the healing of autism. Canavan (2016:12) point out that autism is not only mental but a disorder of the brain system.

4 diagnosing Asperger autism:

TuomasKuparinen(2017.10) have shown that Autism can be diagnosed at early age, but sometimes the case is different. Canavan (2016:13) illustrates that children can be diagnosed autism at age 18 months integrating CHAT that means, Check list for autism in toddlers. Some people with Asperger syndrome or high functioning autism obtain formal diagnosis between the age of five and nine, but others after the emergence of the symptoms.

TuomasKuparinen (2017,10) mentioned that Some Asperger's may not be diagnosed at all, claiming that they are just shy, introverts and odd. Whereas, Hannel (2006:24) reveals that autism must be diagnosed during the years of preschool. Canavan (2016:13) reported that autism is a complex disorder it takes years to be diagnosed because it is a mixture of other disorder such as (ADHD) attention deficit disorder, dyspraxia and Tourette syndrome. The teacher has an important role to identify autism, so that it can be diagnosed .some parents do not have knowledge or they are unaware to discover the disorder. Parents have some issues to deal with their children's condition. Teachers should use checklists to detect autism. Janzen (1996:7) confirms that approximately 15 to 20 new born babies in 10.000 birth will become autists. Walsh (2011:7) explains that students will Asperger syndrome sometimes bright in one specific area of interestfor instance, mathematics or physics. Brock (2006:1) are even

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bolder by estimating a 600 % rise in number of autistic students in the USA. From 22.644 in 1994 to 141.022 in 2003.

Brock (2006:1) mark out the increased number of people with autism and that refers to so features : the awareness of the disorder, great number of people, decreased level of child's death and the environment.

Brock (2006:1) results that nowadays teachers get familiar with the disorder and they are struggling to decrease the influence of the disorder .

4.1 Asperger autism and the brain:

TuomasKuparinen(2017,12) argued that Asperger Autism has a relation with the brain activity. Canavan (2016:6) demonstrates that the real cause of hidden disabilities such as ASD is the formation and reaction to certain stimuli of the brain. Canavan and Brock (2016:6 7) mark out that autistic brain have large sized compared to the mean average and that their brain has higher quantities of grey and white matter.

TuomasKuparinen(2017,12) Canavan (2016:06) indicates that the function of the grey matter is processing information, and it is linked to feelings and memory, whereas the white matter transfers information around the brain via electric and chemical activity. When the brain cannot process information when it is much loaded this can explain why people with autism may get easily distracted or find it difficult to engage in social interaction.

4.2 Asperger autism communication and social skills

TuomasKuparinen(2017,14) argued that Autists are powerless to transmit and express themselves verbally, identifying their needs and desires. For example, an autistic child cannot express hunger waiting for adult's interpretations. Even high functioning autists who can speak, find it difficult to express their needs. People with autism need pictures to integrate socially and communicate.

To sum up, communication is beyond exchanging ideas and verbal words to provide opportunities to communicate.

TuomasKuparinen(2017,14) mentioned that Dyrbjerg (2007:91) states that Asperger find some challenging issues when communicate:

- Sharing attention
- Imitation
- Sustaining a dialogue

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- Following a story or an idea and building on it
- Taking turns and being able to wait for your next turn.
- Adapting to others
- Giving and receiving something from others

5 Asperger autism and education:

TuomasKuparinen(2017,19) revealed that Asperger child starts to learn at early childhood. (Duran 2016:155) illuminates that it is paramount to begin teaching an autistic persons social and behavior skills earlier before puberty, it becomes difficult latter on. Suitable patterns of behavior learnt before reaching teenager period. Doran (2006:155) argues that using the strategy of positive reinforcement, the teacher figures out what Asperger prefer, whether food item, an object or an activity such as drawing or listening to music, so if the learner fulfil the debit in perfect way, the teacher reward the learners with what they prefer.

TuomasKuparinen(2017,19) mentioned that the first years of education have several confirmations on autism. Le Page (2014:157) illustrates that the focus of teaching students an academic issues in elementary schools is not important, but rather on practical everyday life issues that are being learnt and will affect the autistic student's happiness and independence in their future.

TuomasKuparinen(2017,19) According to LE Page (2014:173) elementary school is the place where children learn interesting things such as making friends, to play and socialize. The teacher provides students with autism with activities or homework, the later cause headaches to them. Some of Asperger's are stubborn, claiming that schools are disturbing their entertainment and it should not take place in their life.Ribble (2011:27) suggests that creating a plan for learning can be beneficial to autists to guide and assess the progress they achieve; it is also a tool for learner to detect their strengths and weaknesses.

5.1Asperger syndrome teaching strategies:

(Myles,simpson,1998) argues that strange behaviors of Asperger in general education classroom can be reduced by selecting the suitable methods and tools as well as granting peace and well managed classroom, students get engaged and involved.

Winter and Lawrence (2011) claims that the most crucial element is consistency for AS students who need a plenty of structure and typically react negatively to change. Changesuch

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schedules, exercises can cause anxiety to them in addition, when teacher provide them projects, the instructor should explain it with details and the input should be comprehensible. Griffin, Griffin, Fitch and Gingras (2006) argue that AS student teaching requires three effective strategies : Priming, assignment modification and structural strategies .priming is to use authentic materials so that to decrease anxiety and fear and increase self- confidence and self –reliance. Assignment modification is to set and provide them with enough time to think deeply and complete an assignment.

Finally, structural strategies for example, visual support (to provide them with videos, pictures), graphic organizers (maps, illustrations), outlines can help AS students succeed academically and develop their inner capabilities to progress. the teacher should provide clear detailed information(oral and written) about the structure of the course, practical arrangement assessment, requirement and deadlines.

Learning and behavioral characteristics of student with Asperger syndrome

(Klin,Volkmar 1997,1) mentioned that AS may look socially awkward and have difficulty to comprehend social customs. They need detailed explicit instruction in social skills.AS children have the ability to speak fluently at age of five but they have pragmatic problems for instance: to use language in social context, semantics (cannot distinguish the several meanings).

(Klin,Volkmar 1997,1) shows that Student with AS have rich vocabulary and they speak constantly in subject they prefer.

As have average or above average intelligence, they just need help to be improved.

There was a study that 50% -90% of people with AS have problem with motor coordination (Attwood,1998), the areas that were influenced may include movements, ball skills, balance, dexterity, handwriting, rapid movement.

AS students have some traits as autism especially in responses to sensory stimuli, they are over sensitive to some stimuli.

Anxiety is the other characteristics that Asperger cannot beat and resist.

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How ASD/Aspergersyndromeaffects learning

(Gray, 1994) argued that AS and ASD autists are intelligent as anybody else, but some problems influence their capacity to reveal what they know.

Attending schools can be confusing to Asperger and may influence learning outcomes. Feeling anxious for example; push the brain to produce more energy, this can be tiring, it is better to recognize how ASD affect learning in order to organize and plan to overcome the challenges. The beginning of the studying can be an obstacle to AS where they feel lost. For instance: the campus with strangers can be terrifying, the best way to solve this, is to start with the campus tour, by repeating the tour each time with parents or friends, so that the students can be relaxed and feel enjoyed in the campus alone. In order to succeed, student must prepare a list of “to do “ in order to achieve projects on time. New student should be aware of the strategy, tools are very crucial to student with the spectrum. Every day schedules for giving structure is important to fulfill projects, tests, assignment.

conclusion

to sum up, Though a number of studies have addressed the general topic of autism, Asperger precisely, many have focused on the characteristics, symptoms or medical aspects of the spectrum disorders or on the actions and functioning of families who care for children with ASDs. In addition, a majority of the available research on autism services and different treatments concentrates on state-specific programs and interventions. There are few studies on public school autism programs, and none deal precisely with the types of, and influences on, classroom and instructional supports that are available to students with ASDs in different places.

A lot of things need to be learned about the effectiveness and social help of various methods for educating diverse students with autism spectrum disorders. However, unbiased assessment of current educational treatments is the necessary first step in Devising a plan for long-term systemic educational change for these students.

Implementing evidence-based, socially valid practices in public schools will not only improve instruction for individuals with autism, but will allow them enhance confidence, independence, and quality of life throughout the long life learning .

1 Introduction:

This chapter is devoted to test the hypothesis of this study whether the Asperger syndrome impact pupils learning and how does it influence their academic process. It starts with the research design, the hypothesis, the description of the participants, and the data tools as well. then, the researcher describes, analysis, and interpret the data collected from both the observation and the interview. It will confirm or disconfirm the hypothesis about the impact of Asperger pupils in learning. We start with analyzing the interview, then the questionnaire.

2Research design:

In this research we have followed two methods to reach satisfied results about the impact of Asperger syndrome in learning in order to find out how Asperger autists perceive information cope with their study and which suitable strategies fit their understanding. Some statistics will be integrated in order to clarify with details the collected data to be analyzed. Implementing the two types of tools pave the way to the researcher to get precise information from different teachers to whether confirm or disconfirm the research hypothesis.

The researcher hypothesized that Asperger syndrome affect negatively the student outcomes.

The pupils' anxiety make things worst.

2.1The research procedures:

In this investigation, the interview and observation are designed for primary school classes where we find autists who are diagnosed with Asperger syndrome in general schools in Adda ben ouada primary school in Relizane.

Five teachers are concerned with the interview they are chosen according to the existence of autists in their classes. Their teaching experiences differ from one teacher to another. The aim of selecting primary school is because little pupils are the most categories diagnosed and suffering with the disorder in order to care and help them.

2.2 The description of data tools:

A) An interview: it is very useful method that contains different questions giving to primary school teachers, which help the researchers to get information in a specific period of time in which the teachers are supposed to answer different questions the researcher provide. Each question of the interview has a target purpose.

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B) The observation: is the other tool used in this investigation. It is beneficial to notice and mark notes in order to be analyzed and studied. Teachers provide me with enough time to observe and give appropriate information to reach satisfied results about the impact of Asperger syndrome in learning. The researcher have attended a whole morning with pupils the session were full of activities. The pupils were active, highly participate, and engaged with the teacher.

2.3 data analyses of the teacher interview:

Question 1 :how many autists are there in the class ?

The objective of this question to know the diagnosed number of autists and Asperger ?

Teachers	The diagnosed autists	Asperger
Teacher one	3	2
Teacher two	7	3
Teacher three	5	1
Teacher four	2	1
Teacher five	1	1

Table 1.1: autists and Asperger pupils' in five classes.

Figure 2.1:autists' pupils in five classes.

All teachers of five classes have at least one autist in their classrooms except one.

Question 2: what is an Asperger's autism?

The objective of this question is to recognize whether teachers know about the disorder or no.

Teachers	Know (Asperger)	Do not know (Asperger)
Teacher one	yes	
Teacher two	yes	
Teacher three		no
Teacher four	yes	
Teacher five		no

Question 3: how do you recognize that they are autists?

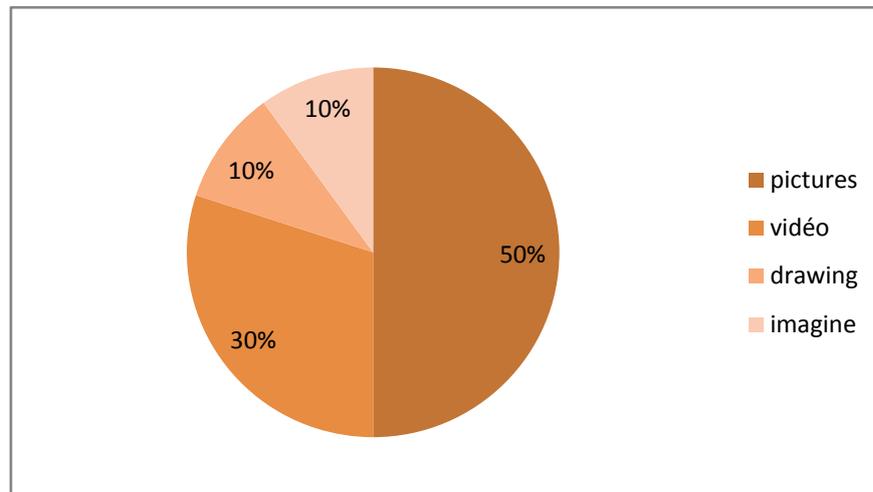
The objective is to know who has the diagnoses?

Figure 3: those pupils who are diagnosed with Asperger and autism, there parent took the responsibility to discover and treat their children. The teachers are informed with the pupils' disorder.

Question 4: do you integrate a specific method or a way of teaching?

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The objective of this question is to know whether teachers enhancing their pupils' level.



Methods to teach Asperger

Figure 4: most teachers declare that during teaching it is very helpful use materials; it is beneficial to an autistic child to understand and reduce his anxiety. Using pictures is the dominant tool in which pupils can hear and see with clarification to get close to meaning. Teachers argue that drawing is a key to understand what is in autists' mind and it expresses what they want. The majority of teachers said that is very difficult to an autistic to imagine, but teachers use it as a tool in teaching to increase a mental development of an autists and provide with enough time.

Question 5: do you take their needs into consideration?

The objective of the question is to shed light on autists' needs.

Teachers	Pupils' needs
Teacher 1	yes
Teacher 2	no
Teacher 3	yes
Teacher 4	no
Teacher 5	no

Figure 5: most teachers do not take pupils' needs into consideration, claiming that pupils do not know what they want, the only thing they prefer is to take rest and relax from time to time. On the other hand, there are teachers who take pupils' needs into consideration

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such as activities they prefer, this can raise self- reliance and promote an motivational atmosphere that pushes Aspergers forward to learn make effort and succeed.

Question 6: which behaviors are used while teaching?

The objectives is to find out how pupils behave inside the classe.

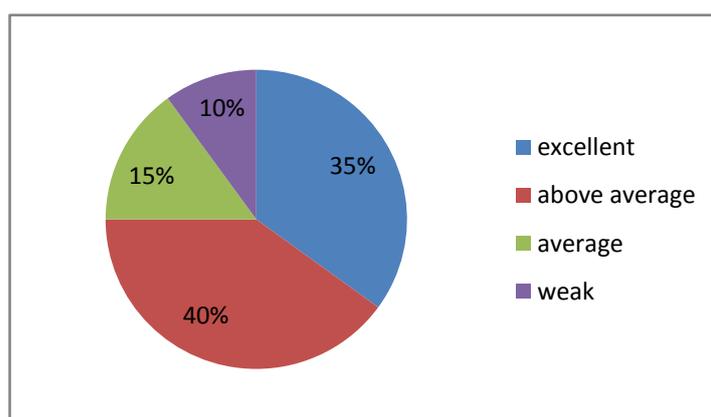
Difficulty with social relationships	80%
Difficulty with communication, starting a conversation	100%
Difficulty picking up in social cues, such as body language	80%
Difficulty adjusting to changes in routine activities	100%
Difficulty recognizing subtle changes in speech such as accent	80%
Avoidance of eye contact with others	75%
Preoccupation and increased knowledge in one or few interest	100%
Heightened sensitivity or overstimulation by loud noises, lights or strong tastes	80%

AS's behaviours inside the class

Figure 6 :all of the teachers has identified a specific behavior with teaching an Asperger, claiming that pupils have difficulties with social relationship, communication and starting a conversation that forbid them from communication and participation in the class and this can impact their output and their performance in the class. All autists pupils have difficulty to understand their teachers' body language and avoid the eye contact.

Question 7 : are they good student in the class?

The objective of the question is to recognize the real level of the category



Pupil's level

Figure 7: some teachers claim that some autists are smart, distinguished and exceptional. They are lacking interaction or participation, but when it comes to their own work or exam

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they do better without help especially in the field of mathematics, whereas other teachers point that some student are weak, they cannot understand even the simple teachers' clarification or questions, they need extra time and help to improve in their tasks.

Question 8: how do their peers behave with them?

The objective of the question is to get knowledge of friends' behavior.

Figure 8: teacher one and two claim that autists and AS precisely is somehow hyperactive and sometimes violent, they like playing with friends, often it is not the case, they just prefer to be isolated and inward. Teacher three, four and five argue that pupils play with their friend normally, because they do not know what is autism or autistic mean.

Question 9: how do evaluate Asperger?

The objective is to shed light on As evaluation inside the class?

Figure 9: the evaluation is common between teachers they have the same criteria to evaluate pupils, the mark is divided into three marks, participation mark, homework activities mark and their behaviors mark. There are different activities inside the classroom, they evaluate their performance so that to create different chances and provide them with opportunities to speak.

Question 10: which subject they participate or prefer most?

The objective is to know the preferable subjects of Asperger

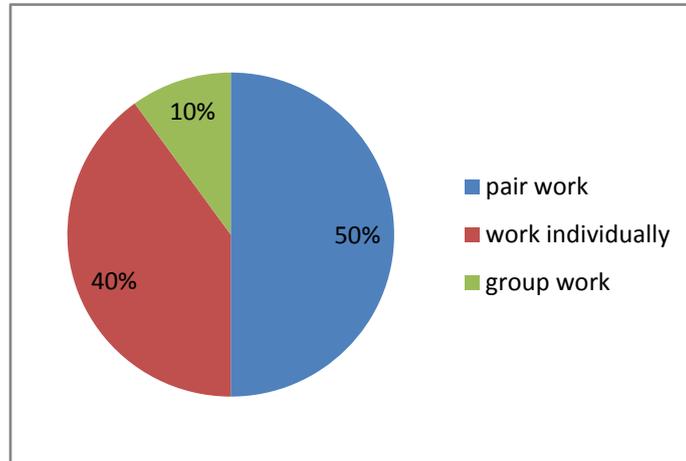


Preferable subjects to those Asperger

Figure 10: teacher one and three who have pupils diagnosed with Asperger are very interested in mathematics and physics, they like to deal with numbers and counting then sport, drawing and technology. They are intelligent in specific fields because they have normal mental development than those classical autists.

Question 11: do Asperger prefer work in group or work individually?

The objective is to know the Asperger choice in doing a task.

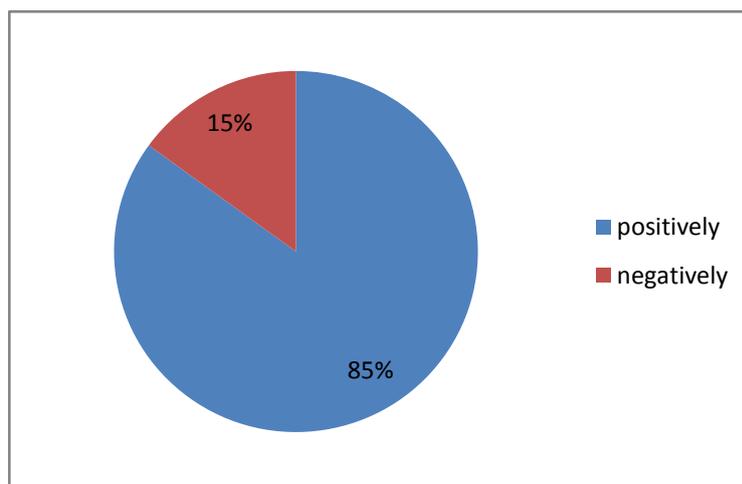


Preferences in doing a task

Figure 11: most teachers declare that pupils prefer pair work (1+1) they feel at ease and engage in giving task, whereas in group work more than two, they are disturbed and cannot concentrate and perform less than working in pairs. Asperger prefer also work individually they need just clarification to fulfil a task.

Question 12: do you use a text book?

The objective is to discover pupils' response and the influence of the textbook.



The text book influence of Asperger pupils

Figure 12:teacher one, two, three and five argue that the use of text book is very beneficial for Asperger learning, claiming that it is a marvelous tool of teaching, since it has an organized educational system fits the pupils grade and understanding.

3 Data analyses of the observation :

The observation is confirmed in Relizane primary school, four pupils were the case study, they are diagnosed with Asperger syndrome and studying in general school.

The class contains several autists. Four pupils, two were Aspergers. Hakim, Mohamed, Faicel, Narjes. Their teacher claim that these two pupils are excellent, well prepared but strange and hyperactive, their behavior are noticeable.

I have asked Hakim about the picture, what does it represent. Hakim had a long look into the picture, he finally answered me, his answer was clear but he has avoided look at my eyes.

I have asked his mate Mohamed to present himself. The answer was simple concise and precise I have recognized his identity, but he has answered by repeating one specific behavior, it was pointing into his chest by his finger each time he said a sentence.

Faicel is another autist who got shy and blushes whenever I look at him, he revealed awkward facial expressions.

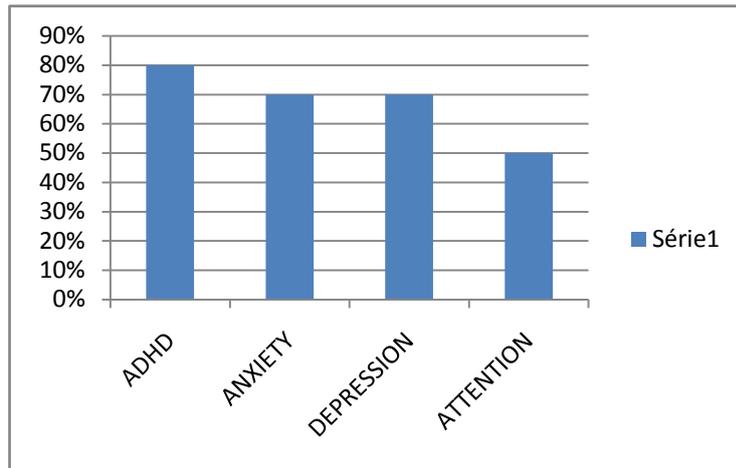
Narjes has answered me according to the picture in a very formal style, I have imagine her as adult, her speech is very advanced for her age.

Those pupils have clear symptoms of Asperger syndrome and autism as the umbrella of the disorder. Hakim with no eye contact, and it is crucial sign of Asperger. This can negatively influence his learning by less eye contact with the teacher.

Mohamed has an issue with the same gestures each time he answered, this is a symptoms of Asperger which is repetitive behavior.

Faicel, his anxiety as apparently shown, he was stressed. His teacher has defined his case, he said that Faicel feels in an understood way that nobody can understand him, and this affects his behavior.

Narjes, very smart and excellent pupil, she has answered in a perfect way with meaningful sentence and well-constructed one. She took a long time looking at picture then she gave precise answer.



Other disorders of Asperger syndrome

4- Research findings :

After analyzing the teachers' interview and class observation we have found that Asperger syndrome impact pupils' learning negatively.

4-1 Insistence on sameness:

Pupils with AS are easily distracted by small changes, they are highly sensitive to environment stressors and sometimes fulfil rituals. They are anxious and worried when they do not know what to expect, stress, fatigue make them angry.

4-2 Impairment in social interaction:

Students with AS are weak in understanding difficult rules of social interaction, they are naïve, completely egocentric, dislike eye contact, do not understand jokes, irony and metaphors, use inappropriate body language, cannot understand social cues and judge, engage in a conversation, have well developed speech but poor communication, they are little professor because speaking style is very developed like adult, do not perceive that others lie or trick them and they wish to be part of social world.

4-3 Restricted range of interests:

Students with AS are awkward occupied, sometimes collecting unusual things. They ask repetitive questions about interests, have trouble letting go of ideas, they just follow what they want without taking into consideration the external demand, and often reject to learn something out of their field of interest or limitation.

4-4 Poor focus and concentration:

Students with AS distracted by internal stimuli, they are unbalanced, it is very difficult to them to keep concentration on classrooms' activities for long time but this does not mean that they do not focus at all, they have difficulty learning in groups situation.

4-5 Poor motor coordination :

Students with As are physically strange and awkward, they are stubborn, have an awkward walk, they are unsuccessful and fail in games depending on motor skills, and experience fine-motor deficits that can cause penmanship problems, slow clerical speed and influence their ability to draw.

4-6 Academic difficulties:

Students with As usually have average to above average intelligence, but lack high level thinking and comprehension skills. They tend to be very literal, their images are concrete and abstraction is poor. Their speaking style is gorgeous give the impression that they understand what they are saying, but in fact, they just repeating what they have heard or read. Students with AS have an excellent memory that they can narrate previous events like a video. They have difficulties in solving problems.

4-7 Emotional sensitivity:

Student with AS are intelligence to attend general school and in regular education but the emotional aspects forbid them from coping in their classes. These students are getting stressed easily because of their inflexibility. they have low self-esteem and they are self-critical, and unable to tolerate making mistakes. Student with Asperger syndrome are easily get depressed, anger and temper are responses to stress. AS student seemed worried and rarely relaxed, especially when things go wrong of their expectations. Interacting with people and friends consumes many efforts.

4-8 Discussion of the findings:

This study aim at exploring the impact of Asperger syndrome in learning and how pupils cope and perceive learning in general schools educating.

1) how do Asperger syndrome impact learning?

This investigation evidenced that Asperger syndrome has an effect in a way or another, we designed an interview and observation aiming to get closer and get teachers' opinion about the pupils' learning, because pupils with Asperger syndrome have the ability to cope in general school due to their intelligence though it is a mental disorder. Asperger pupils have the potential to be good future students and citizens since they are able to success in their

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learning. So they will graduate and need to be helped and supported by the surrounded environment.

Our findings in this investigation are very crucial for primary schools' teachers to be aware of the appropriate way of teaching and dealing with autists especially Asperger in order to integrate the suitable aspects, tools and methodology to erase pupils' fears and anxiety, pushes them forward to reach the rank of success and bright future.

Conclusion :

In this previous chapter, we have developed a literature review about the Asperger syndrome and its influences on pupils' learning and teaching inside and outside the classrooms. In this chapter we have presented the methods of data collection, the research design, the research procedures, detailed analyses of the influence of Asperger in learning. After analyzing the interview and the observation, we have analyzed them briefly, the researcher has included the research findings and its discussions of how Asperger impact learning in general schools.

1-Introduction

After investigating the influence of Asperger syndrome in learning and find out the traces on pupils' outcomes, in this chapter we are going to discuss the common problems of students with AS, academic strength associated with As followed by the teacher's role to reduce and avoid problems that affect learning. Then we shed light on techniques to teach AS then we will suggest some solutions to get rid of problems confronted by AS pupils. Finally, we conclude with the major hindering limitations of these investigations.

2-the diagnosis of AS provide individuals with an identity

The average ages of children were (6-11) primary school classes where we fulfil the observation and the interview. The diagnoses can be on 2 years old. The pupils are not aware of their disorder and their learning, the teacher and parent should hold the responsibility to take this point into consideration that pupil cannot learn by their own. Their parents have diagnosed pupils that have criteria of impairment in social communication, restrictive and repetitive behavioral stereotypes. AS is a long life condition, so receiving diagnoses is like reaching a clear path to a successful learning and experiencing things in the right way. The early diagnoses can save pupil's perception and provide them with identity and it can create a good image of self- confidence and self-reliance. it is a starting point to improve their personality and enhance self-esteem.

2.1 Supports are lacking outside of family members, teachers and peers:

The teachers argue that pupils are lacking sources and people's help. Pupils do not need only mental health services and other therapies such as speech therapy, physical therapy and social skills therapy, but also outside help such as family members, teachers and peers. Those individuals can enhance autist's feelings and reaching a high level of education. Pupils diagnosed with AS miss opportunities of success and reduce their attention, so multiple therapies should be mixed with outside individuals' care. The teachers reported that pupils would benefit from extra help so that to ameliorate their social skills and communication. The latter is very difficult to pupils with AS. (Giarelli and Fisher, 2013, Muller et al, 2008).

AS pupils are abashed and ashamed when it comes to communication context and it threatens their adult's future. The teachers are spending more time to develop pupil's social skills claiming that it is a key to erase or decrease communication issues, even outside members have an influence on autist's pupils.

2.2-Independence is the ultimate goal

The teachers asked their pupils what they want to work in future. The teachers have identified goal that their pupils wished to achieve when they become adult. The teachers discovered that pupil's choice is seeking for independence. Independence means cut that intimacy connection and do not rely on the support of the family members, teachers and peers that were the only source of help at younger ages. The four autistic's pupils answered that loneliness is the most important solution to feel better, but they are lost how to survive the next years without playing or someone's help to achieve goals. Autists' pupils prefer their own world where they live in their awkwardness without disturbing their loneliness. Pupils expect to find teachers in the future that understand and help their difficulties and issues in order to cope normally in the society.

2.3-Using materials can be beneficial

The teachers had similar and different opinions about the material used with Aspergers inside the classrooms. The teachers were not against the textbook claiming that it is essential for pupils' understanding, but integrate it positively or neutrally; the teachers emphasized on the role of text book and see it as a primary source of information and classwork content. The teachers argued that all kinds of tasks and materials including fascinating images, tables, online resources, games, speaking in pairs, and including stories can be successful for Asperger pupils; it ameliorates their understanding and simplifying difficult ideas.

3-Common problems for students with AS

AS student have common problems as it is shown from different researches. Since Asperger syndrome include a very wide zone of pupils, they have some difficulties such as:

- In a communication, people with AS they give limited eye contact, or strife with open question.
- Difficulties dealing with room-mates or friends in shared accommodation, and need for silent and relax in order to work
- Difficulty gets closer to others; need to sit alone during exams.
- Problems with interacting in groups or in front of people.
- Great difficulty speaking in public.
- Difficulty understanding instructions and requirements.

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- High level of anxiety and sensitivity to stress.
- Hardness coping with social environment of university and dealing with other students.
- They are disorganized.
- The raised level of anxiety pushes Asperger to be disorganized.
- The anxiety can reduce the pupils' concentration.
- Difficulty in team or group work.
- Difficulty in learning by observation.
- Difficulty with ambiguous instructions.

4- Academic strengths associated with AS:

AS students have strengths as weaknesses, and it is advantages as it is problems:

- The majority of AS pupils view that the busy daily life occupied them from their studies, so they are aware of it.
- AS students have gorgeous memories with details this provides them with strong start ahead.
- Hans Asperger suggested that As pupils are supposed to attend academically in general schools, it is a general environment that fits As, and most professors were Asperger's.
- As students are creative and intellectual they have bright and clear minds.
- As students may pay more attention to details
- As students prefer to be independent in their learning.
- As students stretch and make hard efforts on what they work or do.

5- Teacher role:

The teacher has a paramount role in enhancing and developing pupils' outcomes. The teacher should be aware that he has trace on AS learning and help with appropriate tips:

- Presenting information visually may be helpful, use the visual methods of teaching and visual aids strategies can enhance pupils' performance.
- Encourage pupils to think, make a role play, videos, audios to teach them how to represent thoughts.
- The teacher should avoid asking the eye contact all the time, because it is very difficult to pupils maintain the eye contact.
- Avoid tasks that require language skills.
- Ask the Asperger's students a question related to the topic in question to check if they really listening.

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- Enforce bullying rules and minimize teasing to create peaceful environment.
- The teacher should be in touch with mental health practitioner who is involved with the Asperger students, in order to get better understanding of those pupils.
- Provide pupils with enough time to think and respond in order to process the information and rephrase it in own words.
- Asperger pupils have difficulty to move from one task to another, so the teacher should prepare a visual schedule to help them move to the next task to decrease anxiety.
- If Asperger pupils ask for something, the teacher should write the answer on the board to be clarified for pupils and to avoid asking the same question each time.
- There are some sensory issues that forbid Asperger from thinking such as bad smell, bad weather, these create inability to focus. The teacher should take these into consideration.
- As pupils hate the changing things that they use to do it, and they are very sensitive of the new things, when the changes appear in routine, the pupils become anxious and worried about what would happen, the teacher develop structure classroom with routine for Asperger students.
- The teacher should provide positive reinforcement, when the students fulfil the desirable task, the teacher praise them, even for normal speech inside the class.
- The teacher has to simplify the lesson as clear as possible, in order to guarantee that the pupils have understood. The pupils have to repeat what they have understood.
- Teach Asperger pupils how to calm down them-selves, it is very beneficial to reduce stress (e.g., take a big breath, take it easy).
- The teacher should seat the Asperger's at the front of the class so that he can instruct them directly.
- The teacher should integrate a visual calendar with the Asperger with coming events.
The teacher should work with other students to create an environment of tolerance and acceptance for the Asperger students in order to help and avoid classrooms issues.

6-Asperger treatment:

The treatment of Asperger syndrome based on instruction to improve the social disabilities that are features of the disorder, it includes encouragement and concentration. Some intervention must be included such as communication and language strategies and social skills training, for instance; the interventions revealed in relaxation training career counseling and orientation.

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Drugs to treat the core characteristics of Asperger syndrome have not yet been identified. Pharmacologic interventions are used to treat comorbid disorders, including attention problem and mood example; bipolar disorder. The patient can be administered the psychoactive medication quality.

6.1 Reinforcement of appropriate social behaviors:

Teachers have a great role to help children ameliorate suitable social behavior. For example; they can encourage cooperative games in the classroom. They can explain ambiguous things for children if they ask to, choose appropriate friend and enhance friendship, let the pupils free of orders. The teacher can train the child inside the class the appropriate behavior, and watch videos in which they learn how to imitate others. Any change in routine can raise the symptoms and make things worse.

6.2 The integration of communication and language strategies:

Asperger pupils can be taught to memorize phrases for specific purposes. Example :to open conversations. They have to learn to ask for clarification for confusing expressions, to be simplified and clarified. Interpretations of cues or jokes is very difficult to Asperger pupils, so parents have a role to teach pupils how to interpret other's conversational cues to reply, interrupt or change topic.

6.3 relaxation therapy:

People and pupils with Asperger syndrome are misunderstood by family, friends, neighbors and general public. They confront critics from parents and teachers as well. These experiences with their difficulties in understanding social situations can cause anxiety, panic and stress. In these cases, the techniques of relaxations are very beneficial to improve their psychological health. Relaxation revealed in practicing yoga and this requires quiet environment and comfortable position.

6.4 encouragements of special skills:

Asperger pupils focus on activities for hours without interrupting. Practicing a kind of musical instrument for even minutes a day can be beneficial and enjoyable. Asperger pupils are very talented, their interests based on music and mathematics at an early age. Parents and teachers must take creative approaches to uncovering the skills, abilities and talents of children with Asperger syndrome.

6.5 Depression:

Clinicians have to be aware of the risk of depression followed with Asperger syndrome and cause dangerous interventions when the patients are depressed. Depression has no

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treatment but can be recovered. The patients feel that they would never recovered and this is because of bad feeling. People who are depressed may need assistance with obtaining help from mental health professionals and committed to a mental hospital for treatment to protect them-selves from injury.

7- Suggested solutions:

In order to avoid the reactions of the Asperger syndrome, some solutions can be provided:

- Keep routine in the classroom clear and consistent, provide student with Asperger syndrome with additional guidance during more instructed time, give as much advanced notice when changes in schedules.
- Do not assume that the children are out of mind if they are not following or avoiding eye contact.
- Be explicit and direct when explaining own thoughts and feelings. Because it is difficult to Asperger to identify what are mean.
- Work with a child on decision-making strategies; help them reframe a situation where she or he has two choices. Direct modeling and role playing are effective ways of allowing students with AS to develop their decisions making and social skills, which are often lacking. Pairing student with AS with student without AS can be very effective.
- Work with them to find strategies that benefit the student and to find ways to adapt to weaknesses. Also ask what other concerns the child might be having.
- Establish a safe place where the child can feel comfortable, get engaged, and involved with the teacher.
- Teacher should get knowledge that even AS pupils speaking very intelligibly about a subject, she or he might not understand the meaning of what they are saying, children with AS are often very developed language production than comprehension
- Children with AS are characterized by repeating behaviors and questions again and again, so avoid repeating the same answers again and again for a child, raise the voice, or pointing out that the question is being repeated. The perfect way to respond is to write the answer on the paper and give them back; this can reduce pupils' stress.
- Children with AS are suffering from lack of energy, that forbid them from fulfil acts especially when they are tired, angry and stressed, the teacher should take this into consideration and make interesting tasks to let the students engaged.
- Keep in constant contact with the parents of students with AS, as they know the awkward behaviors.

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- Be understanding if a child say something strange, that because of lack of comprehension of social norms.
- Use visual cues; this can include picture schedules, charts, graphs, and posters.
- The teacher should provide pupils with cartoon, comic characters and books so that to enrich their behavior and get practice to understand jokes.
- Academic work may be of poor quality because the pupils with Asperger are not motivated to do efforts in subjects in which they are not interested. The teacher should take pupils' needs into consideration.
- Pupils with Asperger often have excellent reading recognition skills, but language comprehension is weak, do not assume they understand what they say.
- Provide additional explanation and try to simplify when lesson concept are abstract.
- AS pupils need great motivation to push them out of their own world, learning must be rewarding and not anxiety provoking.
- The teacher creates a safe environment to AS pupils to be creative and productive inside the classrooms.

8- Limitation of the research:

As in any investigation, there must be difficulties and obstacles we confront in this study. Choosing the appropriate school contain autists with diagnoses is very difficult to find, some teachers were not helpful. Another factor is time, the pupils and teacher were preparing for the exams. Some teachers were not familiar with the disorder; they have knowledge about autism in general but not Asperger in particular, that why we could not generalize the results of the impact of Asperger in learning. Our research was limited only on teachers' answers who have diagnosed autists. Consequently, the results found cannot be conclusive.

Conclusion

In the third chapter, we have provided different solutions to deal and teach Asperger and autists pupils in general inside and outside the classrooms. We have provided some suggestions and strategies to help teachers and pupils to reduce anxiety and stress while learning to enhance learner's performance and successful learning, they are pieces of advice from psychologists.

General conclusion

The research conducted is to shed light on Asperger pupils and what impact their learning in primary schools level. The Asperger syndrome have negative influence on learners, this influence give birth to other disorders such as hyperactivity, anxiety, stress, and fear. The Asperger syndrome impact learners' outcomes and performances, because of their awkwardness and impairment in social interaction and communication. Results show that Asperger syndrome influence pupils physically and mentally, the strange behaviors revealed in their actions. We have suggested some solutions that will be helpful for teachers and students to reduce negative behavior and anxiety as well. The teacher has a vital role in the improvement of Asperger pupils, he has some interventions to help and raise pupils with less issues. The teacher has to recognize the real symptoms to cope with the disorder and find solutions to provide some techniques and strategies that fit Asperger understanding to be advanced. It is recommended to conduct other researches in the future on wide range of autists who are diagnosed with Asperger, and see other influences on pupils.

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