

Guidance for Autistic Children in Increasing Confidence in Socializing

B. M. Salah¹, Sh. Sakher², S. R. Darawsheh³*, E. A. Quraann⁴, Z. D. M. Zaghlool⁵, M. A. Alkhawaldeh⁶, I. k. k. Asha⁷ and Y. N. Al Sabi⁸

¹Department of Educational Science, Faculty of Education., Al-Balqa Applied University, Irbid, Jordan

²Faculty of Medicine, Al-Balqa Applied University, Al-Salt, Jordan

³Department of Administrative Sciences, The Applied College, Imam Abdulrahman Bin Faisal University, P.O. Box: 1982, Dammam, Saudi Arabia

⁴Department of Foundation and Educational Administration, Educational Administration, Zarqa, Jordan

⁵Faculty of Educational and Psychological Sciences, Department of Higher Diploma in Education, Curricula and Instruction, Amman Arab University, Amman, Jordan

⁶Education Department, King Khalid University, Abha, Saudi Arabia

⁷Faculty of Psychology and Educational Sciences, Department of Educational Psychology. Amman Arab University, Amman, Jordan

⁸CCC-SLP Speech-Language and Hearing Sciences Program, Hekma School of Health, Behavioral Sciences and Education, Dar Al Hekma University, Jeddah, Saudi Arabia

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Abstract: The fostering of autistic children's self-confidence for the sake of their growth is an act of humanity that deserves recognition. This is done in order to comprehend and enhance their cognitive and psychological growth as a kind of systematic help in everyday life to build confidence in socializing at school and in the community. This study's issue is the counselor's efforts in offering assistance to autistic youngsters. This research tries to describe the efforts of counselors to increase self-confidence via counseling. This investigation falls under the heading of qualitative field research. The total number of participants in this research was 227. The approach employed for data analysis was descriptive qualitative analysis. Descriptive qualitative data analysis was employed, which explains the scenario or events, the character of a specific population or place by obtaining factual information, justifying the situation, and making assessments in order to generate a clear picture. From the findings of the research, it can be inferred that a teacher's direction is necessary to develop the social confidence of autistic children both within and outside the classroom (counselor). This is owing to these children's inherent limits. The outcomes of the assistance provided by the counselor are sufficient to boost the self-esteem of the autistic youngsters they advise.

Keywords: Guidance, Children with ASD.

1. Introduction

Everyone on our planet strives to have a good life. Nobody in their right mind would want to live a life with all of these drawbacks. Having said that, it's possible that not everyone lives a respectable life. A significant number of individuals go through different stages of their lives when they are subjected to incorrect treatment, whether in school, the economy, social settings, or other areas. This is due to a number of causes, some of which are internal or external [1, 2,3].

When a person has a deficit in themselves, such as a physical handicap, this might be one of the variables that influences different treatment from social life. It is possible for anybody to experience it, regardless of their social level, just as it is felt by children who have unique needs.

Mazurek et al [4] stated that the concept of shame is intimately connected to the concept of self-confidence. Children who have an excessive amount of shyness are more likely to feel uneasy. Among point of fact, shame is a natural and perfectly acceptable emotion, particularly in youngsters. On the other hand, if the kid constantly feels ashamed and develops a sense of insecurity, this is something that should get greater attention from the parents.

One way to define self-confidence is as a positive attitude, which occurs when a person is able to or allows himself to

*Corresponding author e-mail: srdarawsheh@iau.edu.sa

establish a favorable evaluation of both himself and the environment or a scenario he has been confronted with [5, 6, 7, 8].

Children who have special needs should attend schools, both formal and non-formal, that have the facilities and infrastructure necessary to meet their educational needs in accordance with the growth and development of the physical potential of students' emotional, social, and psychological intelligence [9, 10, 11]. Special schools have the obligation to provide autistic children with the direction and instruction necessary to investigate, develop, improve, and make the most of their potential. This is done in order to enable autistic children to perform the social functions required of them as knowledgeable members of society.

Nicholas et al [12] recognize the significance of the Special School Institution, which is tasked with assisting children who have special needs to grow, adapt, and eventually live on their own without outside assistance. As a consequence, the authors have an interest in learning more about the procedure and outcomes of advice provided to children with special needs when they are enrolled in special schools [13, 14, 15, 16].

2. Methods

When it comes to the teaching and learning process that is carried out by the school, the individual method is the primary player. This is due to the fact that a learning process will not function properly if there is not enough provision for teaching and learning inside it.

The overall sample size for this research project was 227 participants using a sample size of seven individuals. Methods of descriptive and qualitative analysis were used in the data analysis process. The method of data analysis that was used was descriptive qualitative, which seeks factual information, justifies the situation, and makes assessments so that a clear image may be formed in order to explain the scenario or occurrences, the character of the people, or a specific location.

Because of this, Special School makes an effort to use individualized approaches in order to facilitate learning and instruction at its full potential. When it comes to education, autistic children benefit from having access to a variety of individualized approaches [17].

2.1. Praying

Always before beginning any kind of teaching or learning activity, the instructor will advise the students to read the prayer first. However, the instructor will direct one student to come to the front of the class to offer the prayer in front of the rest of the class. On this particular occasion, the supervising teacher will rotate kids to come forward to pray; the goal is to train children to improve and build their confidence when it comes to interacting with other people. When the student does not have the courage or feels embarrassed to come to the front of the class, the teacher will naturally approach the kid and encourage them to be courageous and not ashamed when they are in such situation.

2.2. Stationery Introduction

The introduction of stationery is one of the individual ways that is carried out here on virtually a daily basis, and it is one of the techniques that is described in the execution of the individual methods that are carried out. Many of the youngsters in this area who have autism spectrum disorder are unable to write because they are not used to the forms of communication that their peers utilize on a daily basis. Including but not limited to an eraser, a ruler, and a semicircle arc. The supervisor is responsible for providing consistent reminders on the purpose and use of each individual stationery item. Because most students don't remember too much.

2.3. Practice with Stationary

At this point, the process of individual approaches becomes a primary focus of attention. Because familiarity with stationery may also serve as a means of bringing teachers and pupils into closer contact with one another. The education of the youngsters in this location, particularly with regard to reading and writing, will be a challenge for the supervisor.

3. Results and Discussion

3.1. Guidance Process

The present method of guiding is still carried out in person, where both students and professors are able to interact with one another and go on with their education as normal. Teachers are required to provide guidance for youngsters who are unable to interact effectively with their classmates and must also intervene in educating these students.

"If the kid doesn't want me to step in, for example, to socialize while playing, the students will fetch the ball and give it to Mother. If it still doesn't want to, I'm compelled to direct him to deliver the ball, if the autistic child must truly be directed, otherwise his development is missing." (Interview result, 2022)

It is clear from the previous explanation that in order to boost the self-confidence of autistic students, a mentor teacher is required to intervene by guiding, directing, and setting a positive example for the children in the class. This ensures that the students are able to comprehend and carry out the directives or instructions given by the supervisor.

The autistic pupils at a special school get consistent encouragement and direction from their teachers, which allows the child's level of self-confidence to grow and flourish over time. Special schools are responsible for this aspect of the guiding process. The stage of socialization could also take a significant amount of time. The local special school coordinator provides support to the principal throughout the whole of this educational procedure. It is anticipated of the teachers and supervisors who teach in autism classrooms that they will have a significant amount of influence and will encourage this learning. The Principal and the Teachers/Supervisors at the Extraordinary School are the people engaged in the learning process that takes place in the autistic class that is carried out by the school.

3.2. *Guidance success rate*

The outcomes that can be expected from children diagnosed with autism who attend special schools represent the last degree of guidance. The instruction is a method for elevating the intelligence level (IQ) of children who have special needs; the traits addressed to this include the abilities to draw, write, read, and do math. Children that need special education or care are participating in this research. The outcomes of providing students with help in studying and in socializing are in conformity with the vision and goal of the Extraordinary School, which was founded in the first place [18].

A person who has a nice personality will exude an air of self-assurance and seem to have the ability to get along well with their peers at school and in the community in which they reside. It is hoped that this will not be a barrier even if you have all of these sentiments of inferiority to the status of "physical limits" that it carries.

"As children with special needs, they must believe that they are less than others, and we must constantly play a part in providing as much motivation and love as we can, just like their parents." (Interview Result, 2022)

In other words, the outcomes for children with special needs in terms of advice in becoming independent have been positive, namely in terms of enhancing what can be improved, which is something that will have minimal influence if it is supplied routinely.

The autistic children who attend this particular school get advice in socializing, and the effects of this counseling have many positive outcomes. But what is actually desired from autistic instructors at (Special Schools) is for them to apply better guidance to autistic students so that even if they are in a restricted mental state, the autistic children's method of interacting and with friends would be stronger.

"Students who attend this school are taught to develop robust mentalities and high levels of self-confidence. In order for them to be able to communicate in society, as was done before with the joint exercise. Children's socializing is the focus of this particular activity". (Interview Result, 2022)

The pupils realize that the activities will lead to fitness exercises on Friday as a consequence of those activities. On the other hand, there is a need for an additional consideration to ensure that the activities that are taught not only pay attention to the features of interest, but also pay attention to the aspects of requirements.

3.3. **Problems Faced**

In the field of psychology, the history of every kid is unique; many of them come from families who used various methods of child rearing. This makes comparing the histories of children difficult. As a result, it is necessary for educators to modify their practices and provide individualized strategies for each student. A substantial number of autistic children have a faster rate of comprehension, but a good number of these children also have trouble comprehending and complying with their instructors' instructions. The fact that each kid comes from a unique family and has their own unique personality is a significant challenge for the instructors who are engaged [19, 20, 21, 22].

As a result of the methodological issue of learning adjustment in the classroom, the teacher or supervisor does not make full use of the school curriculum. This is due to the fact that children with special needs must be directed in the most comfortable manner possible.

"Guide children as pleasantly as possible for instance, if their children do not want to study in class, we move them to a big location because autistic students might also believe that they are not comfortable studying in class or are scared that

the instructor instructing would not disagree with them." (Interview Result, 2022)

Handling autistic children throughout the process of teaching and learning activities requires specific teaching professionals since it is not an easy task. Since there are not many instructors who are able to comprehend, and teachers are also confined in language, because it is common to find autistic children who are also unable to hear, the language that is employed employs language in ways that are not verbal [23].

"When their pupils can't grasp what the instructors have been talking about to their students, it might make teachers feel like giving up. This feeling occurs not seldom and sometimes. Because there are instances when we just can't fault people for how they behave. But there aren't many educators who have the patience to be able to react and assist students when they're having difficulties". (Interview Result, 2022)

The preceding explanation makes clear that instructing and directing students in schools, particularly those that cater to autistic children, is not an easy task. It also necessitates the possession of specific skills as well as the employment of supervisors who have special certifications as tutors for autistic children.

3.4. Building Their Confidence

It is the job of a person who is a parent to recognize and emphasize the great traits that a child has while also providing assistance to the child in overcoming any deficiencies they may have. Children who have autism spectrum disorder (ASD) are unable to carry out or finish a range of activities. However, rather of focusing on the children's inabilities, you should stress the great traits that they have. If you notice a kid who has autism demonstrating amazing behavior, make sure to congratulate the child on their efforts and let them know how much you appreciate them.

A kid with autism spectrum disorder (ASD) makes tremendous development in a number of important areas on a daily basis, regardless of whether or not the child has intrinsic skills. It is imperative that you keep your eyes wide open and offer credit for even the tiniest of triumphs, despite the fact that they may seem to be ordinary [24, 25,] Pay careful attention to the minutest of details and make it a point to express your gratitude for them each time you encounter them (such as when you pass a juice cup by). Despite the fact that it could not seem to be all that important, this might be a terrific way to enhance the self-assurance of children who have autism spectrum disorders (ASD), which might be of great advantage to them.

These discrepancies between autistic children and the other students in their courses should in no way be construed as good or harmful in any manner, despite the fact that there are evident distinctions between the two groups of students. On the other hand, it is your responsibility to recognize the unique attributes that are possessed by each individual and to direct autistic children in the process of determining what it is about them that sets them apart from other people. When attempting to illustrate how the idiosyncrasies and oddities of each member add to the overall attraction of the group, you may find it helpful to utilize examples from your own family. Being a one-of-a-kind individual is a desirable asset; yet you should never cease drawing attention to the aspects of your identity that set you apart from everyone else [26].

4. Conclusion

Research that was carried out at Special Schools came to the conclusion that the two approaches—group directing and individual advice—were the most effective ways to increase the level of self-confidence in children with special needs while they were in social situations. Group guidance takes the form of the home room program approach, in which the supervisor is the sole one who is ultimately responsible for ensuring that the vision and mission objectives are effectively and seamlessly met. And in individual guidance, the counselor employs a kind of therapy known as directional counseling, which focuses more of an emphasis on giving students with direction and motivation in the form of rewards and punishments. It was found that there were a number of obstacles to overcome in order to successfully increase pupils' levels of self-confidence while interacting with others in special schools. This was established after research was conducted into the topic. These problems consisted of psychological concerns, methodological challenges, and issues involving the availability of teaching resources. Availability of instructional materials was an issue.

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Conflict of interest

The authors declare that there is no conflict regarding the publication of this paper.

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