

The Effectiveness of the (TEACCH) Program in Developing the Visual Perception Skills of Autistic Child

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The aim of the current research is identifying the effectiveness of TEACCH program for Autism children (5-6) age, the sample of the research is divided into 8 children for the experimental group and 8 children for the control group. The matching of the two groups is made according two variables the age and scores of visual perception test. The TEACCH program has prepared with organization education elements for its suitability of the sample of the research. The number of the sessions are (16) , 2 sessions peer a week for 30 minutes . After the TEACCH program has applied on the experimental group, the results have showed the following: 1. There are statistically significant differences between the pre and post -tests priority to the post test in visual perception skills test. 2. There are statistically significant differences in post- test between the experimental group and control group priority for the experimental group in visual perception skills test. 3. There are no statistically significant differences between the experimental group in post and continuing tests of the visual perception skills test. According the results of the research, there are many recommendations and suggestions have made.

Key words: *Autism, TEACCH, Visual Perception Skills*

Introduction

The Problem of the Research

Autism is one of most obstruction difficulty and hard because the autistic child is suffering from disability of senses, visual and verbal perception. So, the autistic child environment has limitation of communication between the child and the world according the disability of the perception. Thus, there are many social and emotional problems have showed for the autistic child. Autism is distribution of nerve developing counting of person life, describing of disability of visual, auditory and social communication perceptions, also, the repetition of same behavior (DSM5;APA,2013). Thus, the visual problems are effect the child's ability of preparing reading so, the autistic child has difficulties of identifying the same letters that letters which are seen before thus reflecting the problems of spelling , numbers , math symbols, visual discrimination , visual remembering, place relation visual motor integration , the ability of similarity and differences vision and remembering the shapes as well as the surrounding environment (Abid Al-Hussian, 2002:8). This distribution effects the social and psychological correspondence of autistic child which effects the disability or little independence and disability of protect the self (Al-Othman,2004:227-232). The autism has increased in all the societies without any differences among the race or the sex (Nasar,2009:2). Although the autism has not taken the attention in all the societies and there is ignorance from some societies. Because these societies believed that there is complexity of raising the autistic child and improving the case of this child which leads to increase autistic child's suffers (Hyme etal., 2009:1338).

For these reasons, the researchers have used many psychological and educational programs to limit the suffering and help them to improve communication and sensation perceptions with others and (TEACCH) is the most effective for the autism children (Siaeras&Brown, 2000:178), (Hungelman,2002:365)and (Tsang etal.,2007:396).

Accordingly, the current research is trying to identifying the effectiveness of HEACCH program to improve the visual perception of autistic children.

Significant of the Problem

The importance of the research lies in the following:

- 1- The kindergarten level is important level of child growing. This level plays an important level of its methods and special programs and it is the first stage of building the child' characters. Because this stage is important of acquiring the educational experiences which contributing of physical, social, psychological development (Al-Waqfy, 2001:234).
- 2- Beage mentioned that the mental development means the improving the child's recognition of shapes, colors, distance and learning the distinguish among them as stimulus. If there is any limitation of these stimulus in the beginning of the child's age

effects the mental development and consequences of these limitations weakness of educational reading and writing skills (Hinlly, 2001:168).

- 3- The current research has interested of autism according of improving the visual perceptions through using TEACCH program which might help the autism child to deal with the environment, mental development and acquiring the right concepts. They are power if they are guided in correct way to play their role in our societies (Croft,2000:127).
- 4- Many studies have showed the effectiveness of TEACCH (Tsang & Colleagves(2007). This study evaluated the effectiveness of TEACCH on a sample of 32 children in Hong Kong. The program has applied on 18 children as experimental group and 14 children as a control group also, the knowledge abilities and development abilities have tested before the program has applied. The children have tested again at the end of the experiment. The results have showed obvious improving of knowledge and developing abilities (Tsang et al., 2006:396). Also, Siaperas & Brown (2006) study which has applied on Greek society on a sample of 12 autism children. The study is used the systematic education of TEACCH program after 6 months the children have showed great development of visual and autodial perception as well as the oral communication (Siaperas & Brown, 2006). While the Kusmeirs & Henkel (2002) study has used the program to limit the bad behavior and bad adaptation for 4 autistic children . The results of the study have showed improvement of the variables of the study as well as the mental adaptation after one month of the experiment (Kusmeirski & Henckel, 2002: 117). The study of Hungelman (2001) has experiment the TEACCH at homes by teaching the autistic's parents how to deal with their children. The study has reviled that the children have improved in mental and social abilities (Hungelman, 2001: 365).

The Hypothesis of the Research

The following are the hypothesis of the research:

- 1- There is no statistical significant difference between the mean of experimental group in pre and posttests of the visual perception skills.
- 2- There is no statistical significant difference between the mean of experimental and control groups of posttest of the visual perception skills.
- 3- There is no statistical significant differences between the mean of experimental group in post and continues tests of the visual perception skills.

The Limitation of the Research

The current research is focused on autistic children in Baghdad at (2019-2020).

The Definitions of the Terms

Autism

World Health Organization defines it as developing distribution which it appears at the early 3 years of the child age which it results of disability of verbal performance, play skills and social communication (Al-Sabah & Al-Tetey, 2008:4).

While Wilkins (2010) defined autism as developing distribution of child world's perceptions and how the child learns the social, and mental skills (Wilkins, 2010: 335) the research has adopted this definition because its suitability but the research has added the autistic's score in the visual perception test.

TEACCH Program

It is education program for autism children which it adopts the structure teaching or organization child's environment either in the house or the institution (Mesibov & Schopler, 2004:306).

The operation definition of the program is group of procedures and educational activities organized on period for developing the visual perception skills of autistic child.

Visual Perception Skills

Yarbus (2000) defined this term as the person ability of dealing with the outside world with visual way and explain the stimulus and identifying this stimulus.

Motor visual correspondences: the ability to make consistency of eyes and hands corresponds.

Perception of Place Relation: The ability of identifying of putting the things in the space.

Visual Distinguish: The ability of distinguish among the shapes, similarities and differences of shapes as well as perception of sizes, shapes and colors.

Visual Sequences: it includes the ability of producing shapes concepts from short memory range.

The ability of explain visual stimulus and give these concepts as well as the ability of turning visual stimulus of pure picture into perception which it might to be differ from the origin one (Al-Zaeat, 1995:340).

The researchers have identifying the visual perception skills as the ability of autistic child to explain the sensory and visual information that came from the eyes and organize these information to be remembered. Thus, there are three skills which are needed:

- 1- Shapes stability perception: the ability of identifying the objects regarding the colors, size, and shapes changing.
- 2- Visual remembering: the ability of storage and recall the information or pictures which are seen before.
- 3- Visual Sequence : the ability of organizing the shapes which are seen in right way from the books or boards.
- 4- The operation definition of visual perception skills is the total score that the autistic child has taken the visual perception test.

Literature Preview

Visual Perception

It is an instrument of reaching the person with its world thus done by many knowledge skills and activities. The visual perception is the most important of this process (Al-Atum, 2002:158).

The colors are working to help the visual organ to identify the visual stimulus, limit the shapes and places. The studies which are adopted this vision, they believed that the person has processing the color information better than other visual information (Burce & Green, 1990: 204). The visual perception is sequence developed from the breast feeding which is unobvious and unorganized by 9 weeks of the child age the visual perception appears. When the child has reached 10 weeks the child could view longer as well distinguish the faces easily. At (18-24) months the child could draw circles and lines (Gordnel, 1980: 42). At age 3 years the child could understand and percept the surrounding objects and the ability of distinguish is developed (Bertrand, 2003:112) when the child become 4 years he/she could easily distinguish the objects by 5 years the child could draw the shapes the persons as simple one but correct filling the cubs of the draw in 6 years Gradner, 1980:59). The child could give the names of objects and draw circles , squares, triangle from the memory (Al-Razoq,2014:468). The geometric shapes are appeared gradually from 5 years also the child could describe the environment with spesfication on interesting things. Forevermore, the child could draw a shapes inside other and he/she could identify the pictures inside other things (Al-Kawalda,2003:27). As 6 years, the child could not distinguish a shapes which is rotate because the child could only percept the shapes in copying and transfer way (Droz,1999:84).

Theories of Visual Perception (Ghshtild Theory)

The theory was put the roles and elements of learning which explained the perception process from these was the following:

- 1- Orgnizaion law: perception things are done if the things are organized in shapes and lists instead of unorganized things.
- 2- Shapes and background principle: this is a basic of perception process, the perception area into shapes which is the part of intensive attention and background of the shapes in the environment.
- 3- Matching principle: the elements are tending to confirm to perception groups according the place organization.
- 4- Similarity principle: the grouped or similar elements are integrated with each other.
- 5- Closed principle: closed field tends to create knowledge units easier than the open field. The learner tries to close shapes which are not completed to reach the stability of perception.
- 6- Sharing the direction principle: it tends to percept groups of things which are at the same direction while the things are not perception outside the group. So, things are shared in the same direction are percept as they are the same group.
- 7- Simplicity principle: this principle means simplify of perception system. Thus, the perception domain is whole organizing simple shapes things, which tends to call the whole. For these reasons the children who suffer from visual perception problems in early childhood they are resulted to be coordination visual perception disability. These children could not explain the stimulus and what are mean this effect directly academic skills (Al_Atum,2012:117).

Autism Distributions

Canr 1943 is the first who described autism as a distribution which occurred in the childhood. He called it as subjectivity, self-closed, self-psychosis, childhood schizophrenia and other terms (Wilins, 2010:57). Autism spreads in all countries and in all societies regarding race or sex and types (Naser, 2002:37). Instead of that there is ignorance of most society's especially Iraqi society. The autistic has not care enough from parents, this needs more work to change the negative attitude toward autism (Al-Sabahey & Al-Tety, 2008:71).there is a belief of the autistic's parents that their children are impossible or complex to raise. In contrary, these children need love, patience and perseverance because their steps of developing are slow unlike their peers and any progress it makes a great accomplish. Instead of ignoring the case make a lot of suffering reflecting on negative and depend person (Abid alkareem, 2015:12). Also, the autistic child describes as delay of acquiring the sensory experiences as well the child shows unmatched response and sensory perception domain distribution.

TEACCH Program

As the education is the right for any child so there is a goals for educate autistic child because the education is an opportunity for these children to acquire the information, mental skills, performance which make them more independent persons. Thus, instruction program is needed for improving their responsibility in the society.

So, there are many studies applied on autistic child and they are responded to these programs specially TEACCH program (Vismara & Rogers,2007; Lal&Lobo,2007). The traditional methods of education are not suitable and unsuccessful because their limitation of visual and auditory communication. Contrary to the TEACCH program which supply the child with visual communication and integration of eyes and hands and it depends on motion abilities which improve the perception skills as well social communication (Schopler, 1998:288). Thus, organization of education and the environment is adopted the appearances which it can able the child to understand their environment and encourage them to self-control and improve the perception skills (Quil,200:337).

TEACCH program is a program designed to supply the autistic children with what they needs to deal with the life successfully also, it is educational thereby designed for autism children who suffering from perception skills difficulties for all ages and levels of skills. Forevermore, it designed at 1970 from Schopler and colleagues. The program was proved its effectiveness with autistic children and their parents. The most important things of this program is focused on understanding the autism and chose the interference strategies for developing social, behavior and knowledge skills for the child. These are the principles of the program:

Strength and interest: each child has its strength and interest which its used for their learning the autistic child has a favour color this make from this color as a encouraging for accomplish.

Continues Evaluation: All children have inner abilities whether they are autistic or the sever ones who are regressive and need a care or the integrative one who can read and write all of them have inner and hided abilities. While the program is designed to observe the children under multi knowledge activities different in structure and focused on the social communication perception and self- care (Jordan,2003:23).

Helping to Understand: autism children have difficulties of understanding the vocabulary regarding their experiences, so their teachers and parents are not assume they are understanding the requests. Instead their behavior is related to their educational experiences.
Parents' Cooperation : the family and the parents have an important role of planning the educational program because the child is sensitive of his/her environment. It can be collected

from the child's environment which regards the clothes, food, activities, and time spending and putting as a educational goals for the child to improve the performance of these goals.

Individuality: individual differences of autistic child's skills are the basic element of the program although the educational difficulty of imitation and the strength of one field is not related of performance other field of education. For example a good visual perception is not related of reading the expression of the faces.

Systematic Education: it is the way of learning the autistic child also it allows to apply several methods of teaching like multi support system for communication and sensory integration all these should understand the child the environment to improve these elements. Meaningful, suitable environment are reduced the pressure and anxiety of autistic child (Sigman & Ruskia, 1999).

Difficulties of Language and Communication: The autistic child face severe difficulties of understanding the words of the speakers specially the abstract concepts which they are a huge challenge for the autistics. Because it is important to relate these words with tangible things as well they are not aware of sequences of instruction.

Difficulties of Social Communication: The children could be socially by observing others by playing with others and communication while the autistic child do not have motivation for social communication. Thus, it affects the social disability for the other children or the adults as well the autistic child shows disability in sympathy for others. Many of them have not shown reaction for screaming also they do not have attention for the surrounding. Forevermore, they cannot take the right discussion of other people, thus increased the difficulties of understanding others point of view or feeling. The researchers are called this disability of mental theory. Playing is the most important elements of social behavior while the autistic child could not imaginary playing or using the traditional skills of imitation (Richard, 2000:37).

Difficulties of Sensory Processing: The autistic child could be sensitive for stimulus therefore, they are tried to exclude these stimulus for example the light against the eyes or the sounds and the toughing. They could not pear these stimuli from medium level sensitivity.

From other side there is autistic children who looking for highly stimulus they are highly sensitive children. They could be angry with toughing contrary to down sensitive children who looking for touching and hanging.

Resistance for Changing: the autistic children specialized by obtain the system of the retains any omitting with any part of their routine make them anxiety and dispersive . Therefore,

they insistence of complete their whole activity by the same routine, so they are resisted the changing and their opportunity of discovering limit their perception (Cohen, 2002:113).

Difficulties of Institution or School: the school required merges many elements to accomplish the goals therefore; the autistic child has difficulties of organization the information and disability of organization perception skills. They face difficulties of focusing of current mission and accomplish the goals.

Dispersion: The autistic children has suffering from dispersion and difficulties of performance their missions, they changed their attention from stimulus to other as well their difficulties of understanding the vocabulary when position is changed (Mesibov & Shea,2003:72).

Difficulties of Generalization: The autistic children could not use the skills which learned before for applying to other new situation. For example the child how learn to take off his/her socks cannot take off the new socks with other color so, the face difficulties of applying the same principle in different area.

Physical Organization: it refers to organization of the environment surrounding the child i.e the house, the room of learning, playing place....so, organization area is clear for visual perception as well encourage them to understand their environment. The organization of learning room is depended on the goals of the program as well the needs of the child.

Tables: the prepared table is important for organization the learning process because the tables show what is expected through the whole day and the sequences of these activities during the day. Thus, these tables improve the sequence memory and oral perception as well attention problems.

System of Working: it is important telling the autistic child what it should do, the benefit of that is learning the behavior of working independently through systematic the activities to accomplish these activities. They are the information of the mission, quantity of the work, when it should complete and finally what is happened after finishing the work.

Pictures Organization: the autistic child learns from pictures, thus they could learn better when the pictures are organized as well the instruction of the work should organize. It is easily shows the steps to follow systematical to perform the skill successfully (Lol & Bali, 2008:174).

Method of the Research

The Procedures of the Research

The research is used the experimental method to collect the data because its suitability for the research's subject. The TEACCH program is the independent variable while the dependent one is visual perception with using two groups method as a design of the research.

The Sample of the Research

The sociality of the research is the autistic children in Baghdad. The sample of the research is Al-Ramy Institution for Autism (10) children and Al-Rahman Institution (14) children. The age of the sample is (5-11). The sample of the research has selected purposely from the whole society of the research. The experimental group is included 6 boys and 1 girl as well the control group. The autistic children of the sample have chosen according diagnosing forms of both institutions, furthermore; the researchers have matched both groups according the age and visual perception variable.

Matching the Groups of the Research

Age Variable

Man-Whitney is used to identify the significant differences of age variable between the experimental and control groups. The experimental group is 8 children and the control group is 8 children as well, the mean score is (8.666) for the experimental group while the score mean of the control group is (8.333) the total rang is 77 and 74 for both. And, U value is 3.7, z value is 0.447 . Therefore, the scores have showed that there is no significant difference between both groups.

Visual Perception Matching

Also, Man-Whitney is used to identify the significant differences of visual perception variable between the experimental and control groups. The experimental group is 8 children and the control group is 8 children as well, the mean score is (8.3) for the experimental group while the score mean of the control group is (8.6) the total rang is 75 and 76 for both. And, z value is 0.553. Therefore, the scores have showed that there are no significant differences between both groups.

Visual Perception Test

The research is adopted the literature review of the visual perception of TEACCH for autistic children. As the following: (Droz, E. (1999), Garndin,T(1996),and Kosslyn ,S. (2005).

These studies have limited 3 skills of visual perception which they are stability of shapes, visual remembering and visual sequence). Each skill has included 3 sub-tests. The final version is included 27 items, 9 items for each, true and false for each item and it takes 1 mark if the child could answer correct answer if not the child takes zero.

Face Validity

The items of the test are showed to 10 experts in the field of psychological and educational as well as the experts of evaluation of kindergarten to ensure the face validity of the test's items. Accordingly, the experts' opinions have identifying that all the items of the test are valid. See Appendix (2).

The test has been applied on a sample of 240 children which are selected randomly from 18 kindergarten in Baghdad to analyze the items of the test.

Items Discrimination and Difficulties

The discrimination for each item has calculated according power discrimination which it is value (0,671 – 0,35) . The collected value is accepted level while the item difficulties is (0,40 – 0,75). The value is showed that it is within the accepted level. see table 5.

Accuracy of Items

The relation coefficient between the scores of each item and the total of the test has analyzed. The t-test has used to show the value, the tabled value of t-test is (0,124) which it is indicated that it is significant with 0.05 level.

Stability of the Test

The stability of the test value is (0,88) which is considered as a good stable test also it is square (0,75).

TEACCH Program

The program is applied according behavior analyzing and suggesting to divide the learning goals into small one with encouraging and reinforcement it can be an educational behavior.

The instructions verbal or non-verbal are given to the child and the researcher is used simple words without any complicity so the child could focus on the educational goals. But if the instruction is non-verbal , it should be related with pictures so the child can understand the instruction for example the child is understand to draw if he/she saw the papers and colors on the table.

Equipment and Tools of Activities

The research is applied many tools and equipment such as (drawings carton – papers – color panicles – geometrics shapes – color plates – clue – flower air freshener – recorder machine - pocket board – educational aids prepared by the researchers- carton box designed by the researchers – panicles – balloons – color class balls – color cubs) these tools are supplied according the activities through the TEAACH program.

General and Special Goals Specification

The program is seeking to improve visual perception skills (stability of shapes perception skills – visual sequence-) for 5-6 year according exposing the children in this age to visual perception activities.

According the general goal, there are groups of special goals have been put. Also, many activities are designed according the behavior goals and for each goal.

Applying the Content of Activities

There is a specification time for each activity, thus each activity is taken 5 minutes and the whole is 30 minutes. The period is divided into 5 minutes for preparation and welcome of the child, 5 minutes for the tables and pictures before the start , 20 minutes for applying the activity through drawing by colors, 5 minutes as a break, and 5 minutes for feedback.

The strategy of guided imagery is applied in Baghdad/ Al-Kargh. The period of the applying is 11 weeks from 10/10/2016 till 20/12/2016. The chamber is suitable for applying the program according the size, tools. The children are asked to prepare the chairs and tables after finishing the activities so it made cooperative and love environment between the researchers and the children.

Forevermore, the activities of verbal reinforcement are used such as (encouragement words like good, excellent, as well the facial expression), incorporeal reinforcement (gifts for boys and girls like balloons, color pencils and other simple things) after the child is given the right respond.

Evaluation the Program Construction Evaluation

It is used the construction evaluation through the planning activities and at the end of the activities for each one. This evaluation is useful for applying for preventing the negative of

the program also, supplying the information of improving the children of the training activities. The researchers are used the observation through the performance the activities and their answer on the questions relating the activities forevermore, practical test is made after each activity.

Final Evaluation

The post test is applied after the ending of the applying the program to identifying the improving the skills are acquired form the children by comparing the children's score after and before the program.

Applying the Program

The program has applied twice a week (Monday, and Tuesday) each day two activities the total number of activities are 16 with 10 minutes feedback at the end. The activity is starting at (9:30-10:30) in the morning. The scoring of both groups is considered as the pre test for the experimental and control ones.

The experimental has lasted 8 weeks after it had taken the legal agreement from the families and the mangers of both kindergarten, thus the beginning of the program is 6/10/2019 and the end is 25/11/2019. The post test is applied on 3/1/2020 till 9/1/2020.

Analyzing the Results and the Discussion

The First Hypothesis

There is no statistical significant difference between the experimental group in the pre and post tests of visual perception skills test. The Wilcoxon test is used to measure the ranks and z value. See table (1)

Table 1:

Test	Ranks	Number	Mean Ranks	Total ranks	Z value
Visual perception	Negative	8	5.000	45.000	-2.679
	Positive	0	0.000	0.000	
	Equal	0			

Table (1) is shown that there is statistical significant difference between the ranks of pre and post tests for post test, forevermore the z value is -2.679 for the experimental group in pre and post tests which it indicates that there is significant under 0.05 level.

The Second Hypothesis

It is used Man-Whitney for analyzing the result and to answer the hypothesis that if there is statistical significant differences between the experimental and control groups in the post test of the visual perception skills test.

Table (2) the mean ranks and z value of experimental and control groups in the post test

Table 2:

Test	Group	No.	Mean Ranks	Total Ranks	Z value	0.05 level
Visual perception	Control	8	13	126.000	3.330	Insignificant
	experimental	8	4	45.000		

Table (2) is shown that there is statistical significant difference between the ranks of experimental and control groups in post test for experimental group, forevermore the z value is 3.330 which it indicates that there is signifty under 0.05 level.

The Third Hypothesis

It has used Wilcoxon non parametric to identify that if there is statistical significant difference between the mean ranks of experimental group in post test and sequence of visual perception skills test. The z value between the pre and post tests is (0.417) which it is statistically insignificant under 0.05 level, table (3) shows that.

Table (3) Experimental group in post and sequence tests of visual perception skills test

Table 3:

Test	Ranks	No.	Mean Ranks	Total Ranks	Z value	0.05 level
Visual perception	Negative	4	3.630	14.500	-0.496	Insignificant
	Positive	4	5.380	21.500		
	Equal	0				
	total	8				

According table (3), there is no statistical significant difference between ranks of experimental group in post and sequence tests, thus it means that the improvement is not temporary and the program is continuously effective.

Discussion

- 1- The results regarding the first hypothesis show that there is statistical significant difference between the mean ranks of pre and post tests for the post test which it indicates that TEACHH has great improvement occur to the experimental group. The correction has been adopted in the program according visual tables, specific fields, activities and tools adding according the child's behaviors. Forevermore, it is designed basically on specific force (visual spatial organization), needs (predicting ability , organization). Thus, the research has used interactive activities which it introduce the activity visually (using pictures, symbols and color objects) for identifying the activities. It has put the each shape in a separate plate to apply the matching objects activity. So, the researchers have due the improvement of autistic children of the experimental group for visual organization also, the instructions are given according visual representations. Thus, visual origination is easy to understand from autism and the results is agree with (Wheeler & Carter,1998) (Vismara& Rogers,2007) studies.
- 2- According the second hypothesis, the results shows that there is statistical significant difference between the mean ranks of post tests for the experimental and control groups for the experimental group which it indicates that TEACHH has great improvement occur to the experimental group thus it approves that autistic child needs special education and training. So, TEACHH program improve the visual perception skills of the sample. autistic children suffers from difficulties in understanding the instruction without the visual reinforcement therefore, this program has play an important role to make the instruction more easily to them by adding the visual objects also the results are matched with other studies (Lai,2008) (Malhotra,2002) (Mesibov& Schopler,2004).
- 3- To identify the continuation of the program when it has stopped, it has applied the same test on the same sample after one month. The results have shown that there is no statistical significant difference in mean ranks of the experimental group which it means the effectiveness of the proposal program in improving visual perception skills of autistic children. The researchers due that for using the proposal program as well the accuracy of the produces which are followed. The activities are helped autistic children to suite their needs with visual tables and the organization of educational strategies are supplied the children to understand the missions required also predicate diverse educational perception skills.

Suggestion

There are many suggestions according the results of the research:

- 1- Training families on TEACHH program for its suitability in applying for all ages and for each autistic child.
- 2- Changing the negative attitudes of the families towards the autism.



- 3- Applying the results of the research to prepare autism training program
- 4- Speeding to construct international centers to care for autism.
- 5- Making accurate statistics of autistic numbers cooperation with official and civil institutions.



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