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EDUC580: Educational Research:

Designs and Procedures

Module Assignment: Action Research Paper/Report

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Action Research

The Impact of Learning Support Assistants on Level one Autistic students' Social and Academic Development in Mainstream Secondary: Action for social and academic independence

Abstract

Social and academic independence for level-one autistic students in the mainstream secondary is a foremost concern for every parent, caregiver, or inclusion team; helping this group of special needs students to achieve academic and social independence is the dream of all parties involved with inclusive learning in the United Arab Emirates.

This research studied how Learning Support Assistants could improve their strategic support to ensure autistic students gain total independence before leaving high school. Using a purposive heterogeneous sampling technique, 12 participants responded to seven open-ended questions to form the data for analysis. I analyzed the data based on qualitative coding and thematic analysis methods. The research results indicate that some level-one autistic students habitually see their learning support assistants as a replacement for their parents once in school; they feel comfortable and relaxed once those adults are around them during lessons or other social activities. These students also rely on the support staff to move between classes during school hours; this attitude made many of them dependent socially and academically; it further suggests some of these students sadly hate adults following and sitting by them in mainstream classrooms.

Howbeit, for these students to achieve social and academic independence, the findings recommended that Learning Support Assistants should not regularly sit by the students during lessons, they should not write notes or take any test for them. The study also suggests that LSAs should allow level-one autistic students to freely interact with other students in or outside of the classroom, and finally, they should not overly protect this group of students in the class or outside of the classroom.

Keywords: level 1autistisic students, social, academic, independence, mainstream secondary

Rationale of the Study

Social and academic independence is essential for the growth and development of any student in mainstream education; therefore, nobody would like to sorely depend on another person for everything throughout the journey of life; to face life challenges, everyone struggles to acquire education and skills that would lead to self-regulation, productivity, sustainability, and self-reliance. However, children with Autism Spectrum Disorder (ASD) often find it quite challenging to gain the social skills required to achieve this objective of life; they encounter sensory problems which usually affect their abilities to communicate, write, or interact freely with others. Despite all these learning challenges, they are allowed to attend mainstream schools to learn as other kids do. In this situation, parents, teachers, and all involved are concerned about the best way to provide education for these children so that they become self-sufficient, independent and self-regulated in schools, homes, and even workplaces.

The parties are concerned because level-one autistic students in mainstream secondary tend to be overly dependent on their learning support assistants for academic work; some suspect that it is the LSAs that are influencing these children to be dependent, while others blame the situation on the students themselves. These arguments are not helping to address the growing concerns of social and academic independence among level-one autistic students in our schools.

This research aims to investigate the impact learning support assistants have on level-one autistic students' social and academic progress in mainstream secondary and thereafter suggest practical strategies to improve social skills development and promote academic independence.

On December 13, 2006, the United Nations Convention on the Rights of Persons with Disabilities (UNHCRPD) adopted an inclusive education policy that greatly influenced many

countries around the world to support inclusive learning for all children regardless of their physical, social or psychological state. Supporting the UN's call for inclusion, the Dubai Inclusive Education Policy Framework Law (2) of (2014) called for inclusive learning in the Emirate; this declaration of inclusive education in the UAE prompted many parents to take their (ASD) children to join mainstream classrooms with other kids.

In response to the government's mandate for inclusive education, authorities of all local and international schools operating in Dubai began to recruit Learning Support Assistants, Teaching Assistants, or Classroom Assistants to help support the social, academic, and physical needs of autistic students in mainstream classrooms. However, as good as it sounds to gather all children of different learning abilities and disabilities in one learning environment and the joy it brings to parents, guidance, and even the school authorities, much has not been discussed as to how effective the role of the LSA will be when attached to level-one autistic student in mainstream Even though, many researchers have discussed the role of LSA in inclusive education within the last two decades and even now. There is limited information on whether the LSAs' close attachments to these students interfere with their desire to interact or play with peers; it is clear whether sitting by students during lessons hinders their ability to work independently or inculcates an attitude of dependency in them. For example, (Wendy Symes and Neil Humphrey, 2011) opined that evidence suggests, that pupils who have TAs assigned to them may underperform academically, receive less attention from their teachers, and be isolated from their peer group. On the contrary to this view, as cited in Abbott, McConkeyb, and Dobbins, (2010) Takala described the Learning Support Assistants as a primary mechanism to implement more inclusive schooling practices.' According to (Lacey, 2010), LSAs play a valuable role in helping autistic students improve their social interactions with their peers. As cited in (Groom,

2006), Clarke et al further confirmed that the use of in-class support assistance is the single most crucial factor to maintain special needs students in mainstream schools.

Given the limited research regarding the impact of LSAs when they sit close to level-one autistic students, this study will investigate how LSAs' close attachment to L1 autistic students helps improve their social-emotional skills, learning progress, and overall behaviors. , the study will suggest additional strategies that would help to enhance the work of the learning support assistants with a specific focus on the social and academic independence of L1 autistic students in mainstream secondary.

Research questions and research objectives

This action research primarily examined the impact of learning support assistants on level-one autistic students' social and academic development in mainstream secondary; it also suggested a few strategies to improve the work of the LSAs assigned to these students.

The objectives were to understand why level-one autistic students in mainstream secondary often found it challenging to gain social and academic independence and what strategies could help address the growing concerns of social and learning dependency. The study was guided by its hypothesis, "*social and Academic Independence of Level-one autistic students is influenced by the support rendered by their Learning Support Assistants*

The key questions that led the study were as follow:

"How do Learning Support Assistants' close attachments to level-one autistic students in mainstream classrooms affect their academic performance and social interactions with other students"? To answer this question, the researcher designed seven open-ended questions that would help to gather mixed views from individuals independently.

Literature Review

Many scholars have discussed the significance of social and emotional learning as a key component to improving the overall academic performance and social skills development of Autism Spectrum Disorder students in mainstream secondary (Neil Humphrey, Andrew Curran, Elisabeth Morris c, Peter Farrell, 2007) indicated that increasing interest in school-based interventions designed to promote social-emotional competence in developing children with (ASD) is overwhelming.

Research also shows that for social and emotional development to be successful in schools with ASD students, the teachers must work collaboratively with the Learning Support Assistants to implement these programs (Stephanie M. Jones, Suzanne M. Bouffard, and Richard Weissbourd, 2013).

Endorsing the Teacher-LSA relationship, most teachers, Blatchford, Bassett, Brown, Martin, Russell & Webster as cited in (Symes and Neil Humphrey, 2011) asserted that the presence of teaching assistants upsurges their job fulfillment and effectiveness.

Effective social skills and positive outcomes in life, such as academic achievement and work success are reliant on the earlier development of emotional competence. (Anita Gardner, Michelle Wong, and Belinda Radcliffe, 2020), Similarly, the OECD's informal Ministerial meeting on Skills for Social Progress argued that developing the cognitive, social, and emotional skills of an individual will enable the person to better face the challenges of the 21st century (Koji Miyamoto, Maria C. Huerta & Katarzyna Kubacka, 2014). Without immediate intervention (SathiyapraKash Ramdoss, Wendy Machalicek, Mandy Rispoli, Austin Mulloy, Russell lang, & Mark O'Reilly1,2011) social and emotional deficits can affect the overall quality-of-life of individuals with ASD in several ways such as social rejection and isolation.

A rising body of research suggests that persons with ASD can learn specific social and emotional behaviors with highly structured training and intervention (SathiyapraKash Ramdoss, Wendy Machalicek, Mandy, et al 2011). One way (Stephanie M. Jones, Suzanne M. Bouffard, and Richard Weissbourd, 2013) of promoting social and emotional skills development is by maintaining a calm, organized, and well-regulated learning environment.

For success in dealing with ASD students in mainstream secondary schools (Lesley Abbott, Roy McConkey, and Michael Dobbins, 2010) alarmed that more learning support assistants (LSAs) are progressively needed to assist teachers to achieve this goal.

Mahmoud and Peter found that TAs were the most committed and understanding group of professionals to work with pupils with ASD in mainstream schools as they considered their involvement with the pupils as a job contrary to a teacher who felt pressured to manage the entire class with additional behavior issues from autistic students (Mahmoud M. Emam and Peter Farrell, 2009). Furthermore, Stacey Minondo, Luanna H. Meyer, and Joy F. Xin, (2001) noted that Learning Support Assistants or TAs are very important to the smooth implementation of inclusive education in mainstream schools. However Contrary to this view, (Wendy Symes and Neil Humphrey, 2011) opined that evidence suggests, that pupils who have TAs assigned to them may underperform academically, receive less attention from their teachers, and be isolated from their peer group. Additionally, Blatchford, Russell, and Webster as cited in (John, Anthony Maher, and Vickerman, Philip, 2017) reported that Learning Support Assistants have no possible impact on pupils' attainment; they further argue that in some cases their involvement with the special needs students can lead to poor academic performance.

Another study repeatedly revealed that many teachers feel unprepared to support students with ASD socially, academically, and behaviorally (Hinton et al., 2008; Horrocks et al). Without

the involvement of the TAs, or LSAs, what become of these special needs students? Social interactions (Neil Humphrey and Wendy Symes, 2009) between teachers and autistic students remain imminent; the challenges of moving between classes in hugely populated schools and the attitudes of peer bullying in the mainstream secondary are risk factors for ASD.

TAs become incredibly indispensable when ASD students move between classes for lessons and outdoor activities or go out for outdoor activities (Janet Alston and Chris Kilham, 2004). Involving autistic students in teamwork, empathy, and personal responsibility through physical education exercises is a great way of improving their social and emotional skills.

In conclusion, the issue of Learning Support Assistants' impact on Level 1 autistic students has been a concern for many researchers from varying backgrounds. However, I see that much needs to be done to address the concerns of social and academic independence for these groups of students

What I see as a gap in the many pieces of literature read is that no one is discussing or suggesting strategies that the Learning Support Assistant, who is the closest adult to the level one autistic student in the school, can use to instill or promote total social and academic independence of the autism students. I believe it is worth it for us to develop strategies or techniques that the inclusion team and the LSAs can employ in the classroom to promote social and academic independence in mainstream secondary.

For example, some educators argued that the role of the Learning Support Assistant in mainstream secondary negatively affects the academic attainment and social development of autistic students; others believe that without LSAs in mainstream secondary, (ASD) students will find it quite challenging to cope with the learning environment.

METHODOLOGY

Description of participants of the study

This action research is a qualitative study, and its participants were Learning Support Assistants posted in three different schools. The researcher preferred the chosen audience because they were professionals with more knowledge and experience about the research topic. The researcher selected the participants for the data collected through a purposive heterogeneous sampling technique due to their similarities in occupational backgrounds; their work and experience matched the purpose of the study.

The study collected data from 12 participants, who were adults between the ages of 21-35, and the researcher also considered gender balance. The respondents were of mixed nationalities from Africa, Asia, and Europe.

Description of Data Collection Tool

The data collection tool employed in the research was an open-ended questionnaire. The researcher designed seven open-ended questionnaires to collect mixed views, opinions, and experiences from 12 participants. This data collection tool was appropriate for the study because the researcher wanted to gather sufficient information from different individual perspectives and experiences.

A detailed description of the data collection procedure

Upon approval of the research questionnaires following a period of revision, the researcher gave them to respondents in person to avoid data collection delays or procrastination. The data was collected through a cross-sessional time horizon approach to safe time and resources; this approach was appropriate for the study because the researcher had limited time to complete the project.

The respondents were given 14 days to complete the questions because they needed sufficient time to study and answer them. The researcher then visited the schools to collect the data from the respondents in person. Participants were encouraged to provide as much information as possible to facilitate the authenticity and reliability of the research because the study was interested in understanding all the issues surrounding LSAs' close involvement with L1 autistic students in mainstream secondary.

DATA ANALYSIS & PRESENTATION OF RESULTS OF FINDINGS

Data Analysis

Investigating the impact of learning support assistants on Level one autistic students' Social and academic independence in Mainstream Secondary, the researcher collected data using one data source: Open-ended questionnaires; the questionnaires contained seven questions.

I selected the 12 participants from inclusion departments in three secondary schools through a purposive heterogeneous sampling technique; the sampling technique aligned with the survey because the chosen participants had similar occupational backgrounds and experience in inclusive learning.

When the researcher completed the data collection process, the information gathered was coded and organized to derive themes. At the end of the initial and line-by-coding process, the researcher finally arrived at three main themes for data analysis; the three themes included:

- Supporting level 1 autistic students from distance in a mainstream classroom
- Regularly sitting by level1 autistic students in the classroom
- Strategies to improve academic independence

The above themes formed the basis for the data analysis that led to the findings of this research.

Supporting level-one autistic students from a distance in a mainstream classroom

During the data coding process, respondents repeatedly expressed that Learning Support Assistants should support their students from a distance instead of sitting close to them in the classroom; the respondents opined that sitting by students could lead to them being overly dependent on the LSA social and academic work such as reading, writing, or test taking. Some respondents mentioned that they have observed situations where level-one students get annoyed when LSAs sit by them in the classroom; they expressed that the students most often feel uncomfortable with adults to be sitting close to them instead of their friends.

Here are two extracts that reflect the views of most of the respondents, *"LSAs should, later in school life, allow students to become more independent; this will mean they become more confident and help to build up social skills and resilience. In the same vein, a*nother respondent reasoned that the LSA could better monitor the autistic student and his interaction with other better when observing from distance instead of close contact. She remarked, "*From the way I see things, it will be wise for Learning Support Assistant to sit back and observe before intervening when required".*

This theme and along with its sub-themes are demonstrated in diagram 1

Regularly sitting by level-one autistic students

While coding the data, the researcher also noticed a pattern of responses that suggested that LSAs' close attachment to students during lessons has the propensity to interfere with the kids' desire to interact with their peers and undertake personal initiatives. For example, the student would see the LSA as guidance or caregiver, so they may clue to them. This extract from one of the respondents is similar to what most of them mentioned in their responses, "*In my opinion,*

Learning Support Assistants' frequent intervention can interfere or distract autistic students from being courageous to work independently". Here is what another respondent said, "They *become clingy on their LSA and also don't interact more with their peers in class or during breaks*".

Another view that contributed immensely to the data was this one from a lady testified that has been working with autistic students for six years in different schools and at varying levels.

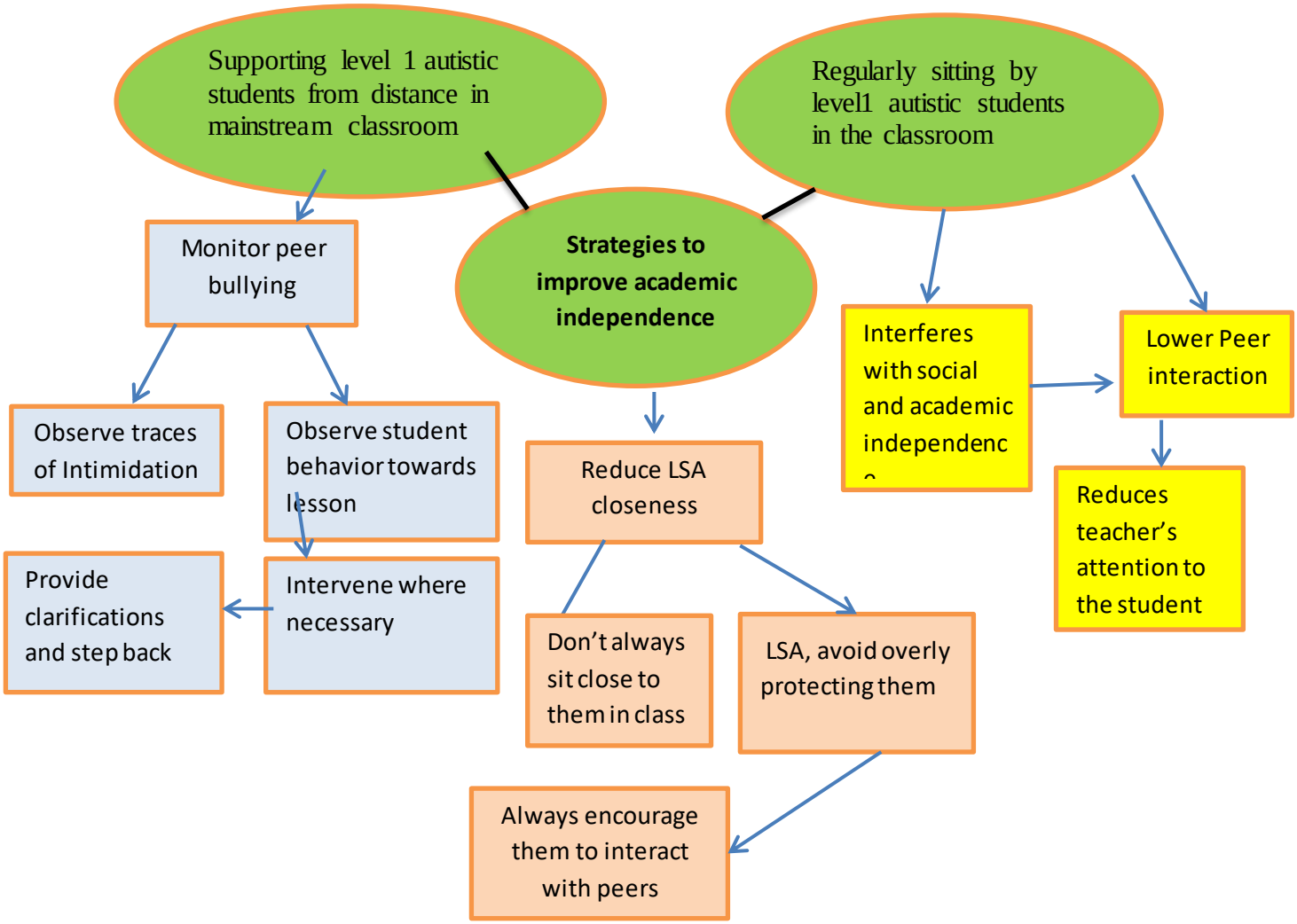
She mentioned, "*some autistic students simply hate anyone sitting with them in the classroom: they sometimes get annoyed and insult or physically attack you in the class. I advise all my colleagues to be careful as they support this special kind of children that we have in our schools.* **This theme and its sub-themes are presented in diagram 2**

Strategies for improvement/ diagram 3

In the final theme, the participant agreed that level-one autistic students could grow to become socially and academically independent through well-defined strategies. For example, they mentioned a tailored method and model behavior that could help the students grow well in knowledge and skills. A popular view expressed was condensed in this extract, **"***siting far from the student is one great way to instill a spirit of confidence in the level one autistic student; they see themselves as being in charge of their progress."*

In conclusion, the participants provided their personal opinions based on their observations and experiences they have had with level-one autistic students and other special needs children, it is so because they answered open-ended questions independently.

Thematic Framework Analysis



This diagram demonstrates exactly what the research findings presented above. The three main themes are captured in green circles while their supporting sub-themes are rectangular shapes. Each of the themes is explained by the sub-themes attached to them. The ideas flow according to the arrows.

Discussion and Conclusions

This qualitative action research examined "How Learning Support Assistants' close attachments to Level-one autistic students affect their academic and social skills development in mainstream secondary.

The study aimed to understand why most level-one autistic students tend to become overly dependent on their LSAs for almost all academic activities.

Level-one autism is the mildest stage of Autism Spectrum Disorder (ASD), so students falling in this category should be able to perform better than those of levels two and three because their case is not severe. Unfortunately, there are increasing concerns about how most level-one autistic students are becoming overly dependent on their LSAs for almost everything.

The research was interested in knowing what was responsible and what educators could do to address the situation.

Unarguably, there are vital differences between intellectual ability and academic achievement, but a learning disability like Autism Spectrum Disorder (ASD) does not imply that affected children lack the intellectual capacity to learn new things; they only feel and think differently (Annette Estes, Vanessa Rivera, Matthew Bryan, Philip Cali, and Geraldine Dawson, 2010).

The results of this research suggest that Learning Support Assistants greatly influence the social and academic attainment of secondary level-one autistic students in many ways. Understandably, LSAs are the closest adults to the L1 autism students in mainstream schools, so they unimaginably influence how the students behave, react or respond to social and academic activities. This assertion stressing the significance of the LSAs' role in inclusive learning is scholarly supported by pieces of literatures. For example, Stacey Minondo, Luanna H. Meyer,

and Joy F. Xin, (2001) noted that Learning Support Assistants, or TAs are significant partners in implementing inclusive education across mainstream schools. In addition, (Neil Humphrey, Andrew Curran, Elisabeth Morris c, and Peter Farrell, 2007) indicated that increasing interest in school-based interventions designed to promote social-emotional competence in developing children with (ASD) is overwhelming.

However, other researchers are still doubtful about the role of the Learning Support Assistants in relationship to academic development and social skills acquisition. For example, Blatchford, Russell, and Webster, as cited in (John, Anthony Maher, and Vickerman, Philip, 2017), reported that Learning Support Assistants have no possible impact on pupils attainment; they further argued that sometimes their involvement with special needs students leads to poor academic performance. Existing literature supports the argument that Learning Support Assistants can lead autistic children to successful academic progress; they can lead them to social and intellectual dependency. In this case, the role of the inclusion team through the learning support assistants is crucial to the education of the students. Imagining the risk associated with taking level-one autistic children to mainstream education, the parents placed explicit trust in the school to protect and provide quality education for their children.

Drawing from the data analysis and previous research conducted on a similar subject, the findings of this study indicate that L1 autistic students can become dependent socially and academically when LSAs continue to sit by this group of learners and practically do their learning tasks. Even though LSAs strive to provide leadership and guidance to ensure consistency, correctness, and accuracy, the students should take responsibility for their education; this is the surest way they can build confidence and courage to face the world ahead of them.

For these students to acquire such courage, their LSAs need to give them significant space to learn specific life skills in the classroom.

The study suggests that LSA should support their students through routine supervision and necessary interventions.

The study further suggests that LSAs' presence and close attachment to L1 autistic students would significantly interfere with their natural abilities to socialize, create, or perform academic tasks in a mainstream classroom. Additionally, the findings revealed that the students sometimes get afraid or intimidated by the continuous presence of LSAs around them; this feeling could make them withdraw from peer interactions and other class activities. To avoid students developing feelings about the LSAs, there is a need to reduce their frequent interferences with the students.

Furthermore, the study discovered that L1 autistic students in mainstream secondary often feel uncomfortable with LSAs following them around; this feeling can provoke anger and unexpected behaviors in the classroom. These are some of the reasons why level-one autistic students behave strangely at some point. The inclusion department should carefully investigate how LSAs are interacting with their assigned students. At this point, the students can become emotionally charged and thereby exhibit a sudden change of behavior. For example, they no longer take or follow instructions coming from LSAs; they shout loudly and even run from the class. Judging from experience in the classroom, when these students become unresponsive, learning, concentration, and focus also become impossible for them. When this continues over a period, the children tend to decline in their social skills development and academic progress.

So, as hypothesized earlier in this paper, the social and Academic Independence of Level-one autistic students are influenced by the support rendered by their Learning Support Assistants:

Conclusion

Learning Support Assistants' close attachment to Level-one autistic students can potentially lead to social and academic dependency. The LSAs could negatively influence these students who are already vulnerable and seeking help for social and learning independence; close attachment to them has the proclivity to increase their vulnerability concerning social-emotional and study abilities. The LSAs and the students will be happier if students can learn and become independent in their academic work, self-regulatory activities, and decision-making.

The researcher chose a qualitative approach to understand why most level one autism students tend to be overly dependent in mainstream secondary; and what strategies would address the current situation.

Relying on the experiences and findings of previous writers through a thorough review of the Literature and using a thematic analysis technique, the researcher established some of the main factors responsible for the sudden increase in social and academic dependency among L1 autism students in the UAE.

The chosen research method allowed the study to gather data from active learning support assistance using a purposive heterogeneous sampling technique, an approach that selected a group of professionals with similar occupational backgrounds.

Realizing from the findings that Learning Support Assistants' close attachment to level one autistic students may lower the students' abilities to interact with peers, and independently engage in academic tasks, the researcher is convinced that the chosen research question and methodology were appropriate for the study.

Implications and recommendations

The purpose of this action research was to examine the impact of Learning Support Assistants on level-one autistic students' social and academic dependence in mainstream secondary; the study was also interested in suggesting additional strategies that would support Learning Support Assistants in executing their daily duties. The researcher aimed to use the findings to address the growing concerns of social and academic dependencies experienced among many level-one autistic students in Dubai.

Successful implementation of the recommendations in this research paper could help the LSAs to develop more techniques in dealing with level-one autistic students in secondary schools; obviously, sitting and doing everything for the students or overly protecting them would not be the best way to support them. They need space to learn, grow and perform independently.

On the other hand, the outcome of proper execution of the findings could improve the student's ability to act, move, and interact with confidence; they will develop more social and emotional skills that could to self-esteem. These personal qualities could autistic students improve their social and academic achievement.

The parents of those children, the inclusion teams and the government could be relieved of several socio-economic burdens that would have emerged had the students grown to be liabilities instead of being responsible and productive citizens in society.

. Schools through their inclusion teams could use the research results to improve the existing strategies their Learning Support Assistants are using to support Level- autistic students in mainstream secondary schools. For example; the LSAs could attend a refresher training such as a Continuous Professional Development Program (CPDP) to learn about the strategies and

how they could be applied in the classroom. The implementation of the suggested strategies could be observed by school authorities before adopting them into their local curriculums.

Moving forward, this action research unexpectedly found out that most secondary L1 autism students feel uncomfortable when LSAs follow them around in the school. The study discovered that continuously following this group of students from one classroom to another can significantly annoy them; this can prompt undesired behaviors such as scramming, shouting, and even attacking the LSAs verbally or physically. The researcher is not sure whether following them could be the only reason why they get angry with LSA and begin to behave in strange ways.

To understand the underlying factors surrounding their change of behaviors whenever LSAs follow and sit close to them regularly, there is a great need for another research to be conducted to investigate why this group of special needs students reacts this way. If LSAs withdraw their support for these students, can they cope without their interventions?

Recommendations

For us to improve the work of the Learning Support Assistants and promote the social and academic development of Level-one autistic students across our schools, the researcher is glad to recommend the following:

1. Learning Support Assistants should no longer sit close to L1 autistic students in mainstream secondary classrooms. This will increase the students' confidence and courage to work independently during academic tasks; the distance will also allow autistic students to freely participate or interact with their peers in the classroom.

2. By doing so, they may develop self-esteem and begin to relate more interactively than before. The researcher is optimistic that this strategy may work well if it is implemented properly.
3. Learning Support Assistants should support their students from a distance through routine supervision, gesture prompting, and verbal prompting. At this point, the student will develop a sense of responsibility, self-esteem, and courage to work independently. The LSA can intervene where necessary to provide leadership and guidance for the child. Supporting the students in this way will significantly reduce interferences with their natural talents and abilities to create, act or perform a task alone.
4. Learning Support Assistants should not interfere with the student's quest to play or interact with their peers in or out of the classroom; overly protecting Level-one autistic students is not helping them to grow socially and intellectually. They need to be left alone to interact with their peer to improve their social and emotional skills. This free interaction with other students may help to also improve their academic progress.
5. The LSA should be announced to the entire class as its educational support staff instead of presenting him/her as a support assistant for only autistic students in the classroom. When the LSA is announced as support staff for the entire class, the rest of the students will not be seeing the special needs students to be less intelligent or as students who cannot self-regulate. This pronouncement could make level-autistic students stop feeling uncomfortable whenever they see learning support assistants around them in the classroom.

Limitations of the study

The sensitive nature and the laws protecting the rights of children, especially those with special educational needs prevented the researcher from asking some key questions that would significantly impact the findings of the study. The chosen data tool (open-ended questions) was

greeted with low interest as many expressed that answering these questions would take away more time or even days. Some respondents shy away from answering some of the questions due to what they call “personal reasons”.

Additionally, traveling between the selected schools which were significantly distant from each other was expensive and time-consuming; distributing the questionnaires and retrieving them were challenging for the researcher whom himself had to go to school to support autistic students

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Prevalence, Trend, Determinants, and Prediction of Autism Spectrum Disorders among Dubai population, Diagnostic approach and management contexts - MedCrave online

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APPENDIX A: Research questionnaires

1. What could be responsible for Level 1 autistic students' academic dependency on LSAs in mainstream secondary?
2. How does reducing LSAs' closeness to level-one 1 autistic students help to increase their courage and confidence to becoming academically independent in secondary.
3. How possible it is to support a level-one autistic student from a distance in the classroom
4. What social and emotional changes occur in L1 autistic students when LSAs regularly sit by them in mainstream classroom
5. Why is LSA's role so crucial to the academic and social development of L1 autistic students in mainstream secondary7
6. How does anger and fear affect level-one autistic students' social and academic development?
7. What may to level-one autistic students if LSA's support is withdrawn in a mainstream classroom?

APPENDIX B: Themes & sub-themes

Diagram 1: Supporting level 1 autistic students from distance in mainstream classroom

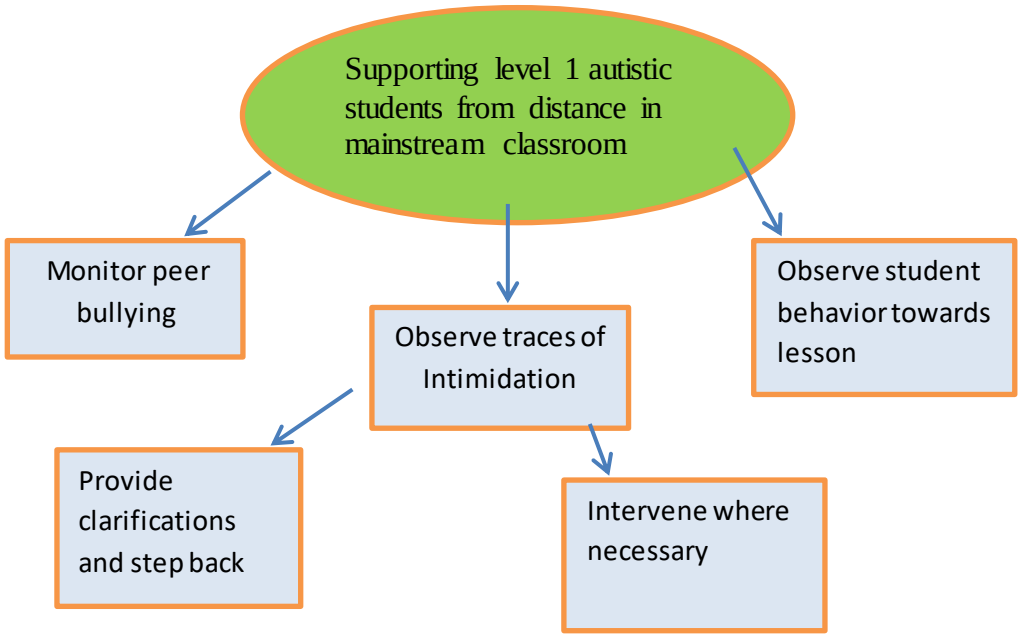


Diagram 2: Regularly sitting by level1 autistic students in the classroom

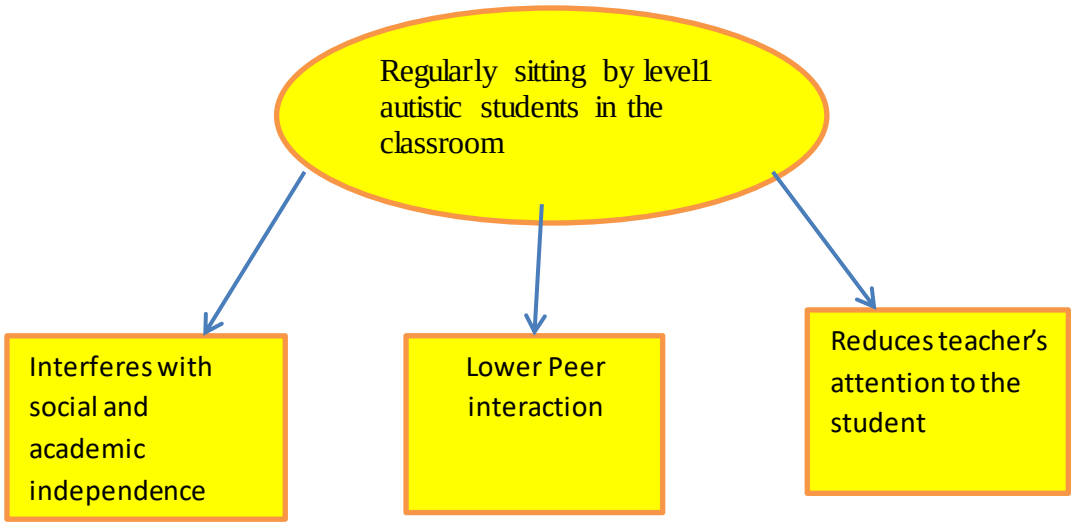


Diagram 3

Diagram 3: Strategies to improve academic independence

