Peer Social Acceptance of Students with Special Needs

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Peer Social Acceptance of Students with Special Needs

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Abstract: The purpose of this research is to investigate how kids with ASD are accepted socially by their peers. Peer social acceptability may be seen in the manner in which autistic kids are treated by their peers as well as in how they show and demonstrate their desire to participate in various activities. In addition, the many kinds of connections that may be seen between ordinary students and pupils who have ASD. This research is a qualitative study that focuses on description. The participants in this research were classmates and their respective professors. Interviews and observations were the methods of data collection that were employed for this investigation. The method of data analysis that was employed was called descriptive analysis, and it included reducing the amount of data, presenting the data, and deriving conclusions from the data. Verifying the accuracy of the author's claims by using methods such as triangulation, extended observations, and consultation with others. Students who have ASD spectrum disorder may participate in social activities with their peers. The classroom instructor's support and understanding helps ordinary students better appreciate the condition of students with ASD. The teacher also understands children with ASD when they have tantrums and may be an aid when students with ASD are having problems. Social interactions and group relations are the types of relationships that may develop between children with ASD and their typical classmates. Regular students are able to create group interactions with students who have ASD with the assistance of the class teacher's promotion of the formation of study groups.

Keywords: Special Needs, social acceptance of peers, Students

Introduction

Children with ASD may develop their social skills via the acceptance of their peers, which can help support the establishment of desirable social behaviour, as well as through reinforcement, modelling, and training [1, 2] Students with ASD might benefit from the assistance of their contemporaries at school in the areas of social interaction, communication, and conduct, all of which have a tendency to be less in line with the standards that are generally accepted in society [3, 4, 5].

Autism spectrum disorder (ASD) is a developmental disorder that affects a person's ability to socialize and engage with others in a meaningful way. Peers with neurotypical development may see autistic pupils as odd because of the difficulties of ASD individuals display. According to Huang et al [6], a community attitude that is supportive of children with ASD, which seeks to understand the needs of children with ASD and participates in providing opportunities for children with ASD to use public facilities, is very useful in supporting the development of children with ASD in a positive direction. They argue that this type of community attitude is very useful in supporting the development of children with ASD. Youngsters are not always silenced by conducive surroundings; rather, these situations drive children to act in accordance with the norms [7, 8, 9]. The process of cultivating an environment that is supportive calls for collaboration between members of the local community, the family, and the educational institution. Peers, instructors, and other members of the school make up what is known as the school community. It will produce psychological and social issues if the individual does not get acceptance from their peers, whether they are of the same or the opposite gender [10]. Students with ASD who are accepted socially by their peers may find it easier to engage with their educational environment. Students who have ASD need the support of peers to assist them in interacting with others while at school. The role of peers in the learning community for children with ASD can function as friends for students with ASD in order to assist in the development of students with ASD in the areas of communicating, interacting socially, and developing their sensory development in order to improve attitudes [11, 12].

Students who have ASD are more likely to weep, yell, or become upset for no apparent reason. The mentality of students with ASD might occasionally irritate typical students, who then report feeling a little bit worried by the autistic students'

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behaviour [13, 14]. When students with ASD individuals in the classroom begin to get upset or weep, it seems that regular pupils occasionally notify the instructor of this fact. Students who have ASD need assistance from their classmates in order to acquire social skills or behave in accordance with the regulations (McMorris et al., 2019; Lucas & James, 2018). In light of this condition, the purpose of this study is to investigate the degree to which students with ASD are socially accepted by their peers and to identify the different types of interactions that exist between students with ASD and ordinary students.

Methods

This research is a qualitative study that focuses on description. This research was carried out in an inclusive school, which integrates kids with a variety of educational need into normal classrooms alongside their typically developing peers. This research included both observation and in-depth interviews as methods for data collection. The method of reduction, presentation, and conclusion is used while carrying out the analysis of the data.

The activities that autistic children's peers participated in were observed in order to make these observations. Observation guidelines are made and developed based on aspects of social acceptance. These aspects include positive treatment from their friends, support from their friends, and being much liked by their friends.

During in-depth interviews, the researchers focused on gathering information on a variety of topics, some of which were student communication, including voice intonation, the treatment of autistic students, and the role that teachers and schools play in the development of positive social interactions.

Results and Discussion

Peer Facial Expression

The portrayed facial expressions are pleasant to other pupils, even autistic kids. Peers are tolerant with autistic students who are a little slower to accept instructions while marching to class because they understand the challenges that autistic students face. I saw a typical student helping autistic students enter the classroom by grabbing the autistic student's shoulder from behind and guiding him into the room. The educator also said that the typical kids in his class had a welcoming demeanour toward the pupils with ASD spectrum disorder (ASD). When the researcher addressed the question on how typical students' facial expressions and tone of voice approached autistic kids, the instructor responded as follows:

"Regular pupils display welcoming smiles, encourage them to play at recess, and engage in playful banter"

The instructor incorporates group projects into the observation of thematic learning and makes sure to blend ordinary students with children who have varying degrees of special needs in each group. Regular students do not adopt an attitude of hostility toward students with special needs; rather, these kids are able to step up and take on leadership roles for their peers with special requirements. The following is what the Special Assistance Teacher had to say to the autistic pupils concerning the facial expressions and tone of voice of the ordinary students:

"When kids with special needs are put in a study group with normal students and other students with special needs, ordinary students do not display rejection; *instead, they are eager to assist and comprehend." While the tone of voice may be because they are still children, they occasionally talk excessively loudly, which is uncomfortable for persons with special needs."*

When I questioned the instructor about the differences in facial expressions and tones of speech between autistic pupils and ordinary students, he responded as follows:

"In general, regular students show the facial expressions given are expressions of acceptance, no expressions of disgust, in fact they often invite autistic students to join in a game."

When asked how the attitudes and facial expressions of regular students are, the teacher was asked whether or not regular students want to accept the presence of autistic students. The teacher responded that regular students do not want to accept the presence of autistic students when students with special needs actually show a tantrum. His response was:

"The facial expressions of regular students who receive do not discriminate."

The researchers observed that typical students' facial expressions towards autistic students displayed an expression of acceptance based on their observations of the students' facial expressions. This was determined through the researchers' interactions with the students. The assumption that autistic students are the same as ordinary students, with the exception that autistic students have specific requirements, was mentioned by the instructor.

Interaction between Peers

Regular students, in this scenario, will always take on the role of leaders for autistic students both within and outside of the

classroom. They have the capacity to comprehend and enthusiastically welcome the presence of autistic pupils in the classroom. When the researcher questioned other educators, he wanted to know how typically developing pupils reacted when autistic kids talked to them. His response was:

"Some students are able to grasp the words those autistic students are speaking, but after a while those students find that they are unable to understand what autistic students are trying to convey."

The instructor said that there are occasions when autistic pupils would use terms that are not concrete. Therefore, typical pupils do not possess the ability to interpret. He said that children with special needs often use phrases and terms that are difficult for other people to comprehend. The instructor responded as follows when asked if typical students would listen when kids with special needs spoke:

"Regular students want to listen, even if they don't comprehend what is being said. They will inquire, and in general, standard pupils want to listen even when they do not comprehend. "

The researcher observed that normal students occasionally wish to listen, but not seldom opt to be indifferent based on observations made both within and outside of the classroom. These findings were based on observations made by the researcher. One student with ASD often did not want to line up with his classmates during the flag ceremony, which is an example of how autistic kids in grade 5 often display an angry attitude. This occurred to one student with ASD throughout the event. One of the pupils with ASD expressed his frustration by yelling out phrases that had no significance. Typically, it is the instructor who helps calm down and assist one of the pupils who has ASD. Another question that the researcher posed to the teacher was on the reaction of typical pupils when autistic classmates were upset or sobbing. He responded by saying,

"Regular students instantly report it to the instructor responsible for them when autistic children are sobbing or upset."

It is impossible for ordinary students to satisfy pupils with special needs since typical students are also children. The study followed by asking if typical classmates bully autistic students when those autistic pupils are upset or crying. He responded by saying,

"Regular pupils already comprehend the fact that they have classmates who have special needs."

Regular students have always been reminded by me, from the very beginning, to continue to respect one another. As a direct consequence of this, typically developing pupils will never attack autistic students. In addition, kids who have special needs and the other students in the class, including even more pupils who have special needs.

When autistic pupil's tantrum or meltdown, regular students comprehend what's going on. They are going to provide this information on to the instructor of each autistic pupil. The situation will be handled effectively, and the instructor will be able to calm the pupils with ASD's feelings about it. When autistic kids have meltdowns or weep during class, the instructor will request the autistic student to come to the front of the room so that she may calm him down. However, this is not an easy task, since autistic kids may be difficult and disruptive in the classroom. When the researcher inquired about the responses of typical students when confronted with autistic students who displayed disruptive behaviours such as crying or tantrum, he explained:

"If autistic student is tantrum, usually regular students will try to calm them down, but after they feel unable, regular students will hand it over to the teacher of the autistic student. In general, regular students can understand this."

Researchers have conducted observations and interviews regarding the behaviour received by autistic students. Based on these, it is known that when autistic student's tantrum or cry, regular students will report it to the teacher. This is because researchers have observed and interviewed these students. The autistic kid was crying during the theme session. He was crying since that particular day was meant to be for learning about sports, but the instructor took over the learning of the thematic topic instead. Students with ASD may weep and want to be excused from class. The usual students who were there all made the decision to maintain their composure and ignore the rowdy environment. This is really useful since typical students adding to the commotion will make it more difficult for autistic pupils to remain quiet.

Peer social acceptability may also be demonstrated in the way that typically developing students interact with autistic students when autistic students desire to play with typically developing students together. All of the normal pupils gather together to play and run about during recess. Observing from the front of the classroom on long benches were youngsters who had ASD. Children with typical development take the effort to include autistic students in their recreational activities. Students with ASD are also content to agree to play together; but, based on observations, autistic students are regarded as children who are only having fun in the game without being engaged in the rules that apply to it. It is clear from this that typical pupils are able to comprehend this information and recognize that autistic children are students who have specialized requirements.

Acceptance in Action

The researcher's findings, mainly social ties, served as the basis for the conclusion that typical students and autistic students had a link. Because typical students are aware that autistic students have certain requirements, they take on the role of authoritative figures in this setting and present themselves as helpful persons. This may occur as a result of the impact of instructors who instil in typical pupils the idea that autistic individuals are the same as students with special needs.

There are also group connections, and group relations may emerge as a result of the instructor dividing the class into different study groups [15]. Regular pupils and autistic kids are often placed in the same groups by teachers. They have the ability to develop collaboration, and normal students often lead study groups. Students with ASD may occasionally participate in group projects, and they are typically very easy to collaborate with and interact with other individuals. This may occur because typical students want autistic students to join their group, but autistic students find it difficult to cooperate and communicate, often as a result of tantrums [16, 17]. Despite the fact that typical students have taken into consideration the autistic student and are willing to work together, autistic students have difficulty cooperating and communicating [18].

Social acceptance is others' favourable attention [19]. In accordance with this, Diamond, [20] argues that social acceptability demonstrates a child's ability to successfully play a part in his group and work or play with him. Observations of ordinary students interacting with autistic students revealed to the researchers those autistic individuals were positively welcomed by regular students. Bayer et al [21] claims that the role of friends in the learning community of children with ASD may serve as a conduit for training students to communicate, conduct social interactions, increase children's sensory skills, and change children's attitudes or behaviour.

Social interaction, according to Redcay & Schilbach, [22], is the connection between persons that impacts one another. Social contact is intended to promote the child's pleasure and involvement with others. Pan & Hamilton [23]. believes that autistic children who experience impediments to social engagement are not necessarily incapable of interacting at all. When other autistic students choose not to engage, he prefers to stay alone. It does not discourage ordinary pupils from inviting them to play or collaborate. Regular students are kind and tolerant with autistic classmates. The attitude of typical students who are tolerant and comprehend the predicament of autistic students is impacted by a teacher who teaches them that autistic students have unique requirements [24, 25, 26].

Conclusion

Although autistic students have a high level of social acceptability among their classmates, autistic individuals themselves often reject this acceptance. Group relations and social connections are the two types of relationships that emerge as a result of interactions between autistic pupils and their classmates. Autistic children will almost always seek help from their classmates in order to participate in social activities.

Acknowledgments

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