

The Effect of English Language Education with wonder word puzzle on Children under 11 Years of Autism in Iran

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Abstract: Autism, or autism spectrum disorder, refers to a range of conditions characterized by challenges with social skills, repetitive behaviors, speech and nonverbal communication, as well as by unique strengths and differences. Autism's most-obvious signs tend to appear between 2 and 3 years of age. In some cases, it can be diagnosed as early as 18 months. Some developmental delays associated with autism can be identified and addressed even earlier. Autism Speaks urges parents with concerns to seek evaluation without delay, as early intervention can improve outcomes. One of the therapies for children with mental game, is puzzle. Music helps children to the coordination or integration between emotions find their meaning in other emotions between hearing and gustingvocabularies exists that can be very effective in the treatment of these children. Game and wonder word helps these children to achieve harmony or integrity between their feelings, and gusting the words in wonder word chart that help to treatment of these children.

Key words: wonder word, puzzle, game, autism

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I. Introduction

Autism disorder is defined as the developmental disability that accompanies a baby from birth. Autism disorder is one of the most frequent disorders of growth that is associated with severe impairment in a number of developmental areas, including social interaction and behavioral skills, as well as strange tendencies and activities. The disorder begins before age 3 and the prevalence is 4 to 5 times higher in boys than in girls. Most children with autism have learning weakness. So for children with autism, learning is successful in having a well-designed solo program. Several studies have emphasized the need for a structure in the education of children with autism. The existence of a structure can have a positive impact on both them and their learning etiquette. Children with autism are unlikely to be able to respond meaningfully to their learning experiences. For this reason, teachers should consider during the lesson these children reflect on what they are learning and how to relate them to old and new learning. Given the wide range of children with autism disorders, it is very important for teachers to be familiar with the early symptoms of autism, as it is likely that many children with mild forms of the disorder are likely to be present at normal school classes. Teachers also need to know how to use these methods to maximize the educational capacity of such children.

The uneven picture of the problems of these sick children can be considered worryingly by teachers, and some of them believe that these children are lazy and disobedient and, therefore, overlook the fact that they are struggling with real problems. Therefore, recognizing that they may need a different motivation and method to adapt to teaching methods is the first step in their education. It should be noted that any consensus on the diagnosis of this disease can lead to worsening of children's problems. This is especially important in the case of students whose illness has not been diagnosed and who have come to the level of guidance in ordinary schools and at the same time have not received much individual assistance. When educating children with autism, it should be remembered that they are very different from each other and that they differ in their academic capacity and behavior. Some require the use of specialized facilities for patients with autism, such as classes, centers and special schools, and for others, the same kind of education that ordinary schools offer. The first few years of school can be a nightmare for many of these children and their families. As children grow older, their behavior often becomes more difficult, and this can be a problem in elementary schools. Some of them, especially those with obvious behavioral problems, have to be trained first in specialized centers, but they can be sent to regular schools as soon as they are in control. For the more effective learning of autistic students, parents and teachers need to be in close contact with each other. It is very important for parents to be involved in any program, especially in the early stages of learning. Providing regular reporting and information about the child's progress to parents can help. School assignments can be a major problem that makes the relationship between home and school compulsory. Parental information can also be of great value to teachers so that they can properly address the needs of students with autism. The importance of self-esteem in parents and their ability to help their children

should not be underestimated. Many programs have guidelines on how to help parents with their child, but parents need support and encouragement in addition to such a program. In the ideal conditions, there must be continuous communication between the home and the school.

1.1 Social deficiencies or communication problems

The importance of creating self-esteem in parents and their ability to help their children should not be overlooked, they need support and encouragement in addition to a coherent time-planning. In ideal conditions, there should be continuous communication between home and school. One of the most important characteristics of students is autism of social deficiencies. These children have at least intercourse with their parents in the early years, do not show interest to other children, have unusual eye contact, and have limited facial expressions. They may lack the sense of empathy and commit social and behavioral misconceptions. They imagine people as objects, they refuse to play with their peers and do individual activities. This desire to be alone continues as they grow up. Another notable feature of them is that they do not enter into a two-way dialogue. Their speeches are more repetitive and singular than a form of social communication. Their perceptions are likely to be severely disrupted and they repeatedly repeat sounds, words, or phrases.

1.2 Autism and Language Learning

Many parents who have children with autism wonder if it's a bad idea to communicate with them in more than one language. Since ASDs often involve language impairment, some parents don't want to add an unnecessary burden by exposing an autistic child to more than one language.

Without fully understanding current research, some general practitioners have recommended that parents of autistic kids speak English rather than a home language in a country where English is the official language. However, there is little evidence to prove that exposing an autistic child to a second language will impede language learning. In fact, studies suggest that reducing a language impaired child's exposure to a home language can make it even more difficult for the child to socialize even within his or her own family. By not using the mother tongue, parents exclude their child from conversations. Autistic children typically struggle socially, and are more likely to pick up language from their parents than their peers. Parents with a low proficiency of a second language may have difficulty communicating with their autistic children. If these parents choose to make English their primary source of communication, this can create more language problems. As with all language learners, autistic children need regular exposure to both languages.

Autism often comes with a literal understanding of words. Understanding colloquialisms and idiomatic English may be very difficult for autistic language learners. On the other hand, many students on the autism spectrum excel at memorization, and may be able to acquire a large vocabulary, making it easier to understand and replicate formal written and spoken language than their language learning peers. Autistic students appreciate rules and structures and may enjoy learning the grammar of a second language.

1.3 Choose the most important curriculum

It can be said that there is no educational program that can be useful for all children with autism. For your child, there is also a useful program that matches your interests and interests. However, it should be kept in mind that conditions are not always perfectly ideal and that finding the best treatment is also limited by the lack of access to the schools that are planning or specializing in this area, the mismatch of the school curriculum with the needs of your child and away there is a school and its costs. Families can choose the best possible program by conducting a series of surveys. Prior to making the final decision, the family needs to assess the child's needs, abilities and interests. It should also investigate the location of the school and its plans.

Autistic people are like other people. They also have weaknesses, strengths, feelings and needs. The only difference between autistic people and others is that they have a total disability that you can see each of these disabilities individually in other people. Some children with autism have an even higher degree of intelligence than those of ordinary people, some children with autism are even more inferior to those of the average person, and others are even lower. To help these people, mentors and therapists need to have adequate and adequate studies to work more efficiently and effectively with these patients. Some autistic children need to be more involved with social behavior. Some people need to correct aggressive behaviors and self-harm.

In fact, there is almost no program alone that can be said to include all of these needs in autistic children. So it is necessary to use programs that cover the most needs of your child. It is also important to note that all specialists in autism believe that early diagnosis and early treatment at the youngest age will have the best results.

If the child is put on a schedule as soon as possible, he will reach normal behaviors sooner. Also, experts who have worked on autistic children for many years believe that the more careful the plan is, the more accurate it can be, the better. Sometimes a program has many accessories to help autistic person.

For example, a child's treatment program can include speech therapies, the development and improvement of social behaviors and medication, and the child's health plan will consist of the development and improvement of social behaviors, the improvement of the five senses and dietary changes.

People with autism will often enjoy doing puzzles. Their love of puzzles may take many different forms. In fact, the autistic love of puzzles may offer a clue to understanding autism. Many parents of children with autism believe that until and unless medical research finds a cure for autism it is important for us to continue trying to understand autism. The more paths we have to understanding autism, or at least appreciating it, the more parents and teachers will be able to help students and children with autism to feel comfortable. The use of the puzzle piece as a logo for the cause of autism has British origins. It was introduced by the National Autistic Society of the UK in 1963. One interpretation of this logo suggests that autism is a puzzle that needs to be solved. Another interpretation might simply be that people with autism love doing puzzles. Like all phenomena associated with autism, the penchant for working puzzles cannot be strictly defined. It will manifest in different ways among different people. In other words, just because a person has been diagnosed with autism does not mean they will automatically love doing crossword puzzles. (Alex Durig, 2013)

However, if you know someone with autism, then there is a good chance that you might be able to strengthen your bond with them by finding out what kinds of puzzles they might enjoy doing. In some larger sense, the act of playing video games may be considered as a form of puzzle solving. There is certainly a predilection for playing video games among children with autism. Everything about video gaming requires one to find the best path of action, solve relevant clues, and pursue the challenge with focus. People with autism may often have the ability to go into hyper-focus. If a child with autism goes into hyper-focus to 'solve' a video game, a fire truck could ride right by them and they would not notice. Thus, hyper-focus is a common trait among people with autism that lends a great advantage to being able to solve even the most difficult puzzles. Parents and teachers of children with autism would do well to consider that solving puzzles comes naturally to many people with autism. In this way, the act of solving puzzles may actually offer us a clue to understanding autism. At the very least, providing puzzles to, or working puzzles with, people with autism may provide a pleasurable avenue for bonding.

In fact, the more difficult the puzzle is, the more a person with autism might enjoy doing it. There is an amazing characteristic found among people with autism from time to time. While many of us may have enjoyed working a jigsaw puzzle at some time in our lives, there are people with autism who love to do jigsaw puzzles, too. However, they like to turn the puzzle over and solve the blank cardboard side. With no social pictures or themes to get in their way, the blank backside of a jigsaw puzzle provides the kind of thrill a real autistic puzzle master cannot resist. So, parents and teachers of people with autism might try turning over the jigsaw puzzle pieces to see if that sparks the autistic imagination. If the child likes it, and if they go into hyper-focus to solve it, then it might even be difficult to get them to stop. At the same time, if they like it, the parent or teacher now supplying endless blank jigsaw puzzles in the child's life may come to be perceived as more of an ally and a genuine part of their support system.

Another version of autistic puzzle mastery can be found in the phenomenon of the autistic savant. The term appeared in print for the first time in a 1978 article in *Psychology Today* written by Bernard Rimland, Ph.D. Rimland was one of the expert consultants for the movie *Rain Man*, and he is largely considered to be the grandfather of the modern scientific approach to understanding autism. Rimland talked about the high fidelity perception of people with autism, and how they had much more difficulty generalizing their perception to navigate social life. This appears at its height in the autistic savants. These people often display uncanny abilities to solve puzzles that no social person could even attempt. For example, there are autistic savants who can instantly tell the day of the week for any date given – even a century ago.

WONDERWORD first entered syndication in Edmonton and Montreal in 1970. Andrews McMeel Syndication of Kansas City assumed syndication rights in 1980. It appears in 2 formats: A 15 x 15 grid Monday through Saturday and 20 x 20 for Sunday editions. For space reasons, some Sunday newspapers carry a 15 x 15 version under the name of TELEWORD. WONDERWORD was created by Canadian author Jo Ouellet, and starting in 1980, David Ouellet started helping his mother in the creation of the puzzles. By 1984 David was creating the majority of WONDERWORDS, and his name appeared as co-author in 1994. After Jo Ouellet's untimely passing in 1997, David continued the feature. In all formats, it appears in some 250 newspapers around the world. It is estimated that some 2,000,000 people of all ages enjoy solving WONDERWORD puzzles every day.

II. Literature review

The American Music Therapy Association (2002) reports that music therapy enhances one's quality of life and can assist with the development of relationships. According to the American Music Therapy Association (2002): Music therapy is the clinical and evidence-based use of music interventions to accomplish individualized goals within a therapeutic relationship by a credentialed professional who has completed an approved music therapy program...the prescribed use of music by a qualified person to effect positive changes in the

psychological, physical, cognitive, or social functioning of individuals with health or educational problems. Music therapy is considered a powerful and non-threatening medium and because of its unique outcomes are possible. (AMTA, 2002)

Music therapy is used in a variety of non-threatening mediums and with many different approaches. Gourney (1998) describes how music therapy is an evolving discipline. The American Music Therapy Association (2002) also reports that there are many different ways to use music with a therapeutic approach. Music therapists can be used to treat patients with Alzheimer's, people who are terminally ill, children and adults with a variety of special needs, individuals on chemical dependency, at-risk youth living in disadvantaged areas, teachers on the verge of burn-out, children with autism, and many others. Music therapy reaches a broad range of people with a variety of needs all over the world. Music therapy is performed by trained professionals and is most commonly used for individuals with special needs. The focus of music therapy is using a music approach towards development of goals in the areas of motor skills, social development, self-awareness, and cognitive development (Patterson, 2003).

According to Patterson (2003), the role of a music therapist in the school setting is to assess a child's needs and teach to academic and social skills in areas of deficit both with and without music. One purpose of using music in therapy is to use songs to teach a skill (Zoller, 1991). In his 1987 study, Hicks (as cited in Zoller, 1991) discovered that when he taught using rap music, children who were 3 and 4 years old learned more names of unfamiliar body parts as opposed to those who instructed without the rap music. There was a similar study in 1981 conducted by Get Ready Inc., which explored the use of rap music as a motivational tool to learning the eight parts of speech with fourth-grade students. The results showed a considerable increase in recognition with the group that received the rap music approach (Zoller, 1991). A music therapist is trained to implement strategies that will help to strengthen certain skills through participation in musical experiences (Patterson, 2003). The goal is to help all skills learned to generalize into everyday situations. The purpose of a music therapist in a school district is to use music to achieve non-musical goals in a classroom setting. Music therapists structure lessons around music or rhythm to teach skills such as math, reading, social skills, communication, and other areas of need. Music therapy is being used for a variety of children in the school systems, but research shows that it is particularly useful in addressing the specific needs of children on the autism spectrum (Thaut, 1998; Nordoff & Roberts, 1977). Gourney (1998) described the role of music therapists' work with teachers and other therapists, which is to plan and implement treatment tailored to a specific child's needs according to the Individual Education Program (IEP). Music therapy, as a service provided according to an IEP, is recommended when it has a certain level of significance in motivation and or benefit towards a child's educational program (Patterson, 2003). This therapy service falls under the IEP category of related services.

Related services are services that may include corrective, developmental, or support services, such as music, art, and dance therapy (Patterson, 2003). The US Department of Education (1999) reports if these services are necessary in assisting a child with special needs to benefit from special education in order to be given free and appropriate public education (FAPE), then the service is considered a related service. Parents have had a difficult time getting school districts to provide music therapy as a related service. In response, Dr. Kenneth Warlick (2000), director of the Office of Special Education Programs for the Department of Education, states: "If the IEP determines that music therapy is an appropriate related service for a child, the team's determination must be reflected in the child's IEP, and the service must be provided at public expense and at no cost to the parents" (p. 28-32).

III. Methodology

The design used in this study was a One-Group Pretest-Posttest Design. This design was selected to determine the effects of the treatment by comparing pretest and posttest scores. Pretest from all 10 children during small group sessions allowed for a comparison of growth to be determined after treatment with the use of a posttest. A pretest and posttest were done through observations in the classroom setting during thirty-minute group sessions. Each pretest and posttest was a combination of four sessions that were compiled to get a mean score for each child. Tally marks were documented for each incident of communicative intent from each child during a thirty-minute work session.

3.1 Setting

The school district in which this study was in Aeein Mehrvarzi School in Tehran. There are 52 students in this school but for our study we collected randomly 10 students from 7 to 9 years old.

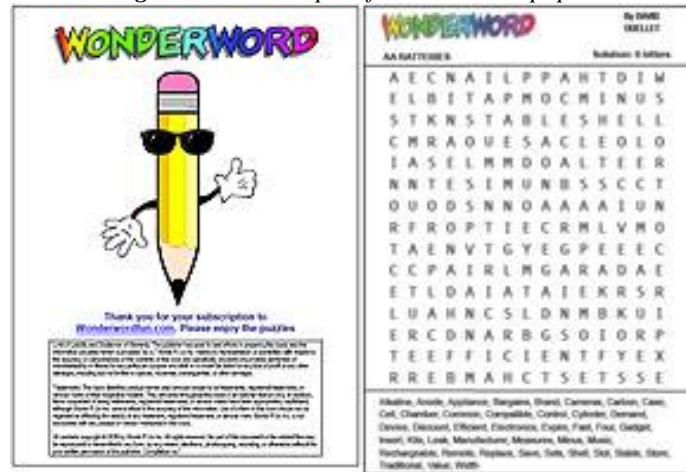
3.2 Materials

The subjects who were exposed to the teaching English with wonder word puzzle approach during treatment sessions were exposed to wonder word puzzle by Oilet method (2009). The program had a The Booklet Compilation is containing 15 puzzles with photographs corresponding to the new English word but. (Only according to student level)

3.3 Procedure

The subjects were selected from the ten participants (divided two groups, each group include 5 students) available for inclusion in the study due to accessibility to subjects diagnosed with autism. In the wonder word group, the researcher asked students to work in pairs and find the right words in the given grids according to their definitions (the same definitions as in the crossword puzzle). He told them to read the definitions carefully and help to student to read, and then try to find the clues in the wonder word puzzle. Then, he changed the members of each group after a while and asked the students which words they didn't know and explained what the words meant and then saw if they could find the words in the puzzle (Vockell, 2010). Finally, he checked their puzzles one by one to ensure that all students finished the puzzle correctly.

Figure 1. The sample of wonder word paper



IV. Results

All tables show the number of attempts to communicate by eye-contact, nonverbal communication (gestures, pointing, touching materials or observer) and verbal communication, during pre-test sessions, wonder word puzzle sessions, and post-test sessions. Median scores were taken for each scoring period: pre-test, wonder word puzzle approach, and post-test. The tables represent the scores from each subject across all sessions.

Figure 2. The average of group A scores

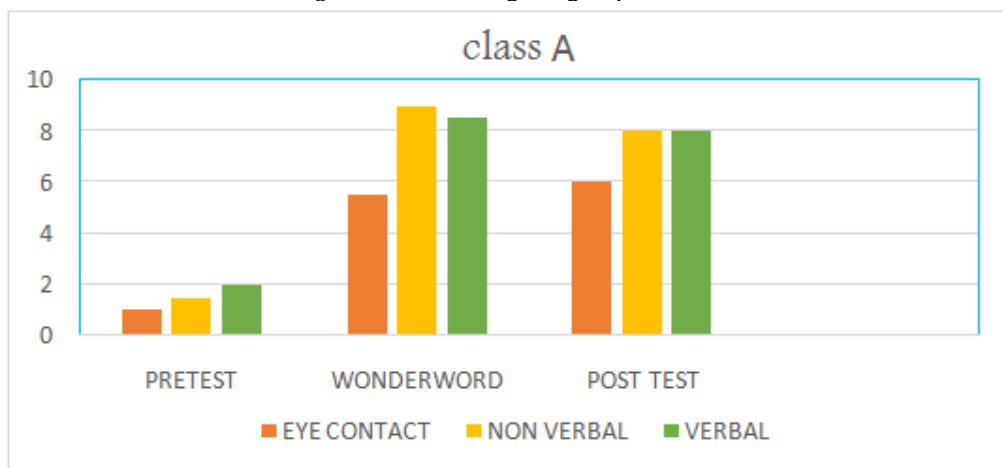


Figure 2. The average of group A scores in Growth Chart

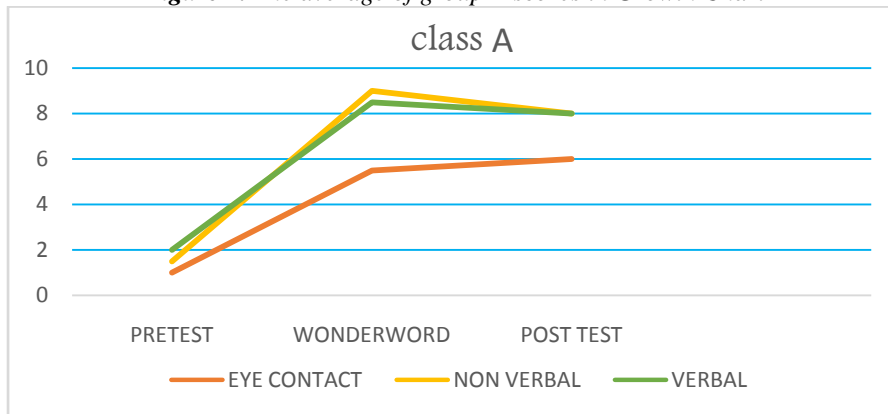


Figure 3 The average of group B scores

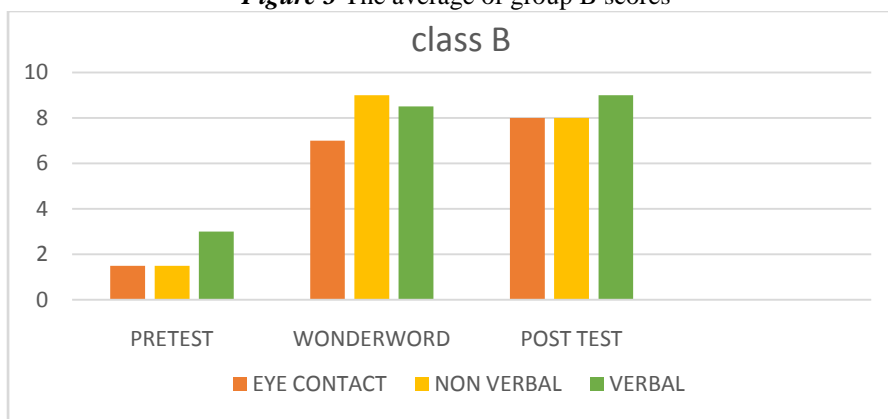
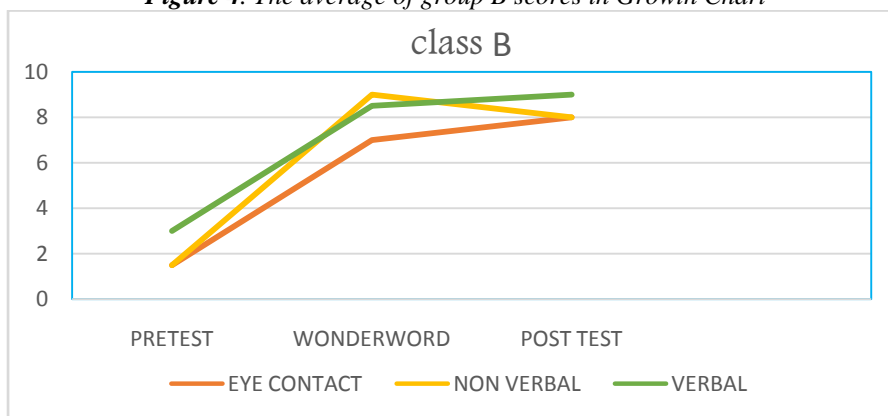


Figure 4. The average of group B scores in Growth Chart



V. Conclusion

The use of a wonder word puzzle game to teaching students with severe autism was effective for all 10 children. When the pre-test sessions began, each child had an area of communicative weakness and most of the subjects had a preferred method to communicate either non-verbally or verbally. After analyzing the data, most of the subjects increased their use of eye-contact both during the wonder word puzzle game sessions and during post-test sessions. The majority of increases in all three of the communication areas were most prevalent during the wonder word puzzle game sessions. This increase in communication is Encouraging shows that children with autism do benefit from a wonder word puzzle game to learning the vocabularies. Because the children all did not sustain the same levels of communication during the post-test phase, one could assume that they benefit from the wonder word puzzle game.

Game and wonder word puzzle of harmonies are very useful to the brain, so that puzzle can be used as a therapeutic remedy. One of the treatments for children with autism is wonder word puzzle game. Game can be an effective weapon to enhance the cognitive and motor abilities of children with autism. Game and puzzle helps

these children to achieve harmony or integrity between their feelings, that is, between hearing and other emotions when there is a harmony of music that can be very effective in the treatment of these children. The other thing about puzzle game and children with autism is to develop the latent talent in the field of learning.

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