

# **A STUDY ON MULTIMEDIA TOOL FOR AUTISM STUDENTS FOR THE IMPROVEMENT OF EDUCATION IN PRIMARY LEVEL**

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## **ABSTRACT**

The autism students are needed the early intervention or special education for improving the knowledge. In this paper, the primary level autism students between the age group 3 to 5 years are taken for analysis and the way of provide education for them and the role of multimedia also studied and analyzed. The various multimedia tools are available and play a vital role in educational sector especially for autism students for the improvement of education. The educators can provide the education for autism students in the society. Special education by using multimedia tool will change the life of the autism students and they will stand in the society with better feel. The government always supports the autism students' education for making them as a normal citizen of the nation.

**KEYWORDS:** Autism, Intervention, Special Education, Multimedia.

## **INTRODUCTION**

To develop the student knowledge in primary school teaching regarding autism in private and public schools of Zambia methods. During teaching, ("Hear" and "watch me") concept to improve knowledge power learning easily to understand the affected children with autism. This project was related to the portion of primary school teaching level. Now a day teaching technology is more developing to engaging study, but for autism students also more technology was developing to study. In addition of teaching the teacher should operate the computer to ("Hear" and "watch me"). Children in autism must sight, hear and write the examination in the understanding manner. This process was developing knowledge power in examination. The concept is ("Audio" and

"Video"). Hearing the word in that word meaning and picture also display with multimedia tools. Autism in Zambia is not as sensitized as it should be, it's the symptoms, effects on the patients social life and intellectual abilities and also how it affects the care takers of the patients. In this paper, we will look at what Autism really is, methods of treatment and how this treatment helps the patient.

- Children occupied with an activity will learn substantially speedier.
- Video modeling is a tool used to animate the visual senses. Children with ASD are visual learners and learn from visual instructing.

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- "To learn, you should focus. Anything that detracts your attention will negatively affect observational learning. In the event if the model is fascinating or there is a novel perspective to the circumstance, you are far more likely to dedicate your full attention to learning."

## **A STUDY OF AUTISM**

Stress and anxiety create a negative situation, which makes learning troublesome. In a traditional teaching situation the requirement for person-to-person interaction can cause stress and anxiety. A child is unnecessarily loaded by the need to defeat this stress and anxiety before they can focus on what is being taught. Learning suffers, or does not happen.

## **METHODS**

- Videos
- Music

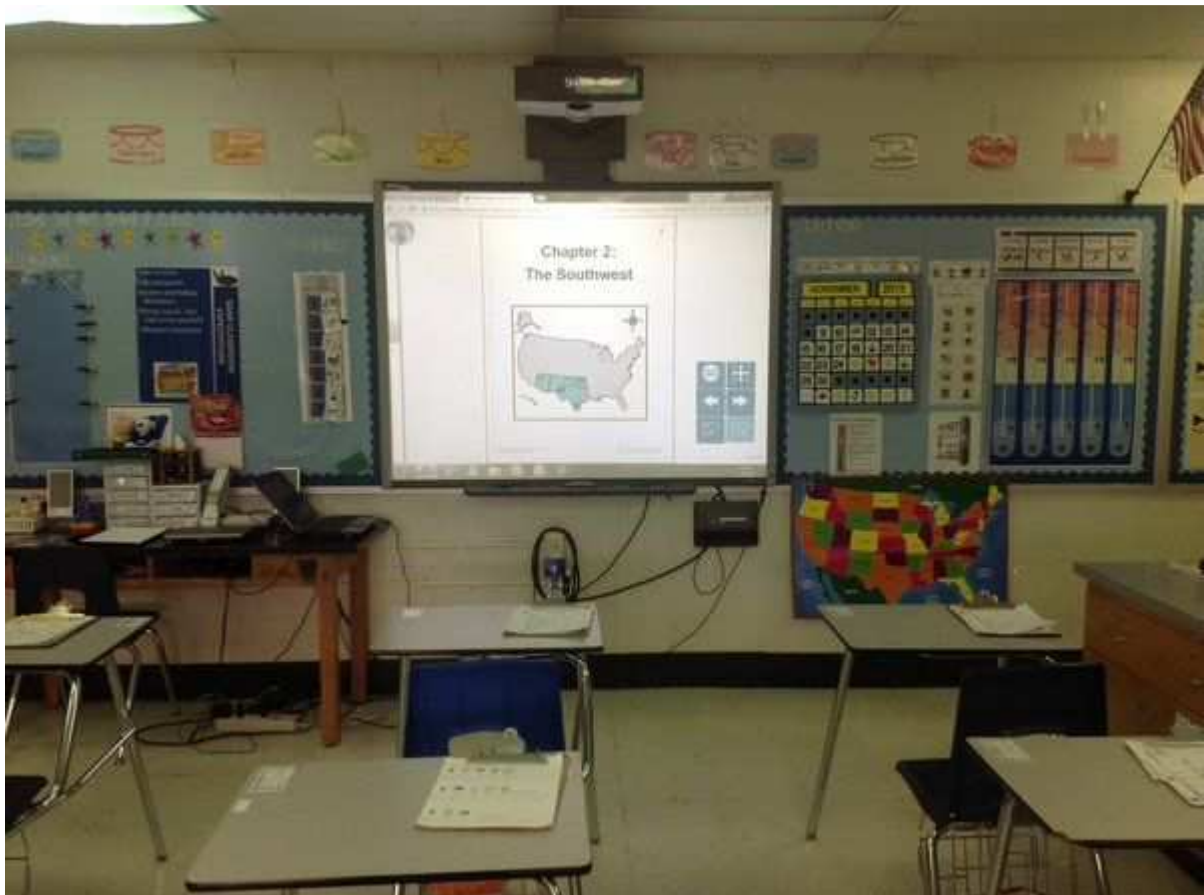
- Images and
- Actions

Use Video Modeling in practice to make teaching and learning easier! Benefits include: fun, reduced stress, teaching flexibility, a multi-sensory teaching approach, and the variety of ways it can be used within a teaching setting.

Teaching comes alive while children watch, learn, imitate and have fun in "real life". The real secret to Video Modeling is having fun while learning many things in many different ways.

## **VIDEO MODELING CHANGES ALL THAT**

An important benefit of video modeling is that it removes the necessity of person-to-person interaction from the learning process. Removing this interaction takes pressure off the child and allows the child to concentrate on the video.



Attending to video only, a learner concentrates and is less distracted.

"Children attend more to video models than live models, decreasing the level of anxiety and distress related to some social interactions." Minimizing tangible jolts, the learner can concentrate on the video. The video teaches the exercise.

"Children with autism are easily distracted and cannot attend to humans or their circumstances. By limiting attention prerequisites, requiring the child to look only at a small spatial area (television or computer), and to hear just the base necessary language, children are more able to guide their concentration to relevant stimuli."

Engaging in spontaneous social exchanges is a central skill deficit of children with autism, and one that is often difficult to remediate. The 3 boys (ages 4, 4, and 5 years) who participated in this study had acquired small portion of syllabus but typically converse with a familiar teacher during baseline. During teaching, textual cues ("Look" and "Watch me") were embedded in the youngsters' photographic activity schedules; after learning to use the scripts, the children's verbal elaborations and unscripted interactions increased and were maintained when a new recipient of interaction was introduced. After scripts were faded, unscripted interactions not only continued but also generalized to different activities that had not been the topic of teaching. The script-fading procedure enabled children with autism to converse with adults, to benefit from adults' language models, and to engage in language practice that contributes to fluency

## **ROLE OF MULTIMEDIA TOOLS IN AUTISM**

A vast array of low-to cutting edge devices may be used to decrease and even eliminate

educational barriers for students with autism spectrum disorders (ASDs). This procedure portrays a sampling of the tools available to support students in accessing the general education curriculum to the greatest extent possible. Examples of how the tools may be utilized with students and integrated into the curriculum are provided via vignettes. It is important to note that the tools and strategies presented in this technique must be adapted to meet the needs of the individual student. Technology tools should never be globally grouped and categorized around a specific disability. A tool that may appropriately support one student to varying degrees may not adequately support another student with the same disability.

## **CONCLUSION**

To assess the knowledge and perception of primary school teaching regarding autism in private and public schools of Zambia Methods.

- Repetition is practice.
- All people need repetition to learn a skill well. For skills to be easily retrieved and carried out, it is much easier to do this when the skill is "more familiar" to the brain.
- Watch Me Learn videos provide content repetition.

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