

عنوان البحث:  
تأثير مهارة الحياة اليومية على المستوى التعليمي للأطفال ذوي اضطراب طيف التوحد في مرحلة ما قبل  
المدرسة من وجهة نظر معلمي التدخل المبكر.

رابط البحث /

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The Influence of Daily Living Skill Profiles in Preschoolers With Autism Spectrum Disorder on Early Intervention Teachers' Perceptions of Their Educational Placement

[Yong-Hwee Nah](#) and [Sarah Shu-Ting Ng](#) [View all authors and affiliations](#)

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## Abstract

Research on early intervention (EI) teachers' perceptions toward the educational placement of children with Autism Spectrum Disorder (ASD) has been limited. This study examined the influence of daily living skills (DLS) profiles on EI teachers' perception of educational placement in preschool students with ASD using vignettes featuring students with varying DLS profiles but with average academic abilities and motor skills. It also examined the influence of a child's age on teachers' perceptions and the teacher-related factors influencing these perceptions. Sample consisted of 118 participants (mean age = 31.9 years, SD = 8.48) randomly assigned to one of three conditions, where they were told that the students in the vignettes needed (1) full assistance, or (2) partial assistance, or (3) no assistance in DLS. They then rated whether the students would be suitable for entry into a mainstream primary school. Results indicated that teachers perceived children needing full or partial assistance in DLS to be less suitable for mainstream education. The child's age also influenced the teachers' perceptions. No association between teacher-related factors and teachers' perception was found. Importance of DLS in EI was implied.