

Social Communication Problems, Social Anxiety, and Mood Problems among Students with Autism Spectrum Disorder from Teachers' Perspective

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Abstract : This study examined the level of social communication problems, social anxiety, and mood problems among children with ASD (age 6-13 years) enrolled in special classes (n=46) and regular classes (n=36) from teachers' perspective in the schools of a part of Palestine. Teachers responded to three questionnaires - social communication problems, social anxiety and mood problems- that were used to answer the research questions. Results: social communication problems, social anxiety and mood problems were of medium rates for students with ASD enrolled in regular and special classes. No significant differences in the level of social communication problems could be attributed to class type (Regular, Special) or the grade level-(1st - 3rd, 4th - 6th). There were significant differences in social anxiety levels that could be attributed to grade level in favor of the 4th - 6th grades but there were no significant differences according to class type (Regular, Special). There were statistically significant differences in mood problems levels that could be attributed to the class type in favor of special classes, but no differences were found according to grade level. There was a direct significant relationship between communication problems, social anxiety, and mood problems. Conclusion: social communication problems may be an important risk factor for the development of social anxiety and mood problems among students with ASD.

Keywords : social communication problems, social anxiety, mood problems, autism spectrum disorders

Conference Title : ICADD 2022 : International Conference on Autism and Developmental Disorders

Conference Location : Dubai, United Arab Emirates

Conference Dates : January 28-29, 2022