

Possibility of Partial Integration of Students with Autism Spectrum Disorder in Regular
Classes: From the Perspective of Primary School Teachers
- A Field Study in Integration Schools in the department of Guelma -

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• **Abstract:**

The current study aims to identify the extent of acceptance of primary school teachers of the partial integration of students with ASD with their normal student peers within regular classes. We relied on the descriptive approach using a standardized interview tool based on a directed survey, that were distributed to a sample of 3(30) teachers distributed across (3) elementary schools. The findings indicated that the teachers rejected the idea of partially integrating students with ASD with their peers in regular classes for certain specific scientific activities for some time.

Keywords: Integrated classes, partial integration, spatial integration, ASD students, Primary school teachers

• Introduction

The widespread prevalence of autism spectrum disorder has been met with a widespread interest in this topic, which may provide an opportunity for this group to integrate into society, especially through their integration into primary schools. In this context, special sections have been created within regular schools called "*integrated*" sections with the aim of social integration and interaction with normal students.

This school integration process for children with ASD is a very important step to achieve the interaction and social communication, which the Algerian government has striven to implement on the ground by combining efforts between various establishments most notably the Ministry of Social Solidarity, Family Solidarity and Women's Affairs and the Ministry of Education, which resulted in the law on school integration for children with special needs in general and those with ASD, in particular. The actual launch of this law was in 2017/2018 school year, specifically in October 2017. It is certain that this step followed many steps, including the selection of receiving institutions, the selection of teachers and students, educational programs and means, in addition to determining the type of integration for this category. Given the work of one of the researchers with this category, we noticed that the process of spatial integration remains an incomplete and unfair step for children with ASD, especially since we noticed a kind of marginalization of this category among the educational staff of administrators and teachers of regular classes. Accordingly, we decided to look forward and search about the extent of acceptance or rejection by teachers who is teaching in schools that adopt the school partial integration approach of children with ASD (alongside with their normal peers for some time and in some subjects).

Based on the above, the topic leads us to ask:

To what extent do primary school teachers accept the idea of partial integration of students with ASD with their normal peers in regular classes?

To what extent do primary school teachers understand the concept of school integration for children with ASD?

To what extent is the contribution of spatial integration adopted in primary schools to enhance the acceptance of teachers of partial integration idea for students with autism spectrum with normal students?

Study of hypothesis:

Primary school teachers reject the idea of partial integration of students with autism spectrum disorder with their normal peers in regular classes.

Primary school teachers have a lack of awareness about the concept of school integration for children with autism spectrum disorder

Primary school teachers' lack of awareness of the concept of for children with autism spectrum disorder

The results of approved spatial integration in primary schools contribute to enhance teachers' acceptance of the idea of partial integration of students with ASD with normal peers.

Study objectives:

- To identify the extent to which primary school teachers accept or reject the idea of partial integration of students with autism spectrum disorder with their normal peers in regular classes.
- To identify the extent to which primary school teachers are aware of the concept of school integration for children with autism spectrum disorder.
- To identify the extent of contribution of approved spatial integration results in primary schools to enhance teachers' acceptance of the idea of partial integration of autism spectrum students with normal peers.
- Proposing solutions that would change teachers' view of accepting the idea of integration for children with ASD.

Thus, total attention will be paid to the sample under study as well as to normal children.

Importance of the study:

The importance of this study comes from its attempt to draw the attention of the educational and teaching institutions by presenting the idea of partially integrating children with autism spectrum disorder with their peers that are normal students, to primary school teachers, hoping that they will thus be a source of influence on themselves and also on their colleagues regarding the subject of partial integration of children under study, and the necessity of training in this field.

Procedural study concepts:

- Integrate classroom sections:

The sections attached to primary schools in the form of special rooms where different types of people with special needs study. They are affiliated with the Psychological and Pedagogical Center.

- Partial integration:

Partial integration means placing a student with autism spectrum disorder in the regular class alongside with regular students for a specific period.

- Spatial integration:

Placing students with special needs in general, and students with ASD in particular, in special classes within a regular elementary school.

- Autism Spectrum Students:

Children who have been diagnosed with autism spectrum disorder by specialists at the Psycho-Pedagogical Center of Guelma, and have been integrated into some regular primary schools.

- Primary school teachers:

Teachers who teach regular students in regular classes at the primary education stage according to an official educational curriculum.

Previous studies:

Study of Shlawshi (2023) entitled: "The extent to which autistic children can be integrated into primary schools from the perspective of educators at the Psycho-Pedagogical Center"

This study was an attempt to find out the extent to which it is possible to integrate children with autism spectrum disorder into primary schools, from the point of view of their educators at the Psycho-Pedagogical Center 2 in *department of Laghouat*, through these educators' awareness of the most common behavioral problems among autistic children. To achieve the study's objective, a semi-directed interview was conducted with 20 educators working at the center. The results of the study showed that there are behavioral problems among autistic children that could hinder the teaching and learning process, and thus make it impossible to integrate these children with normal children in primary schools¹

Qanifi and Haroubia's study (2022) entitled: "The Possibility of School Integration and Improving the Mental Health of Autistic Children from the Perspective of Primary School Teachers - A Field Study in Setif department Schools"

This study aims to reveal the extent to which it is possible to integrate an autistic child into the school environment with normal children in primary school, with the aim of improving the level of mental health. They have. The study sample consisted of 30 primary school teachers. To verify the hypotheses, the researchers used the descriptive approach through a semi-directed interview, and the results of the study showed that: Sample members believe that the integration process is sufficient to achieve a better level of mental health, while they confirmed that it is not possible to integrate an autistic child with normal children, due to the difficulty of taking care of this group from their point of view.²

Houari and Shuwaikhi's study (2021) entitled: "School integration of autistic children from the point of view of primary school teachers (a field study on primary school teachers in the department of *Tlemcen* – Algeria-)

The study aimed to identify the possibility of school integration of autistic children in regular classes from the point of view of primary school teachers. For this purpose, the "Sanaa Muhammad Hassan Darawsha" scale was used as a tool. The study was conducted on a sample of 60 male and female teachers in primary schools in the department of *Tlemcen*.

A set of results were reached, including: There are no differences in the teachers' point of view regarding the possibility of school integration of an autistic child according to the teacher's professional seniority in all dimensions of the school integration scale. There are also no differences in the teachers' point of view regarding the possibility of school integration of an

¹ أم النون شلاوشي, "مدى إمكانية دمج أطفال التوحد في المدارس الابتدائية من وجهة نظر المربين في المركز النفسي البيداغوجي", *مجلة العلوم الاجتماعية* 17, عدد 2 (30 سبتمبر، 2023): 69-80.

² عبدالمالك قنيفة و ليندة حراوبية, "إمكانية الدمج المدرسي وتحسين الصحة النفسية للطفل التوحد من منظور معلمي الابتدائي-دراسة ميدانية بمدارس ولاية سطيف -", *مجلة العلوم الانسانية* 22, عدد 1 (11 يونيو، 2022): 890-904.

autistic child according to the teacher's academic specialization in all dimensions of the school integration scale.³

Al -Salah (2019) study entitled: "Teachers' perspectives towards the integration of children with autism spectrum disorder in primary government schools in Riyadh, Kingdom of Saudi Arabia "

The study aimed to explore the views of teachers towards the integration of children with autism spectrum disorder in public primary schools in Riyadh, Saudi Arabia. The qualitative research method was chosen to verify the views of primary school teachers on integration, in addition to knowing the positives and negatives of educational integration from the point of view of these teachers. The semi-structured interview was applied in Arabic and then translated into english. The study sample consisted of (4) teachers working in two public primary schools in Riyadh. The results of the study showed that all teachers have basic and general information about educational integration and also simple information about children with autism spectrum disorder. The majority of teachers have positive attitudes towards the integration of children with autism spectrum disorder, especially those with low or high performance. All teachers agreed on the need for more training to increase the effectiveness of integration and its effective implementation. The study reached some important recommendations to develop educational integration in the Kingdom of Saudi Arabia for children with autism spectrum disorder and increase positive attitudes among teachers in public schools.⁴

1. Methodological procedures of the study

1.1 The method used in the study

In this study, we used the descriptive exploratory method, because it is suitable for the purpose of the study, which is to reveal the point of view of primary school teachers towards the partial integration of students with autism spectrum disorder.

1.2 Study sample

Table 1. Sample by gender

Sex	Repetition	Percentage
Males	5	16.7%
Females	25	83.3%

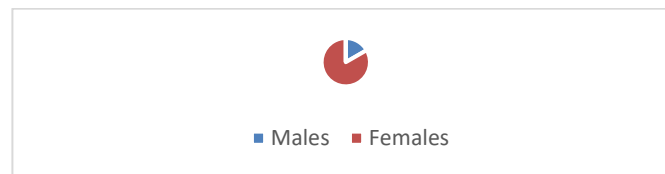
³ أحلام هوارى و أمال شويخي, "الدمج المدرسي للطفل التوحد من وجهة نظر معلمي الابتدائي (دراسة ميدانية على معلمي الطور School integration for the autistic child from the point of view of primary teachers (a field study on primary school teachers in Tlemcen - Algeria -), (31 مايو، 6، عدد 1 (2021): 37-48

⁴ Monirah Al-Saleh, "Teachers' perceptions towards inclusive education for Children with Autism Spectrum Disorder (ASD) in Mainstream Primary School in Riyadh, Saudi Arabia وجهات نظر المعلمين حول دمج الأطفال ذوي اضطراب التوحد في المدارس الحكومية الابتدائية في مدينة الرياض، المملكة العربية السعودية", مجلة التربية الخاصة والتأهيل 8، عدد 30 الجزء الثاني (1 33-1: (2019، مايو، <https://doi.org/10.21608/sero.2019.91377>.

Source: (menai et Behtane,2024)

Comment:The study sample consists of 30 teachers (5 male teachers and 15 female teachers, distributed among (03) primary schools in the department of *Guelma* that adopt the school integration method, and they were chosen intentionally.

Fig.1. Sample distribution by gender



1.3 Sample characteristics

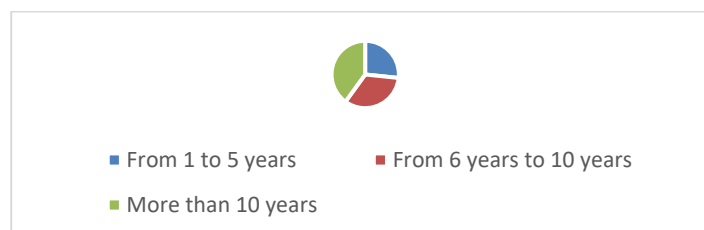
Table 1. Sample characteristics by years of experience

Years of experience	Repetition	Percentage
From 1 to 5 years	8	26.66
From 6 years to 10 years	10	33.33
More than 10 years	12	40

Source: (Menai et Behtane,2024)

Comment:The sample members under study are distributed in terms of years of work in teaching, ranging from one year to more than ten years.

Fig.2. Sample distribution by years of experience



Source: (Menai et Behtane,2024)

1.4 Temporal and spatial field of the study

This study was conducted in October 2021 in 03 primary schools adopting the integration method in the department of Guelma.

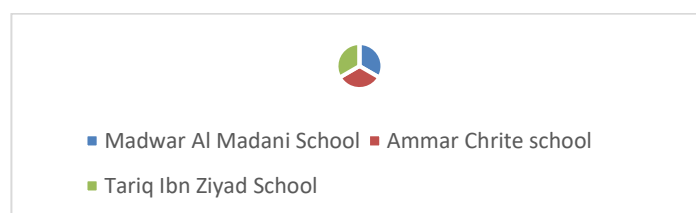
Table 3. Sample characteristics by years of experience

Schools	Repetition	Percentage
Madwar Al Madani School	10	33.33%

Ammar Chriteschool	10	33.33%
Tariq Ibn ZiyadSchool	10	33.33%

Source: (Menai et Behtane,2024)

Fig.3. Sample distribution by schools



Source: (Menai et Behtane,2024)

1.5 Study tools

In this study, we used the questionnaire tool (Appendix 1), which included 7 closed questions, each of which had a set of suggestions. These answers reveal teachers' attitudes towards integration by questioning them based on their information about the study topic.

2. Study results presentation

2.1 Results of the first question

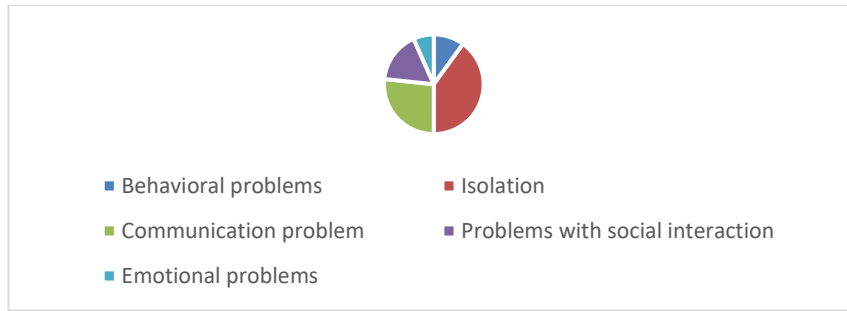
Table 4. Distribution of teachers' answers to the first question

Question	Repetition	Answers	Percentage
In your opinion, the symptoms of autism spectrum disorder are:	Behavioralproblems	3	10%
	Isolation	12	% 40
	Communication problem	8	% 26.66
	Problemswith social interaction	5	% 16.66
	Emotionalproblems	2	% 6.66

Source: (Menai et Behtane,2024)

Comment: It is clear from the teachers' answers to the first question that 40% believe that the symptoms of autism spectrum disorder are isolation, and 26.66% of the teachers, see thatthey are communication problems, while 16.66% see it as problems in social interaction, and 10% consider them as behavioral problems, is last 6.66% fromteachers consider that it is emotional problems.

Fig.2. Distribution of teachers' answers about the first question



Source: (Menai et Behtane,2024)

2.2 Results of the second question

Table5. Distribution of teachers' answers to the 2ndquestion

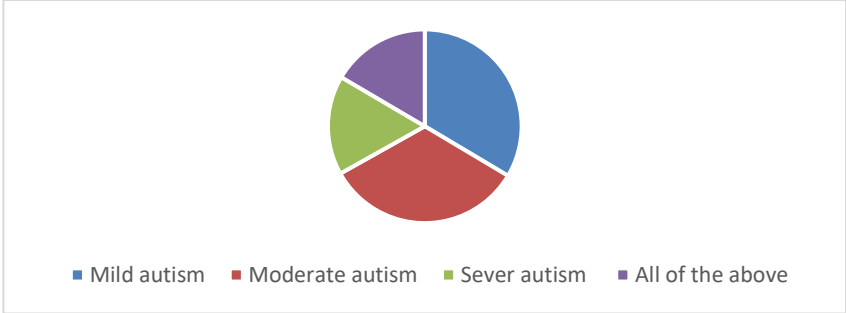
Percentage	Answers	Repetition	The question
In your opinion, what is the autism spectrum level of the students enrolled in the integrated classes in your school?	Mildautism	2	67 .6%
	Moderateautism	5	.16 67%
	Severautism	13	.43 33%
	All of the above	10	.33 33%

Source: (Menai et Behtane,2024)

Comment: From the teachers' answers on the second question, we note that the percentage of 33.43% see that students with ASD who are integrated into their schools are with a severe degree, with some with rate of 33.33% seeing that they are of all degrees (mild, moderate, severe), while some, representing 67.16% consider that the children with ASD in the school are with moderate

autism, while a percentage of teachers estimated at 6.67 %, believe that the students with autism spectrum disorder integrated into their school are of the mild degree.

Fig 5. Distribution of teachers’ answers to the 2ndquestion



Source: (Menai et Behtane,2024)

2.3.Results of the third question

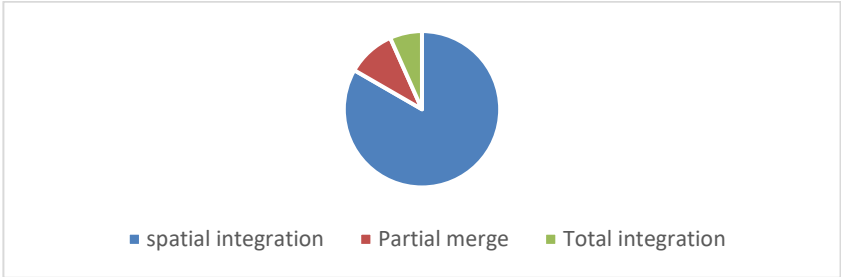
Table 6.Distribution of teachers’ answers to the 3rdquestion

Question	Answers	Repetition	Percentage
Integration adopted in your institution:	spatialintegration	25	83.33%
	Partial merge	3	10%
	Total integration	2	6.67%

Source: (Menai et Behtane,2024)

Comment:We note from the teachers’ answers to the third question, which explores their opinion about the type of integration adopted in their institution, that the largest percentage estimated at 83.33% said that the type of integration is spatial, while 10% of teachers believe that the type of integration adopted is partial, while 6.67% of teachers believe that the type of integration adopted is total.

Fig.6. Distribution of teachers answersto the second question



Source: (Menai et Behtane,2024)

2.4.Results of the fourth question

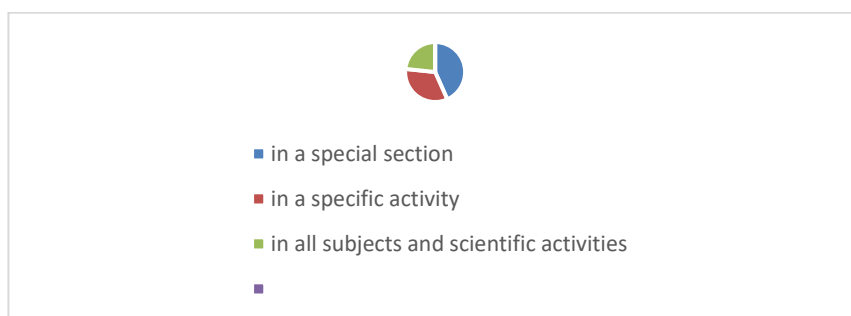
Table 7.Distribution of teachers’ answers to the 4thquestion

Question	Answers	Repetition	Percentage
In your opinion, what is partial integration?	Integrating students with autism spectrum disorder with regular students in the same school and placing them in a special section	13	43 .33%
	Integrating students with autism spectrum disorder with regular students in a specific activity	10	33 .33%
	Integrating students with autism spectrum disorder with regular students in the same class in all subjects and scientific activities	7	23 .33%

Source: (Menai et Behtane,2024)

Comment: We notice through the teachers' answers to the fourth question, through which we are trying to identify the extent of the sample's understanding of the term partial integration and what is meant by it, their answer was as follows: 43.33% believe that partial integration is placing students with special needs in a special section within a regular school, while 33.33% believe that it is placing them with regular students in the same section for only part of the time, while 33.23% of teachers that see to put them with the regular ones side by side in the same section in all classes and scientific subjects.

Fig7: Distribution of teachers' answers to the 4th question



Source: (Menai et Behtane,2024)

2.5. Results of the 5th question

Table 8. Distribution of teachers' answers to the 5th question

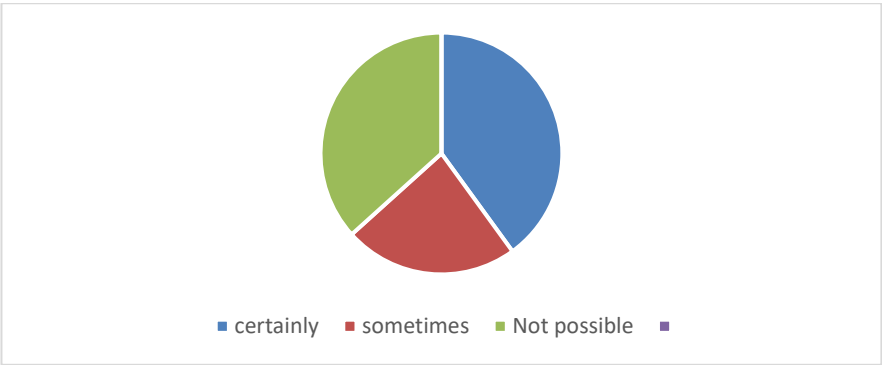
Question	Answers	Repetition	Percentage
In your opinion,	certainly	12	40%

can students with autism spectrum disorder be integrated with normal students in a certain activity	sometimes	7	23.33%
	Not possible	11	36.67%

Source: (Menai et Behtane,2024)

Comment:It is clear from the teachers' responses to the fifth question, which reveals their opinions on the possibility of partially integrating students with Autism Spectrum Disorder into regular classrooms for a certain amount of time, that 40% of the teachers answered "definitely," while 23.33% answered "sometimes," and 36.67% answered "it cannot be done." Thus, the total percentage of those who rejected the idea is estimated at 60%.

Fig .8. Distribution of teachers’ answers to the 5thquestion



Source: (Menai et Behtane,2024)

2.6.Show the results of the sixth question:

Table N09: Distributionofteachers’ answerstothesixthquestion

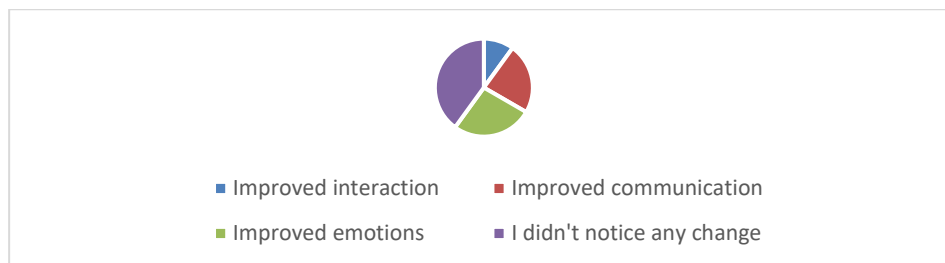
Question	Answers	Repetition	Percentage
Results of integration in your organization?	Improved interaction in children with autism spectrum disorder	3	10%
	Improved communication in children with autism spectrum disorder	7	23.33%

Improved emotions in 8 children with autism spectrum disorder	26.66%
I didn't notice any 12 change	40%

Source: (Menai et Behtane,2024)

Comment:We notice from the teachers' responses to the third question, which inquiries about their opinions regarding the type of integration adopted in their institution, that the largest percentage, estimated at 33.83%, indicated that the type of integration is spatial. Meanwhile, 10% of the teachers believe that the type of integration adopted is partial integration, while 6.67% of the teachers think that the type of integration adopted is full integration.

Figure 09 : Distribution of teachers' answers to the 6thquestion



Source: (Menai et Behtane,2024)

2.7.Showthe results of seventh question

Table .10. Distribution of teachers' answers to 7thquestion

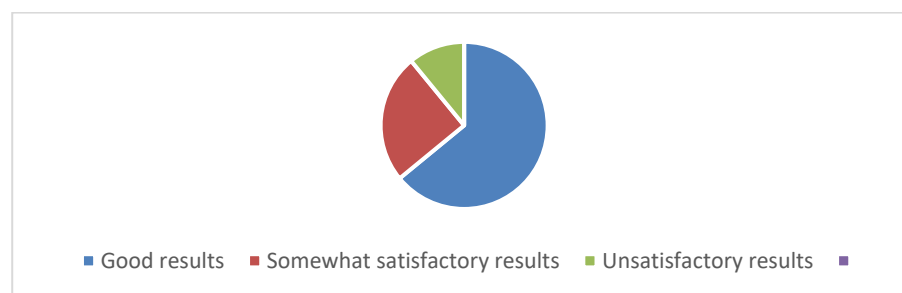
Question	Answers	Repetition	Percentage
How do you evaluate the results of the integration of students with autism	Good results	2	6.66%
	Somewhatsatisfactoryresults	8	26.66%
	Unsatisfactoryresults	20	66.66%

spectrum
disorder
adopted in
your
institution?

Source: (Menai et Behtane,2024)

Comment:From Table N10, we note that 66.66% of teachers did not approve of the results of integration of students with autism spectrum disorder in their institution, while 26.66% stated that the results were somewhat satisfactory, and 6.66% of them stated that they were good results.

Fig.10.Distribution of teachers' answers to 7thquestion



Source: (Menai et Behtane,2024)

3. Discussion

Through the results of this study, we have come to understand that primary school teachers' perspectives on the partial integration of students with Autism Spectrum Disorder (ASD) differ. This is based on the responses they provided to the questions posed to them, which test the hypothesis of this study centered on the idea that primary school teachers reject the notion of partially integrating students with Autism Spectrum Disorder with their typically developing peers in regular classrooms.

After surveying the teachers' opinions on the symptoms of Autism Spectrum Disorder, the responses varied with some viewing them as behavioral issues, while others saw them as communication problems. Some respondents identified them as emotional issues. The concept of isolation received the highest percentage in the teachers' answers. We interpret this as a result of the teachers not being trained in the area of Autism Spectrum Disorder, which may hinder their acceptance of the idea of partial inclusion. This issue poses a challenge for them when dealing with this group, leading to an avoidance of interaction with it.

Moreover, it was evident from the results of the second question that the study sample is aware of the level of autism spectrum disorder among the students included in their institution, which falls under the deep category. Working with this group requires significant effort and special care, which can frustrate teachers regarding the idea of integrating these students with their peers as it presents difficulties and disrupts the flow of lessons with the other students, especially in the absence of training.

The third question revealed that the majority of the study sample is aware of the type of inclusion practiced in their institution, which aligns with previous studies highlighting spatial inclusion. This concept might contribute to their rejection of the idea of partial inclusion due to their familiarity with the integrated cases and their consequent fears about the behaviors and symptoms they observe in this group.

In the fourth question regarding the concept of partial inclusion, we noticed a mix-up in definitions. Some teachers considered it as placing children with autism alongside typical children in a regular classroom for a specific activity, while others viewed it as placing them in a special class. Some even considered it as integrating them with typical students in all classes and educational activities. Therefore, it has become essential to train teachers and clarify the concepts related to inclusion and the need to support these students, especially since the percentage of those who provided incorrect answers exceeds those who answered correctly, with the correct understanding being that partial inclusion refers to integrating children with autism with their typical peers in the same classroom for specific activities for some time.

In a direct question about teachers' opinions on the possibility of integrating students with Autism Spectrum Disorder into a specific activity only, without specifying the scientific term for the intended concept (partial integration), we observed that the majority of teachers accepted the idea of partial integration. We interpret this as a result of the lack of theoretical training for teachers (not differentiating between the concepts associated with the integration process) as well as practical training (how to support and interact with this group).

As we noted from the teachers' responses to question six, which pertains to the results of the spatial integration applied in their institution, the majority reported that they did not observe any change. This explains their frustration and hence their rejection of the idea of partial integration in regular classes. Their answers to question seven, which seeks to explore their feelings about the results of the integration adopted in their institution, confirmed that the majority expressed their dissatisfaction with these results, which is a direct statement of their rejection of partial integration. From this, we conclude that our study aligns with the studies by Shalawshi (2023), Qneifi and Haroubi (2022), and Houari and Chouikhi (2021), as all these studies found that teachers reject the idea of integrating individuals with autism spectrum disorder with regular students. Our study differs in that it defined the type of partial integration, which requires more skills and competencies, as dealing with the study group under the same conditions as regular students is not as difficult if they are in special classes. In contrast, it differed from Al-salah's study (2019), where the sample individuals expressed their acceptance of the idea of integration, but the type of integration in that study differs from ours. All previous studies agreed with ours in the recommendations and suggestions presented.

• Conclusion

In this study, we aimed to investigate teachers' opinions regarding the partial integration of students with autism spectrum disorder (ASD) with their typically developing peers in regular classrooms. The findings indicated that primary school teachers reject this idea, and it became apparent that the main reason for this is their lack of training and preparation to deal with this group of students.

Therefore, we propose a series of suggestions that could help change the perspective of the sample participants in the future:

- Conducting lectures and scientific seminars on inclusive education in all its forms.
- Providing training courses for teachers on autism spectrum disorder and the necessity of their integration.
- Raising awareness about the importance of integrating this group by organizing awareness days in primary schools.
- Promoting awareness through television programs and radio broadcasts.

Additionally, we recommend conducting experimental field studies to change teachers' attitudes toward the partial integration of students with autism spectrum disorder with their typically developing peers.

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Appendix:

Questionnaire on Primary School Teachers' Attitudes Toward Partial Inclusion of Students with Autism Spectrum Disorder with Typical Students in Regular Classrooms.

Dear Sir/Madam: As a teacher in a school with integrated classes we would like to answer a set of questions about the partial school integration process for students with autism spectrum disorder. Your answers are for research purposes, and will also help you learn more about this group.

Professional experience:

Less than 5 years ☐ from 5 to 15 years ☐ More than 15 years ☐

Gender: Male ☐ Female ☐

Specialization: Scientific ☐ Literary ☐ Foreign languages ☐

Put an X in the answer that you think is appropriate:

1- In your opinion, the symptoms of autism spectrum disorder are:

behavioral problems ☐

Isolation ☐

Communication problems ☐

Problems with social interaction ☐

Emotional problems ☐

2- In your opinion, what is the level of autism spectrum among the students enrolled in the integrated classes at your school?

Mild autism ☐

Moderate autism ☐

Severe autism ☐

All degrees ☐

3- Integration approved in your organization is

Spatial ☐ Partial ☐ Entire ☐

4- What do you believe spatial integration is?

- Integrating students with autism spectrum disorder with regular students in the same school and placing them in a special class ☐

- Integrating students with autism spectrum disorder with regular students in a specific activity ☐

- Integrating students with autism spectrum disorder with regular students in the same class in all subjects and scientific activities ☐

5- In your opinion, can students with autism spectrum disorder be integrated with regular students in certain activities?

Sometimes ☐ indefinitely ☐ can't ☐

6- What results from the integration implemented in your institution have you observed?

Improved interaction in children with autism spectrum disorder ☐

Improved communication in children with autism spectrum disorder ☐

Improvement in emotions in children with autism spectrum disorder ☐

I didn't notice any change ☐

7- How do you evaluate the results of the integration of students with autism spectrum disorder adopted in your institution?

Good results ☐

Somewhat satisfactory results ☐

Not very satisfactory results ☐

Thank you for your cooperation