

Factors Affecting the Attitude of Social Workers Helping Children with Autism

Nguyen Thi Thoa^a, ^aDepartment of Psychology, University of Labor and Social Affairs (ULSA2), Ho Chi Minh City, Vietnam, Email: thoant@ldxh.edu.vn

Research has shown that there is a relationship between the educational background of social workers and their attitude towards working with children with Autism Spectrum Disorder (ASD). There is also a relationship between their income level and emotion while working with these children. Lack of professional knowledge among social workers leads to challenges and negative emotions which affects the quality of their support activities. The current study aims at determining whether training to improve social workers' skills to deliver autism intervention can enhance their positive attitudes. The paper also investigates influencing factors, their correlation to and impact on social workers' attitudes toward children with ASD. The study was conducted from July 2018 to April 2019 on 402 social workers who provided intervention for autistic children at a number of social protection centres and specialised schools in Ho Chi Minh City. The post-training results revealed that participants achieved higher level of positivity in their working attitudes. These findings have significant implications for training institutions, managers, policy makers, psychologists, social workers, and autistic children.

Key words: *Attitude, Social worker, supporting activities, ASD, influencing factors.*

Introduction

The concept of autism was mentioned by many researchers such as Leo Kanner (1943), Lorna Wing (1978) in the book "Autism Phenomenon", and Jean Marc Itard in the study on the "wild boy" Victor (1983); Engen Bleuler (1976) and Hans Asperger (1994) proposed descriptions of autism spectrum and the concept of ASD. Accordingly, the concept of autism is understood as part of the pervasive developmental disorder. Children with this disorder



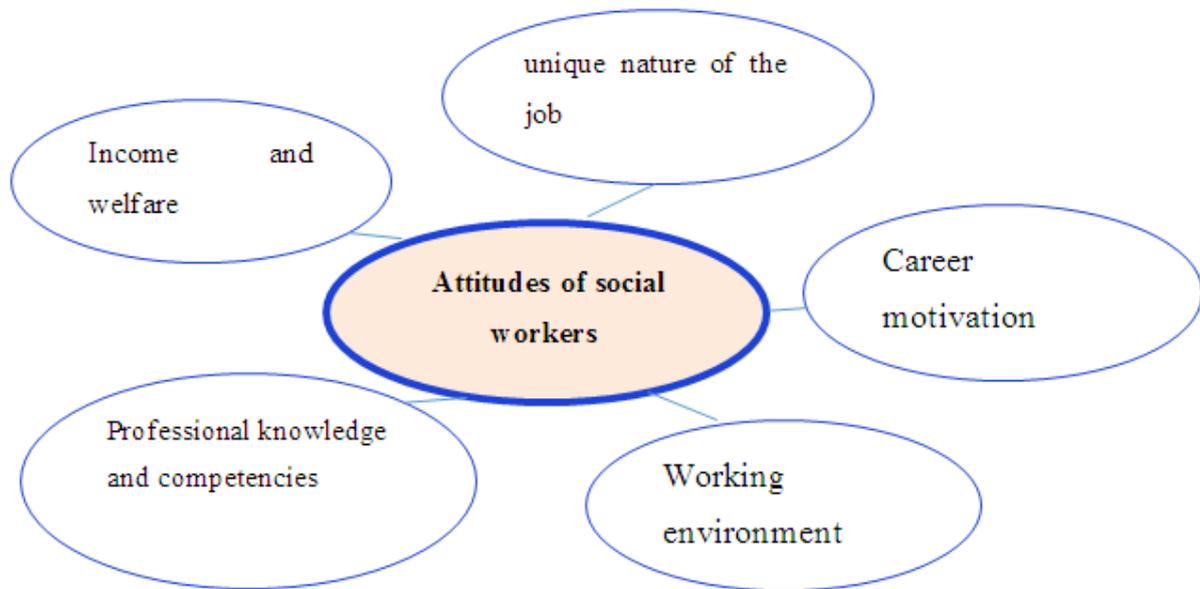
face many problems including cognitive development and intellectual impairments that leads to significant difficulties in learning, communication and community integration.

Through the process of supporting activities, social workers use their professional knowledge, skills and methods to support autistic individuals and families to recover impaired social functions. They concurrently assist them in accessing external resources, promoting internal resources, both of which will enable autistic children to live independently and participate in social activities and ultimately work and learn like others.

Social works offer a social benefit to their clients with ASD by making a change in their life by helping them recover their social function and by progressing and participating in the community. According to the International Federation of Social Workers, and particularly the Circular No. 01/2017 BTB-LDXH of the Ministry of Labour, War Invalids and Social Affairs of Vietnam, social work is defined as “a professional activity to address problems of individuals, families, communities and society, contributing to ensuring the implementation of human rights, justice, social progress and well-being of the people”.

Craig Winston Lecroy và Erika L. Stinton (2004) proposed that working attitudes have significant impact on work efficiency of employees. Supporting activities with clients with ASD is a process by which social workers carry out actions in educational interventions to restore communication, language, emotions and behavioural functions. This will allow for more independence and community inclusion for children with ASD. A social worker's attitude towards this activity will affect their practice. This article will analyse the structure of attitude according to Smith (1942) with 3 components including awareness, emotion and action.

There are some studies on attitude structure and professional attitudes by American psychologist G.V.Onparate (1984); Fillmore; Pennington (1986); Le Van Hao and KnudLarsen. These studies show that attitude affects career efficiency. The attitude of social workers towards supporting clients with ASD is influenced by many different factors. Within the scope of this paper, we propose a theoretical framework based on the results of various practical research methods, which consist of five factors considered to have an influence on the attitude of the staff, including welfare and income, working environment, nature of work, professional competence and career motivation. We carried out a correlational analysis and a prediction of their influence. We also provide recommendations to improve the attitude of social workers towards children with ASD during their supporting activities.



Research design

Object: The object consists of 402 social workers performing Autism Support activities at some specialised schools and some autism intervention centres in Ho Chi Minh City.

Location: 12 specialised schools and intervention centres for autistic children in urban and suburban districts of Ho Chi Minh City.

Research methods: The study used survey questionnaires, in-depth interviews and observations. Survey questionnaires are the major method to investigate the current factors affecting the attitudes of social workers' in their supporting activities for children with autism. The survey consists of 3 parts with specific items. The scale of the scores ranges from 1 (strongly disagree) to 5 (strongly agree).

Data analysis: Using SpSS 20.0 statistical algorithm. Based on the average score (M) and the standard deviation (Std.D) from data analysis, we assessed the attitudes of the social workers.

Attitude criteria are based on positivity. The positivity of an attitude was defined into 3 levels corresponding to the scales as following:

- Level 1: Low: $1 \leq M \leq M - 1SD$
- Level 2: Medium: $M - 1SD < M \leq M + 1SD$
- Level 3: High: $M + 1SD < M \leq 5$

From the above evaluation criteria, general attitudes of social workers toward supporting children with ASD ($M = 3.73$, $SD = 0.58$), we calculated with 3 categories:

- Level 1: Low: $1 \leq M \leq 3.15$
- Level 2: Average: $3.15 < M \leq 4.31$
- Level 3: High: $4.31 < M \leq 5$

The study used descriptive statistics based on the average score (M) and standard deviation ($Std.$) to examine the factors affecting the attitude of social workers towards activities to support autistic children. Pearson's binary correlation test and linear regression analysis were used to determine the predictability and explanation of the factors influencing the change in attitudes of social workers. The results showed that most pairs of variables expressing attitudes of social workers \ with groups of influential factors have a positive correlation ($r > 0$). Results of analysis of multivariate linear regression models (R^2 , F –Test), $p < 0.05$ proved the model suitable.

The Results of Research on the Status of Social Workers' Attitudes towards Activities to Support Children with Autism Spectrum in Terms of Perception and Emotion *The Correlation of Factors to the Attitude of Social Workers to Autism Support Activities*

In this section, we use Pearson's binary correlation coefficient test to examine linear relationships, simultaneous or non-concurrent existence, variability or non-variability of pairs of variables between independent variables (influencing factors) and dependent variables (attitudes of IPWs). Our results are in the following table:

Table 6: Correlation of factors to social worker attitudes to autism support activities

No	Components of attitude	Factors [$r \{p < 0.05\}$]				
		<i>G1</i>	<i>G2</i>	<i>G3</i>	<i>G4</i>	<i>G5</i>
1	Social worker awareness	0.57	0.23	0.47	0.41	0.36
2	Social worker emotions	0.49	0.24	0.52	0.53	0.40
3	Social worker actions	0.45	0.25	0.43	0.51	0.35
4	The general attitude of social workers	0.63	0.30	0.59	0.60	0.46

***. Correlation is significant at the 0.01 level (2-tailed)*

(Source: Results of data processing on SPSS software)

Note: the bigger r , the stronger the correlation

$G1$ - The welfare and income from autism support activities; $G2$ -Working environment; $G3$ - The nature of the job; $G4$ - Knowledge and competencies of social workers; $G5$ - Occupational motives of social workers.

The correlation results show that in all pairs of variables expressing the attitude of social workers on autism support activities with the group of influencing factors, there is a positive

correlation ($r > 0$). This means that as the independent variable increases, so does the dependent variable; if the knowledge capital of social workers increases, the attitudes of social workers towards autism support activities also increase and vice-versa.

The Correlation between Welfare and Income to Social Worker Attitudes in Autism Support Activities

The analysis of the correlation between social security, income and attitudes of social workers for autism support activities shows that these two variables have a positive correlation ($r > 0$) and similarity. However, the income factor was found to have a very positive correlation ($r = 0.63^{**}$) at a high level and the value of Sig < 0.05 , so the income factor is statistically significant for attitude. The welfare and income security aspects are positively correlated with different degrees. Specifically, the correlation between welfare, income, actions and emotions of social worker attitude is moderate ($r = 0.45^{**}$; $r = 0.49^{**}$). The correlation between welfare, income security and awareness is quite tight ($r = 0.57^{**}$). This result confirms that when the income security and welfare increases, the components that express the attitudes of social workers also increases and as does the attitudes of social workers supporting children with autism.

Regarding the regulations on salary and job title for social workers, the Ministry of Labour, War Invalids and Social Affairs and the Ministry of Home Affairs have issued Joint Circular No. 30/2015 on the regulation of codes, number and standards of professional titles of public employees. The circular took effect from October 4, 2015. According to this Circular, the professional title of social workers (grade IV) is applied to the wage coefficient of type B officials, from the salary coefficient 1.86 to the salary coefficient 4.06.

Through the process of fact finding at the social centres and public schools specialised in intervention of autistic children in Ho Chi Minh City, it can be seen that most public schools apply the basic salary calculation method in accordance with current government regulations. If the social worker has a university degree, the starting salary calculation is to take the factor x with the base salary according to Decree 72/2018 prescribed from July 1, 2018 to 30 / June 2019 the base salary is 1.39 million / month. Therefore, the salaries of social workers at public organisations are calculated according to the following formula:

Basic salary = Coefficient x base salary (basic salary = $2.34 \times 1.39 = 3,252,600$ VND)

Therefore, the average basic salary of social workers working from 2-5 years at about 3.5 million. If they are new to the probationary period, they will only receive about 70-80% of their basic salary. Most social workers are not entitled to additional civil service allowances or specific policies, so it is very difficult to attract or retain young, dynamic, qualified

professionals. It is difficult for social workers to cover the cost of living and services in daily life in the big city. According to a social worker when asked whether income affects his attitude to the job: “This is quite sensitive, but it is a decisive factor. We joked with each other that the job is fishing rods, only when our rice cooker is full can we have pay full attention to the job. If the income does not guarantee basic living, it does not even mention dedication or ideals. Just look at the fact so many seniors have left even after working here for many years. It is due to the higher salary elsewhere. If the salary is low, people will come and go.” (Interview with T.V.d from a non-public school.)

The Degree of Correlation between the Working Environment and Attitudes of Social Workers in Autism Support Activities

Analysis of the correlation between working environment and attitudes of social workers towards autism support activities showed positive correlation ($r > 0$); ($r = 0.30^{**}$). However, for each aspect showing the attitude of social workers, the working environment is positively correlated with different levels. Specifically, the correlation between working environment and awareness ($r = 0.23^{**}$) and with emotion ($r = 0.24^{**}$). Correlation between working environment and action was ($r = \dots .0.25^{**}$). This result confirms that when the working environment increases, the attitudes of social workers to the autistic children's support activities increases. However, the positive correlation between these two factors is not high.

The Degree of Correlation between the Nature of the Job and the Attitude of Social Workers towards Autism Support Activities

The results of the correlation analysis between the specific nature of the job and the attitude of the social worker on Autism Support activities are positively correlated ($r > 0$) and quite tight ($r = 0.59^{**}$). However, for each aspect of the attitude of social workers, the specific characteristics of the job are positively correlated to different degrees. Specifically, the correlation between the specific characteristics of the job and the awareness ($r = 0.47^{**}$) and the emotion of social worker attitude is quite strong ($r = 0.52^{**}$). Correlation between the specific characteristics of the job and the action ($r = 0.43^{**}$). This result confirms that as the specific characteristics of the work increases, the attitude component of the work also increases, leading to an increase in the attitude of social workers in supporting activities. “I am getting used to children now, I am used to work, but at first I was confused and could not follow my job. If only I had lunch break, it would be less tiring” (Ms. H.N.C, Q. Tan Binh center).

The Degree of Correlation between the Knowledge and Professional Capacity of Social Workers to the Attitude of Social Workers in Autism Support Activities

Analysis of correlation between knowledge, professional competence and attitudes of social workers in Autism Support activities has a positive correlation ($r = 0$) and is quite strong ($r = 0.59^{**}$). However, each aspect of attitude of social workers (knowledge, professional capacity) is positively correlated to different levels. Specifically, the correlation between knowledge, professional capacity and awareness ($r = 0.41^{**}$) and emotion of social worker attitude is quite high ($r = 0.53^{**}$). Correlation between knowledge, professional competence and action ($r = 0.51^{**}$). This result confirms that when the knowledge and professional capacity of social workers increases, the component of attitudes also increases and at the same time increases the attitude of social workers towards autism support.

From this data, we found that the knowledge base and professional capacity of social workers is at average level ($M = 3.36$, $Std. = 0.71$), of which 59.7% (including 41.3% stated “Not sure” and 18.4% disagree with the statement “I have been trained in social work to support autistic children”). This means that they either have not received the right specialised training or have studied social studies and related fields such as psychology and special education but without specialised knowledge about autism intervention. In an interview with Ms. H.N.C who graduated with social work studies degree, Q. Tan Binh center), she said “I remember when I first started taking a job, I was assigned by a principal to follow a senior to learn from her. I looked at her but I was very confused, I was not confident if I could do this job because it was too different from what I envisioned. Even the knowledge is different, it was not what I was trained in university.”

From a leaders’ perspective, it is believed that the biggest difficulty is that autism is a new area in Vietnam that has not attracted adequate attention. There is a lack of public awareness and understanding of children with autism, resulting in a lack of background knowledge in autistic children in training programs. The workforce lacks knowledge and skills in the field of intervention for children with autism and is not ready for the job. It will often take 1 to 2 years of additional training for social workers before they can be admitted to work. Some leaders and experts said: “It is necessary for educational institutions to pay attention and develop programs to integrate background knowledge about autistic children's support activities into training programs in a number of related fields”.

Some training programs in other fields that provide human resources for autism intervention such as social work have a strong focus on community development and process of individual and group social work with disadvantaged people in general. The psychology training program focuses on the background knowledge of management, education, business and counselling psychology, etc. The general focus of special education is on mental challenges

and hearing impairment. In general, the training sector also provides general specialised knowledge blocks and none of them provides in-depth knowledge and background in the autistic children's intervention major. Therefore, the content of training programs for social workers also needs to pay attention to providing learners with appropriate knowledge and practice to develop experienced workers. "This profession works with people, especially autistic children who are confused and need knowledge. I don't understand anything, I can't do it", interviewed by T. V. D in non-public school.

The Degree of Correlation between Career Motivations and Social Worker Attitudes in Autistic Child Support Activities

The data analysing the correlation between occupational motivation and attitudes of social workers for Autism Support activities has a positive correlation ($r > 0$) and is quite tight ($r = 0.46^{**}$). However, for each aspect of the attitude of social workers, career motives are positively correlated with different degrees. Specifically, the correlation between career motivation and cognition ($r = 0.35^{**}$) and emotion ($r = 0.40^{**}$). Correlation between career motivation and action ($r = 0.35^{**}$). This result confirms that, as the career motivation increases, the component of attitude also increases, and so does the of attitudes of social workers towards self-help activities century.

Forecasting the Influence of Factors on Social Worker Attitudes to Autism Supporting Activities

In order to assess the influence of factors on the attitude of social workers on autism support activities, we rely on the ability to predict and explain the degree of change in attitudes of social workers towards autism support activities through the elements. The results of univariate and multivariate regression analysis on all 5 factors we obtained are as follows:

Table 7: Influence of factors on social worker attitudes to autistic children's support activities

No	Components of attitude	Influence factors [R^2 {Sig.<0.05}]				
		Beta				
		G1	G2	G3	G4	G5
1	Social worker awareness ($R^2 = 0.459$)	0.39	0.42	0.24	0.17	0.13
2	Social worker emotions ($R^2 = 0.510$)	0.25	0.22	0.26	0.38	0.18
3	Social worker actions ($R^2 = 0.425$)	0.23	0.65	0.16	0.33	0.15
4	The general attitude of social workers ($R^2 = 0.707$)	0.36	0.05	0.27	0.34	0.19
		Sig.= 0.00	Sig.= 0.072	Sig.= 0.00	Sig.= 0.00	Sig.= 0.00
	Rank	1	0	3	2	4
Adjusted $R^2 = 0,707$; Test F with a value of Sig: 0,000						

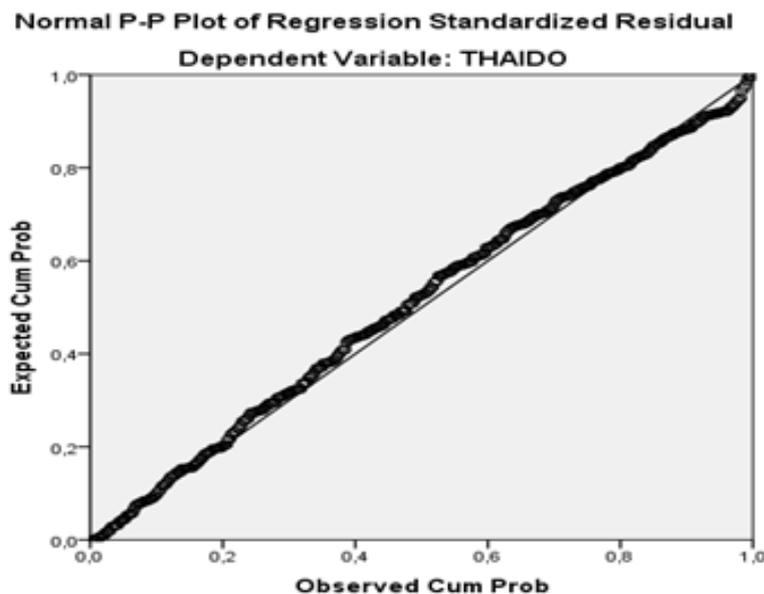
(Source: Results of data processing on SPSS software)

Note: The larger R2 is, the higher the likelihood of forecasting / interpretation

G1- Social security and income regime for autistic children's support activities; G2-Working environment; G3- The peculiarity of the job; G4 - Knowledge and competencies of social workers; G5- Occupational motives of social workers

Results of analysis of multivariate linear regression models (R2, F –Test) for Sig values <0.05 proved the model suitable. The regression model (including 05 influencing factors) could explain 70.7% of the variation of the dependent variable which is the attitude of social workers to Autism Support activities (R2 = 0.707; Sig . = 0.00). Thus, the model has high explanatory value. Linear regression analysis between these five factors and social worker attitudes towards autistic children's support activities on all three aspects of cognitive, emotional, and behaviour we found: 05 elements can explain 45.9% (R2 = 0.459; Sig. = 0.00) the change in awareness of social workers, and 51.0% (R2 = 0.510; Sig. = 0.00) the change in emotion and 42.5% (R2 = 0.425; Sig. = 0.00) the change in action of the commune worker Assembly.

Figure 1. P - P plot of standardized residual regression



Source: Data processing results on SPSS software

The variance of the remainder is shown on the graph of the standardised residual according to the predicted value of the standardised dependent variable. As observed on the chart above, the residuals are scattered randomly around the 0 axis (ie around the average value of the remainder) in a constant range. This means that the variance of the remainder is constant.

Considering the regression results of welfare and income factors (G1), the Beta coefficient is 0.36 and the value of Sig = 0.00 < 0.05. Therefore the element of welfare and income affects the attitude of social workers. When the other factors are constant, an increase by 1 unit in the welfare and income factor will increase the attitude by 0.36 units. Security and income factors have different levels of influence between the expression components of attitude based on different Beta coefficients such as cognition (Beta = 0.39); emotions (Beta = 0.25) and actions (Beta = 0.23). Therefore, social security and income strongly affect the awareness of social workers. This is the factor that most strongly influences the overall attitude of social workers.

According to the results of the situation analysis above, we find that social workers have a high level of dissatisfaction with the current income rate accounting for a high proportion of 87.8% (47.0% dissatisfied, 4.8% very unhappy, and 36.0% half satisfied and half no) due to many reasons mentioned. Therefore, if there is a solution to increase the income of social workers, there is a high possibility that this will raise the attitude of social workers towards Autism Support activities.

Working environment factor (G2) has a Beta coefficient of 0.05 and a value of Sig = 0.072 > 0.05. Therefore, the working environment factor does not affect the attitude of social workers on Autism Support activities.

Considering regression results of job-specific factors (G3) with Beta coefficient of 0.27 and Sig value of 0.00 < 0.05. The specific characteristics of the job affect the attitude of social workers. This means that when the other factors are constant, an increase by 1 unit in job specificity will increase attitude by 0.27 units. However, the specific characteristics of work have different levels of influence among the expression components of attitude based on different Beta coefficients such as cognition (Beta = 0.24); emotions (Beta = 0.26) and actions (Beta = 0.16). Therefore, the specific characteristics of work strongly effects the emotions of social workers. This is the third most powerful factor affecting the overall attitude of social workers.

Considering the regression result of the knowledge factor, professional competence (G4) with Beta coefficient of 0.34 and Sig value of 0.00 < 0.05. Accordingly, the element of knowledge and professional competence affects the attitude of social workers. This means that holding other factors constant, when the knowledge factor and professional capacity increase by 1 unit, the attitude will increase by 0.36 units. Knowledge factors, professional competence have different levels of influence between the expression components of attitude based on different Beta coefficients such as cognition (Beta = 0.17); emotions (Beta = 0.38) and actions (Beta = 0.33). Therefore, the feelings of social workers are influenced most by factors

of knowledge and professional competence. This is the second most powerful factor affecting the overall attitude of social workers.

As analysed in the real situation, currently social workers in Vietnam have not been properly trained to provide intervention for autistic children. Most of them have only attended short training courses. Most social workers received training in many different fields including social work, psychology, special education, preschool pedagogy, nursing, etc. As a result, they lack basic knowledge about interventions for autistic children. Regression analysis showed that the professional knowledge factor has a strong influence on the attitude of social workers to autism support activities (Beta = 0.343), meaning if the social workers are equipped with professional knowledge through formal training, the attitudes of social workers will increase by 0.34 units. Thus, if there is an impact on the professional background of social workers, the ability to raise the attitude of social workers on Autism Support activities is very positive.

Considering the regression result of occupational motivation factor (G5) with Beta coefficient of 0.19 and Sig value of 0.00 < 0.05. Although the beta is not high, we still see occupational motivation factors affecting the attitude of social workers. This means that when holding factors constant, when the occupational motivation factor increases by 1 unit, the attitude increases by 0.19 units. Occupational motivation factors have different levels of influence among the expression components of attitude based on different Beta coefficients such as cognition (Beta = 0.13); emotions (Beta = 0.18) and actions (Beta = 0.15). Therefore, the awareness of social workers is strongly influenced by occupational motivation factors. This is the fourth most influential factor on the overall attitude of social workers.

In general, 05 factors all affect the attitude of social workers towards autism support activities. However, based on our ability to predict and explain the degree of changes in social worker attitudes towards autism support activities, we can develop solutions for the factors that need to be improved to increase their attitudes by conducting training activities to foster professional knowledge and skills for social workers. We conducted the following empirical knowledge training program.

Current Intervention Program

The experimental program includes eleven training sessions in six different topics to improve knowledge and professional skills for 38 of the 402 social workers currently working to support children with the autism spectrum disorders in Ho Chi Minh City. Each training session lasts for 8 hours, and two sessions were held per week. Participants in the pilot group received training on social work in autism intervention. The program covered six topics: Clinical Psychology (a); medical support and rehabilitation for autistic children (b); autism

diagnosis and assessment (c); supporting autistic children at the facility (d); educational interventions on social skills behavior for autistic children (e); language development and communication for children with autism (g).

The training program took place the training room at the University of Social Labor 2, Ho Chi Minh City, Vietnam. There was a safe and comfortable atmosphere for participants in the training workshop on autism knowledge. The training program was led by a researcher, who has practiced autistic child intervention, along with a professional guidance counselor.

Results

The following table shows the results of social worker attitudes towards activities of supporting children with autism spectrum disorder of 2 groups: test and control groups before and after training about intervention for autistic children. Their attitudes were analysed on 03 elements: cognitive-emotional components and actions according to Smith's attitude structure scale (1942). As shown in the table, the basic analysis shows that before the experiment, the attitude of the social workers in the testing group achieved a score of 3.47 for autism support activities while the control group received 3.71 figures, showing that the two groups had a moderate level of positivity and no significant difference between the two groups.

Observations displayed through T1 values of 0.06 have a probability of $p = 0.00$ which is less than the standard significance level of 0.05. After receiving training, the social workers in the experimental group showed a significant increase in the total number of positive attitude from 3.47 (in the pre-test) to 4.12 (in the post test). While the control group remains unchanged, only from 3.71 to 3.77. The observed difference between the test scores of the two groups is significant because the value of T2 is 0.65 with probability $p = 0.00$, less than the standard significance level of 0.05. This suggests that there was a significant positive change in the attitudes of the social workers who participated in the intervention, while those in the control group was found to make no change. Since then, it has been shown that training measures to foster background knowledge are effective in increasing the positive working attitude of social workers on activities to support children with autism.

Descriptive statistics for the social workers' attitudes								
Factors of attitudes	Experimental				Control			
	Pretest		Posttest		Pretest		Posttest	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Awareness	4.04	0.71	4.08	0.83	3.84	0.55	4.37	0.29
Emotions	3.29	0.78	3.32	0.67	2.81	0.47	3.78	0.53
Actions	3.81	0.67	3.93	0.51	3.75	0.38	4.22	0.32
Compare the general attitude	3.71	0.72	3.77	0.67	3.47	0.46	4.12	0.38
Comparison of differences between groups before and after intervention								
	Experimental		Control		Test of significant difference between groups			
	Pre	Post	Pre	Post				
Overall Social workers' attitudes	3.71	3.77	3.47	4.12	T1=0.06; p= 0.00 < 0.05 T2=0.65; p= 0.00 < 0.05			

T1 refers to result of test of significant difference for the experimental and control groups before intervention and **T2** for the two groups after intervention - Experimental data for the 2nd time in July 2019.

Discussion

The study was conducted on a small sample, however, the results show that the participants of the experimental group after the training have significantly increased positive attitude towards support activities compared to the control group. This finding showed that knowledge training for social workers was effective. Through the data of analysis and practical investigation we draw some conclusions:

The attitude of social workers is influenced by many different factors including the basic impact factors such as welfare and income; work environment; nature of work; knowledge of professional capacity and career motivation.



By different research methods, we find that most factors have an influence on attitude except environmental factors (Sig. = 0.072 > 0.05). These factors all have influence (Sig. < 0.05) and mutually reinforcing effects.

The degree of influence of these factors on social worker attitudes is different. The two factors that most strongly influence the attitude of social workers on autism support activities are income and knowledge of professional competence. The most influential factor on social worker attitudes is the career motivational factor. However, the combination of these factors has created a strong change to the attitude of social workers with a large change forecast (70.7%).

By strengthening the training of knowledge and skills for social workers, they will increase their positive attitude towards supporting children with autism spectrum disorder.



REFERENCES

- Anthony Yeo (1993), *Counseling- A problem solving approach*. Amour Publishing
- Abraham M.C (2002), *Adressing learning differences Sensory intergration*, Fank schaffer Publications, Michigan, UAS.
- Bryna Siegel, Ph.D (2003), *Helping children with Autism learn*, Oxford university press.
- Bryan S.K. (2004), *Effect of counseling stypes and adhere to asian cuture value on couseling process*” Journal Counseling Psychology, Vol.51
- Barbera M.L. and Rasmussen T. (2007), *The Verbal Behavior Approach: Teaching Children with Autism*, London N1 9JB, UK: Jessica Kingsley Publishers.
- Craig Winston Lecroy và Erika L. Stinton (2004), *The public's perspection of social work, is it what we think it is?* NASW, <http://www.gbcnv.edu/library/PDFs/perceptions%20of%20social%20work.p>
- Campbell, Jonathan M., (2005) et al. “Peer” attitudes toward autism differ across sociometric groups: An exploratory investigation.” Journal of Developmental and Phycial disabilities 17.3
- Constanton JN, Social impairment. In: *Hollander K, Coyle, editors. Textbook of autism spectrum disorder*. Arlington, VA: American Psychiatric Publishing, Inc; 2010. *Emotional overload*, 4/5/2011, New and Features Ltd, <http://newsandfeatures.wordpress.com/2011/05/04/emotional-overload-social-work-now/>
- G.V.Onparate and Lapiere, R.T (1984), *Attitudes and Action*, Social foces, 321
- Horrocks, J.L., white, G, Roberts, L. (2008). *Principals’ Attitudes regarding inclusion of childrend with autism in Pennsylvania Public schools*, *journal of autism and developmental disorders*, 38 (8) 1462-1473
- Hodgon L. (1995), *Solving Social Behavior Problems through the Use of Visually Supported Communication*, In K Quill (Ed), *Teaching Children with Autism*.
- Harris S.L and Weiss M.J (1998). *Right from the start Behavioral intervetion for young Children with Autism*, Woodbine House, U.S.A
- Ives M and Munro N (2002), *Caring for A child with Autism*, Jessica Kingsley Publishers, London, UK



J.P.Charlin, T.S.Krawuec (2007), *Systems and Theories of Psychology*, New York

Kolvin, I (1971), *Studies in the childhood psychoses Diagnostic criteria and classification*,
British Journal of Psychiatry

Laura Sue Dodson (1977), *Family counseling : A systems approach*, Routledge.

Laura J.Hall (2009) “*Autism spectrum disorders – from theory to practice*”. Pearson
Education, Inc Upper Saddle River, New Jersey U.S.A

Lise M. Saari, Timothy A. Judge (2004), *Employee attitudes and job satisfaction*, Human
resource management

Maurice C. (1996), *Behavioral Intervention for Young Children with Autism*, Pro- Ed. An
International Publisher, USA