

The Level Of Communication Skills Among Children Of The Autism Spectrum

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Abstract:

The current study aims to monitor the level of communication skills among children with autism spectrum disorder. The sample of the study consisted of children who were deliberately chosen and they were divided into two groups (subjects and non-subjects to early intervention). The tool used in this research to test the hypothesis was the communication skills test. The results of the study concluded that there are statistically significant differences between the results of autism spectrum children in communication skills due to the early intervention variable.

Keywords: communication skills - autism spectrum - early intervention.

1-Introduction:

The autism spectrum is considered one of the enigmatic disorders in the field of special education, because its causes are still of unknown origin, and it is a disorder that affects important skills in human life, such as interaction, communication, learning, and others.

The Diagnostic Manual of Mental Disorders (DSM-5) indicates that autism spectrum disorder appears in the early period of development and includes persistent defects in nonverbal and verbal communication behaviors, social interaction, and showing limited and repetitive patterns of behavior. (Shalaby et al., 2016, p 24)

Autism spectrum disorder is one of the most complex types of developmental disorders, as it affects the child and his family, and hardly two differ in the extent of the comprehensive impact of this disorder on all aspects of the child's sensory, psychological, cognitive, social, and communication development. Communication disorders are considered the most common disability in autism, as it may appear in the form of complete muteness in a child who does not even use signs and gestures to communicate, through the child who suffers from synecchia, who repeats what he hears of sentences, all the way to Asperger's disorder, which is the child who speaks

fluently, but his speech is inconsistent. and communicative social conditions. (Foudon, 2008, p47)

Therefore, it was important to work on early detection and intervention to work on alleviating symptoms and developing capabilities, by implementing individual treatment programs for each case, while making sure to intensify this type of intervention, especially about communication and social skills, to try to get the child out of a state of isolation and lack of interaction. and communication

2-The problem:

Discussion and scientific interest in autism spectrum disorder has increased in recent decades due to its prevalence on the one hand and the difficulty of determining its origin and symptoms on the other hand.

This disorder appears during the first three years of a child's life, and its symptoms are completely clear in the first thirty months, as it begins to develop abnormal behaviors, repetitive patterns, and self-isolation. And other disorders and diseases, in addition to the fact that this disorder needs continuous supervision and follow-up by the parents and the multidisciplinary team. Early detection and early intervention are some of

the most difficult and complex matters when it comes to the autism spectrum. Parents may ignore the symptoms of autism in the early stages of a child's life, which leads to difficulty in intervention at later times, as the child cannot be diagnosed without careful observation of his social behavior and skills. his communication, and comparing that with the normal growth standards.

Due to the growing scientific curiosity about autism disorder and its effects on the communicative side, many researchers resorted to holding seminars and forums to discuss this mysterious disability, and through various studies it became clear that the main problem of autistic children is language communication disorders, and this was confirmed by the study of Swinkels and Williams (1997) (Swinkels & Williams) that these children show severe linguistic deficiencies in their interaction with others and also in their play situations with others. (Nasr, 2002, p. 52).

As for the study of Sameroff and Fabbs (1998) (Sameroff & Feibs), it indicates that the autistic child is characterized by flexibility and return to the normal state and that the disabled and at-risk child whenever he is exposed to an appropriate amount of services, the more that helps to approach the normal situation, intervention reduces the negative conditions that The child faces it and pushes him to the positive level. (Khattab, 2009, p. 113)

In order to develop this communication in the child, a number of studies emphasized the importance of early intervention and educational, orthopedic and social rehabilitation for this group, and among these studies:

Scotland (2000) who conducted a study aimed at knowing the impact of early intervention programs in improving communication skills in the pre-language stage and reducing some patterns of inappropriate social behavior such as self-excitement in a sample of non-speaking autistic children, who numbered (87). Children under (10) years old, by using the method of evaluation, composition, early intervention, and intensive intervention. The results revealed the importance of early intervention in developing pre-language communication skills, in addition to improving

children's ability to communicate (Azzaz, 2010/2011, p. 27).

Among the Arab studies that focused on language skills and communication is the study of Muhammad Shawky Abdel Salam (2005) entitled "The Effectiveness of an Individual Counseling Program for the Development of Some Linguistic Communication Skills for a Sample of Autistic Children." The sample consisted of (10) children with autism, between the ages of (6) and (12) years. The results showed the effectiveness of the individual counseling program, as the program helped in developing the language communication skills of the experimental group, to which the program was applied. As for the control group, no change occurred, using the pre and post-test. (Ahmed and Abdel-Khaleq, 2018, p. 418)

The study of Zainab Muhammad Fadl Muhammad (2009) was one of the studies close to the current study in terms of subject matter, as this study aims to evaluate the effectiveness of the impact of early intervention on linguistic development (TEACCH) and to address some manifestations of communicative language deficiencies in children with autism. One of the most important results of the study is that communication skills improved significantly in all dimensions of the Teach scale. (Mohammed, 2009, p.d.)

A study by Muhammad Abdullah Zaki (2013) titled A Proposed Water Recreation Program and its Impact on Improving Some Non-verbal Communication Skills among Children with Autism. The research sample included (14) children, and the researcher used the measure of non-verbal communication skills for autistic children as tools for data collection. The most important results were the improvement of physical movements, gestures, communication and sign language among autistic children, the study sample, as a result of using the proposed program. (Ahmed and Abdel-Khaleq, 2018, p. 418)

In the same context, the study of Salwa Ahmed (2012) examines the effectiveness of a program based on concepts of the theory of mind in improving social interaction among a sample of autistic children and reducing their behavior. The sample included (10) children with autism, whose

ages ranged between (7) and (10) years. The results revealed the effectiveness of the concepts of the theory of mind in improving social interaction for children with autism and reducing their disturbed behaviors. (Ahmed and Abdel-Khaleq, 2018, p. 419)

It is clear from the foregoing from the presentation of some previous studies related to the subject of the study that they have proven within their limits the effectiveness of communicative programs that were applied to samples of autistic children, whether in verbal or non-verbal communication and even social and in turn stress the importance of early intervention and rehabilitation, indicating that and by using therapeutic and training programs For the benefit of autism spectrum children whenever there are positive results on different levels and forms of communication skills.

Through the theoretical review of various studies, it becomes clear to us the clear interest in the subject of language communication skills and the importance of diagnosis and rehabilitation for children with autism spectrum. Despite the limited number of studies

- within the limits of the researcher's knowledge - especially in the Algerian cultural and linguistic environment, which prompted the researchers to research in this field, based on the above, we ask the following question: Is there a difference in the level of communication skills (verbal communication, non-verbal communication, and social communication) in children with autism spectrum disorder who are subject to early intervention and those who are not subject to early intervention?

Which sub-questions are branched, formulated as follows:

- Are there statistically significant differences between the results of children with autism spectrum disorder on the verbal communication dimension of the communication skills scale due to the type of early intervention variable?

- Are there statistically significant differences between the results of children with

autism spectrum disorder on the non-verbal communication dimension of the communication skills scale due to the type of early intervention variable?

- Are there statistically significant differences between the results of children with autism spectrum disorder on the social communication dimension of the communication skills scale due to the type of early intervention variable?

3-Hypotheses:

Main hypothesis:

The level of communication skills (verbal communication, non-verbal communication, and social communication) differs among children with autism spectrum disorder undergoing early intervention and those not undergoing early intervention.

From which sub-hypotheses are derived, formulated as follows:

- There are statistically significant differences between the results of children with autism spectrum disorder on the verbal communication dimension of the communicative skills scale, due to the variable type of early intervention.

- There are statistically significant differences between the results of children with autism spectrum disorder on the non-verbal communication dimension of the communicative skills scale, due to the variable type of early intervention.

- There are statistically significant differences between the results of children with autism spectrum disorder on the social communication dimension of the communication skills scale, due to the variable type of early intervention.

4- The importance of the study:

The study is concerned with communication skills of all types, verbal, non-verbal, and social for the autistic spectrum. The topic is enriching the field of local research related to the importance and role of the essential communication process for the development of the autistic child. As for verbal communication, it is considered the essence of atrophic studies and one of the abilities that, if

disturbed, often lead to problems and disorders. Autistic children suffer from it. If the child acquires linguistic and social communication, he can gain independence. The importance of the current study lies in trying to shed light on this category, in particular, to get closer and dive into this field, especially in light of the lack of local studies available within the limits of the knowledge of the two researchers. This research also contributes to defining the process of linguistic communication and its importance for a child with autism spectrum, in addition to revealing its characteristics because it is the means that help him to be independent and integrated because of its importance in building social relationships. This research shows the importance of communication skills, which lays the groundwork for the development of the rest of the skills of a child with autism spectrum. This topic also comes with the aim of spreading awareness to researchers, practitioners, and parents about the importance of employing communication skills of all kinds in the autism spectrum group.

5- Objectives of the study:

This research aims to:

- An attempt to investigate the level of communication skills among children with autism spectrum disorder, which is the topic that the two researchers focused on because it is at the heart of their scientific specialization and interest.

- This study helps to reveal the nature of differences in communication skills among children with autism spectrum in the light of the early intervention variable. Benefit from the results of this study by presenting a set of proposals related to the subject of the study.

Employing the results of this study directs specialists and researchers in this field to the need to pay attention to this subject, with the aim of working to improve the level of communication skills and acquisitions of people with autism spectrum.

6- Theoretical framework:

6-1- What is the autism spectrum?

The American Autism Association defines it as a type of developmental disorder that appears during

the first three years of a child's life, as this disorder results from a defect in the nervous system that in turn affects brain functions and thus affects various aspects of growth, leading to deficiencies in social interaction and deficiencies in communication, whether verbal or non-verbal, and these children always respond to things more than they respond to people, and these children are disturbed by any change that occurs in their environment, and they always repeat physical movements or syllables of words in a repetitive, automatic way. The level of these autistic children. (Abdul-Rahman and Hassan, 2004, p. 11)

It is worth noting that autism and its spectrums and types have been restricted by the Diagnostic Manual of Mental Disorders (DSM-5) to autism spectrum disorder. (Shalabi et al., 2016, p. 24).

years of the child's life, and is characterized by impairment of social interaction, oral communication, imaginative activity, and social activities, associated with pathological types of behavior, especially in staring avoidance, hyperactivity, stereotyping, and insistence on routine and many automated movements. (Shukair, 2005, p. 204).

6-2- Characteristics of children with autism:

Autistic children are characterized by many features that can be inferred from these children. Heflin & Alaino (2007) mention that the characteristics of autism disorder begin to appear from the first months, but become more evident after two or three years of the child's life and continue until adulthood and beyond, The characteristics that distinguish individuals of this category can be presented as follows:

6-3- Characteristics in the communicative field:

Problems related to communication among individuals with autism disorder are important signs that distinguish autistic children, and are represented in:

Speech is not fully developed and is sometimes replaced by gestures. Abnormal

language development by repeating stereotyped words and phrases randomly. Language develops normally with problems related to the practical uses of language, whether verbal or non-verbal. Difficulty paying attention to the human voice even though the autistic child has a normal sense of hearing, and his attention is to the sounds that interest him, such as the sound of a beloved toy.

- Difficulty for some of them in the ability to speak and form a complete sentence to express the surrounding things. - Difficulty using pronouns in speech, and using prepositions such as (on, in...). Difficulty trying to attract the attention of those around him by participating in any way. (Al-Zari, 2010, p. 63)

The diagnosis of autism depends mostly on the most important linguistic characteristics of autistic people, including

- When the autistic child begins to use language, he can learn the names of things, but this is limited.

- There are speech difficulties that are not a result of autism, but rather a result of the late mental development that accompanies autism.

- It is noticed in the autistic child that his language is developing slowly or not at all, and he often uses signs instead of words, in addition to that attention is characterized by its short duration.

- Great difficulties in semantics and terminology and its development.

- They use their things, as children with autism tend to use their own words to denote certain things.

- Their seldom use of words that indicate mental ability, such as: remember, believe, suppose, idea....

- Reversing the pronouns and using the pronoun you instead of me and vice versa. • Echoes: It is considered one of the most common linguistic features in autism, as the child repeats words in the same way.

- Children with autism are characterized by using syllables for language, as they have a large

stock of words, but they cannot use these words in meaningful conversations. (Salem, 2014, p. 303)

Communication disorders in autistic children are among the most important and complex disorders because they directly and negatively affect the various aspects of their development. Language and communication disorders in autistic children include both verbal and non-verbal communication. Many studies have indicated that (50%) of autistic children cannot They are unable to speak, and they do not develop their language skills, but they do not compensate for them by using non-verbal communication methods such as gestures or imitation. (Ben Siddik, 2007, p. 2)

In the same regard, reference must be made to non-verbal communication skills, which is the set of skills that the child uses to express his needs and desires without using language, represented in joint attention, eye contact, imitation, listening, and understanding, pointing to what is desired, and understanding expressions. The face, distinguishing it, and the tones of voice that indicate it. (Ben Siddik, 2007, pg. 4)

6-4- Characteristics in the social field:

Children with autism suffer from difficulties in initiating and maintaining social relationships with their peers, despite the possibility of better association with their parents and caregivers, and the basic disorder that the autistic child suffers from is based on the deficiency of his social relations with others, and the personality of the autistic child is linked to this deficiency This behavior or characteristic is a clear sign of autism and a source of conflict from early childhood. (Mustafa and El-Sherbiny, 2011, p. 85)

From a social point of view, children with autism do not develop types of social relationships according to their chronological age, as their social deficiency appears in the difficulty of using many non-verbal behavior patterns such as visual communication and imitation, and the use of gestures and facial expressions used in organizing various forms of social and communication interactions, and adding In addition, they suffer from difficulties in making friends, establishing and maintaining successful social relationships, taking initiative, exchanging roles, and integrating

effectively with their peers. (Ben Siddik, 2007, p. 8)

We also find that the autistic child has many features that distinguish him from other children with disabilities, the most prominent of which are cognitive, psychological, motor, and other features, but this child faces difficulties and problems primarily in his interaction and communication as a result of his perception of what is around him in a different way, which leads to him To show responses that are not commensurate with the stimuli resulting from the environment, thus losing the ability to recognize what is around him and to communicate with those around him.

6-5- The concept of early intervention:

It is a procedure concerned with the design and implementation of special educational rehabilitation programs for the early childhood stage, as well as counseling and training programs for families and determining the forms of support services that the child needs. (Al-Saeed, 2014, p. 206).

Early intervention can also include the concept of early detection, which is considered one of the most accurate clinical procedures that must be carried out immediately after suspicion or the possibility of some symptoms of autism, even if it is done in an unsystematic and controlled manner, which may lead to difficulty in intervention at later times.

Tanet-Mory believes in this regard that the goal is to intervene and take early care of these children within a framework that takes care of all these social communication difficulties, which are accompanied by important cognitive disorders. (Tanet-Mory, 2002, p128)

She also adds that the specialist is interested in developing communication according to three overlapping dimensions, namely:

- Stimulating the desire to communicate. Stimulating communicative competencies.

- Stimulating communication means. (Tanet-Mory, 2002, p129)

As it is not possible to diagnose a child without careful observation of his behavior and his communication skills, and comparing that with the usual levels of growth and development. What increases the difficulty of early diagnosis and intervention is that there is some similarity between the symptoms of autism and other diseases and disabilities, which calls for focusing on differential diagnosis and accelerating early intervention. Justifications for early intervention: Hayden and Pious (1997) mentioned that there are many justifications for early intervention, including Early intervention reducing the negative effects of disability. Early intervention provides children with a solid foundation for educational and social learning for later life stages.

- There is more economic feasibility for early intervention than late intervention. Most of the critical developmental stages occur in the first years of life. Human learning in the early years is faster and easier than learning in any other age stage.

- That growth is not only the product of heredity, but the environment plays a decisive and effective role as well, which increases the importance of early intervention. Early intervention has a significant impact on the family's adaptation and alleviation of the material and moral burdens as a result of their disability. (Al-Qamish and Al-Jwalada, 2014, p. 110)

Despite all this, some attempts have been made to teach children with autism, and even in severe cases, they can learn to express basic needs using signs and symbols, and that improvement can lead to growth in their spoken language. (Mustafa and El-Sherbiny, 2011 p. 74)

The existing efforts in the field of identifying the symptoms and characteristics of autism spectrum disorder in children on the one hand, and the proposed works within the framework of scientific research in the form of intervention programs and descriptive studies on the other hand, reflect the need to reach scientific answers about this enigmatic disorder and seek to provide various services according to the needs All cases of autism spectrum.

7- Field Research Procedures:

7-1- Study Curriculum:

In this research, we relied on the descriptive approach in order to identify the role of early intervention in developing the communication skills of a child with autism spectrum. The descriptive approach is defined as a method that is not limited to describing the phenomenon and collecting data about it, but rather this information must be classified, organized, and expressed quantitatively and qualitatively so that this leads to an understanding of the relationships of this

phenomenon with other phenomena. The descriptive method does not aim at describing phenomena or describing reality as it is, but rather at reaching conclusions that contribute to understanding and developing this reality. (Obeidat et al., 1999, p. 188)

7-2- Spatial Boundaries: The study was conducted in institutions, centers, and clinics that take care of children with autism, and the following table shows the distribution of group members according to the place of their care:

Table No. (1) shows the distribution of children with autism according to the place of their care

sector	Enterprise	males	female	total
Public sector	Pedagogical Psychological Center 2 in Laghouat	04	00	04
	Center for children with autism in Ben Aknoun	04	02	06
	A multi-service clinic (Sidi Mohamed Boushnafah) in Ain Al-Naja	05	03	08
	Children's Hope Association, Dar Al-Alia, Bouzareah	04	01	05
	The specialized center for the care of autistic children of the Social Security in Algiers	03	02	05
private sector	Wael Center for different children in Sharaqa	03	01	04
	Al-Yamamah private clinic in Ain Al-Naja	03	01	04
	Hamza Abla's private clinic in Rouiba	06	02	08
	Private Orthopedics clinic: Abdul Qadir Ain Al-Naja	03	00	03
total		35	12	47

7-3- Temporal Limits:

Field study procedures were conducted during the academic year (2018/2019), starting from the beginning of December until mid-February.

7-4- The study sample:

The current study included a sample of (47) children with autism spectrum, who were intentionally selected according to the following criteria:

- Disorder: All children diagnosed with autism spectrum.

- Age: The ages of children with autism range between (6) and (12) years. Early intervention: We chose two samples:

- Children diagnosed with autism and undergoing early intervention for at least two years
- Children diagnosed with autism and not subject to early intervention.

7-5- Study tool:

It is represented in the measure of the communicative skills of the autistic child by Abdel Aziz Amin Abdel Ghani, where the scale consists of (36) phrases and it measures the verbal, non-

verbal, and social communication skills of the autistic child.

The number of items in each skill is (12) phrases. The first dimension of the scale represents the verbal communication skill, the second dimension represents the non-verbal communication skill, and the third dimension represents the social communication skill.

The scale is characterized by honesty and stability within the limits of the procedural study carried out by the scale preparer in the Egyptian environment, which does not differ from the Algerian environment with regard to realizing the symptoms and behaviors of the autism spectrum, and the phrases of the scale were formulated in Standard Arabic.

The scale was presented to some specialists and professors from the Department of Psychology, Education Sciences, and Orthopedics

- Two marks (2) for answering (sometimes)

- One point (1) for answering (rarely)

(Abdul-Ghani, 2013, p. 564)

7-6- Statistical methods: Reliance was made on percentages, the arithmetic mean, the standard deviation, t-test.

8- Presentation and analysis of study results:

8-1- Presentation and analysis of the results of the general hypothesis:

Table No. (2) shows the arithmetic means and standard deviations

variable	group	n	X	S	
Communication skills	Children on the autism spectrum undergoing early intervention	23	89.57	10,58	High
	Children on the autism spectrum who are not subject to early intervention	24	64.54	14.82	Medium

It is noted in Table No. (2) that the arithmetic mean of communication skills among autistic children subject to early intervention was 89.57 with a standard deviation of 10.58, which is within the category (84-108), which means that the level of communication skills development (verbal

at the University of Algeria (2) and their number is (7) to judge it and express their opinion about the scale applied to children with autism, and they agreed that it is characterized by items and phrases that represent verbal, non-verbal and social communication skills I have an autistic child, and it is applicable. How to apply the scale:

The scale is applied to autistic children, where the answer to the items is given by the orthopedist or educator of the autistic child who is with him all the time, and this is by answering all the phrases in the scale with: "always", "sometimes", or "Rarely", according to the child's behavior in terms of verbal communication, non-verbal communication, and social communication.

The scale is corrected according to the following points:

- Three marks (3) for answering (always)

The main hypothesis stated that "the level of communication skills (verbal communication, non-verbal communication, and social communication) differs among children with autism spectrum disorder who are subject to early intervention and those who are not subject to early intervention. To validate this hypothesis, the two researchers used the "T" test to determine the significance The differences between the mean scores of children on the communication skills scale, and the results were as follows:

communication, non-verbal communication, and social communication) among children with autism spectrum disorder undergoing early intervention is high. The arithmetic mean of communication skills for children on the autism spectrum who are not subject to early intervention was 64.54 with a

standard deviation of 14.82, which is within the category (60-84), which means that the level of communication skills development (verbal communication, non-verbal communication, and social communication) among children with spectrum disorder Autism not subject to early intervention is average.

It is noted from this result that it may be due in an important way to the role of early intervention and its contribution to improving and developing communication skills among autistic children. This is confirmed by the study of Lovaas et al. (1993) (Lovaas et al), in which he compared two groups of autistic children, where the results indicated that children who received the early intervention (5 years ago) were much better than children who received late treatment (after 5 years). (Lovaas & al, 1993, p. 377)

Experimental studies also confirm that the improvement of the conditions of children with autism spectrum disorder is better if early intervention and treatment begin with them in an organized and intensive manner from the age of two or three years, more than if the treatment is after this age stage, to develop the child's various skills and gain experiences early and from Then he becomes able to interact with the environment in which he lives in a better way, which leads to the development of his abilities. (Abdul Baqi, 2011, p. 111)

In addition to the foregoing, the conclusions of Scotland (2000) study, which resulted in the importance of early intervention in developing pre-language communication skills, in addition to improving children's ability to communicate (Azzaz, 2010/2011, p. 27), as well as the Johnston study Evans and Joanne (2004), whose results were approved by verifying the effectiveness of using

the visual communication system in the context of early intervention. (Azzaz, 2010/2011, p. 28).

In the same regard, the study of Zainab Muhammad Fadl Muhammad (2009) obtained results indicating that communication skills after applying the early intervention program represented in Teach improved significantly in all its dimensions and confirmed the effectiveness of the program in the dimensions of attention, focus and expressive language. (Muhammad, 2009, p. d)

The results of this study indicated the recognition of the need for early intervention in all its forms and types for the benefit of children on the autism spectrum, starting from detecting symptoms and verifying their presence or absence through differential diagnosis, until the implementation of individual therapeutic and educational programs that are ruled for each case.

Many researchers have worked hard to establish the idea of early intervention, which often benefits the injured, whatever their problems, whether it is related to detection or treatment and rehabilitation, especially since the flexible and renewable nature of the structural and functional composition of the individual in the childhood stage qualifies him to be affected by this type of intervention.

8-2- Presentation and analysis of the results of the first partial hypothesis:

The first partial hypothesis stated that "there are statistically significant differences between the results of children with autism spectrum disorder on the verbal communication dimension of the communication skills scale due to the early intervention variable". Children's scores on verbal communication skills dimension, and the results are as follows:

Table No. (3) shows the differences between the averages of the respondents in verbal communication skills

variable	group	n	X	S	T	Sig
	Children on the autism spectrum undergoing early intervention	23	2978.	4,87	7,97	0,001

Verbal Communication Skills	Children on the autism spectrum who are not subject to early intervention	24	17,13	5,92		
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Through Table No. (3), we conclude that there are statistically significant differences at the level of significance (0.001) between children with autism who are subject to early intervention and children with autism who are not subject to early intervention in verbal communication skills, in favor of children with autism who are subject to intervention early age, whose average score was estimated at (29.78), while the mean of children with autism who were not subject to early intervention was (17.13).

This expected result is consistent with the results of the study of Marjorie and Christie (2001), which in turn reached high results in the development of language communication among autistic children who benefited from the effectiveness of teaching a conversation program through written cards. The study of Muhammad Shawky Abdel Salam (2005) was also added to the predecessor, which in turn resulted in the effectiveness of the individual counseling program, as the program helped in developing language communication skills among the members of the experimental group. (Ahmed and Abdel-Khaleq, 2018, p. 418)

I also agreed with the aforementioned results of the study of Talal Abdul Rahman Al-Thaqafi

Table No. (4) shows the differences between the averages of individuals with disabilities in non-verbal communication skills

variable	group	n	X	S	T	Sig
Non-verbal Communication Skills	Children on the autism spectrum undergoing early intervention	23	32,22	3,23	6,14	0,001
	Children on the autism spectrum who are not subject to early intervention	24	24,21	5,38		

It is noted in Table No. (4), that there are also statistically significant differences at the level of significance (0001) between the two groups, and it is also a difference in favor of children with autism

(2015), which confirmed the effectiveness of a program based on joint attention for the development of verbal communication among children with autism, the study sample.

It can be said in this regard that despite the intractable symptoms that are observed in a child of the autism spectrum regarding his language and speech, it is not acceptable to deny the possibility of getting rid of these symptoms to some extent, provided that several factors and capabilities are provided within the framework of early intervention programs.

8-3- Presentation and analysis of the results of the second partial hypothesis:

The second partial hypothesis stated that "there are statistically significant differences between the results of children with autism spectrum disorder on the non-verbal communication dimension of the communication skills scale due to the early intervention variable." To validate this hypothesis, the two researchers used the "t" test to determine the significance of the differences between The mean scores of the children on the non-verbal communication skills dimension, and the results were as follows:

spectrum disorder who are subject to early intervention.

As previously indicated, a number of researches have dealt with the study of non-verbal communication skills for the autism spectrum, such as the study of Muhammad Muhammad Abdullah Zaki (2013), and the most important results were the improvement of non-verbal skills represented in bodily movements, gestures, and sign language among autistic children, the study sample. The result of using the proposed program. And also The study of Amr Mohamed Ismail Mohamed (2015), concluded that there are statistically significant differences between the mean ranks of the mothers and children of the experimental and control groups regarding non-verbal communication skills in the post-measurement in favor of the experimental group (mothers and children). (Ahmed and Abdel-Khaleq, 2018, p. 418)

As a reminder, many studies indicated that (50%) of children with autism do not have the ability to speak, and they do not develop their language skills, but they do not compensate for them by using non-verbal communication methods

such as gestures or simulation. (Ben Siddik, 2007, p. 2), but the current results, which express differences in favor of children who benefited from early intervention, warrant emphasizing its role and effectiveness within the limits of this study.

This result supports what is known in the field of sponsorship for people with autism spectrum, which focuses on providing him with alternative methods of verbal communication represented in non-verbal communicative therapeutic methods.

8-4- Presentation and analysis of the results of the third partial hypothesis:

The third partial hypothesis stated that "there are statistically significant differences between the results of children with autism spectrum disorder on the non-verbal communication dimension of the communication skills scale due to the early intervention variable". Children on the dimension of social communication skills, and the results were as follows:

Table No. (5) shows the differences between the averages of the respondents in social communication skills

variable	group	n	X	S	T	Sig
Social communication skills	Children on the autism spectrum undergoing early intervention	23	27,57	3,76	3,12	0,001
	Children on the autism spectrum who are not subject to early intervention	24	23,29	5,43		

It is noted in Table No. (5) that there are statistically significant differences at the level (0,001) in social communication skills between children with autism who are subject to early intervention and children with autism who are not subject to early intervention, and there are also differences in favor of children with autism. Autistic people undergoing early intervention.

Among the studies whose results were somewhat similar to the results of the current study, we mention the study of Salwa Ahmed (2012), which proved, within its limits, the effectiveness of a program based on concepts of the theory of mind in improving social interaction among a sample of autistic children and reducing their disturbed behaviors. (Ahmed and Abd al-Khaleq, 2018, p.

419), in addition to the findings of Scotland (2000), as previously mentioned in the context of his study, show the importance of early intervention programs in improving and developing communication skills in the pre-language stage and reducing some patterns of inappropriate social behavior. within the limits of his sample. (Azzaz, 2010/2011, pg. 27)

As mentioned above, there are experimental studies that state that the improvement of the conditions of children with autism disorder is much better if early intervention and treatment begin in an organized and intensive manner at the age of two or three years, in order to develop the child's various skills and gain experiences early, and then he becomes able to interact with the environment.

in which he lives in a better way, which leads to the development of his social capabilities. (Abdel-Baqi, 2011, p. 11)

Considering that the autism spectrum is a disorder that manifests itself mainly in the social field, where social and communication skills are clearly absent. In view of the results of the current study, there is no way to exclude the role of early intervention in this result, because the intensive and early work with the category of children with autism, which is based in most of the treatment programs on the development of several skills, the most important of which are social communication skills, as they contribute to building social relationships with the environment in which they live, especially his family.

9- Conclusion:

Most researchers in the field of autism spectrum unanimously agree that it is a complex disorder with negative effects on every personality, development, and manifestation of a child's behavior, and even on his relationships with his family and society.

Through theoretical review of various studies, the importance of early intervention for the diagnosis and rehabilitation of a child with autism emerges because of his constant need to solve his communication skills problems, which is one of the most important problems that distinguish him, as the communication and interaction abilities of children with autism vary according to the degree and severity, with the possibility of having few attempts to use alternative means of communication such as gestures and facial expressions, and to engage in social interactions and relationships with others. From it, it can be said that early intervention has an important role in ensuring children with autism, and we may go on to say that the delay in intervention can negatively affect the future of the autistic child, both on a personal and social level.

Through the results of the current study and within the framework of previous studies and theoretical heritage, the two researchers presented a set of proposals as follows: Paying attention to the process of early intervention in the field of caring for children with autism, which facilitates early diagnosis and thus timely treatment and rehabilitation.

- Work to spread awareness and raise awareness of the nature of the autism spectrum in all sectors and for the benefit of all individuals.

- Supporting scientific research aimed at proposing scenarios or programs to ensure autism groups of all ages and working on preparing them for their school and social integration.

- The need to provide academic and professional specializations and train specialists from various disciplines to frame the process of early intervention for cases of the autism spectrum in all fields.

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