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EXTENT OF TEACHERS' AWARENESS OF STRATEGIES FOR TEACHING READING TO AUTISTIC PUPILS IN EARLY CHILDHOOD EDUCATION IN ENUGU EAST LOCAL GOVERNMENT EDUCATION AUTHORITY

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ABSTRACT

This study examined the extent of teachers' awareness of effective strategies for teaching reading to autistic pupils in early childhood education in Enugu East LGEA. Two research questions and two hypotheses guided the study. The study adopted a descriptive survey research design. The population of the study consisted of 996 public school teachers in the 65 public schools found in the area of the study. Purposive sampling technique was used to sample 15 schools from urban areas and 5 schools from rural areas giving a total of 20 schools sampled for the study. Purposive sampling techniques was also used to sample 150 teachers in urban area and 50 teachers in rural areas, giving a sample of 200 teachers. The instrument used for data collection was a 15-item structured questionnaire developed by the researchers titled: Strategies for Teaching Reading to Autistic Pupils Questionnaire (STRAPQ). The questionnaire was structured in four-point Likert Scale. The instrument was validated by three experts from the Faculty of Education, University of Nigeria, Nsukka. Cronbach Alpha Method was used to assess the instrument's internal consistency and reliability coefficient values of 0.81 and 0.83 were found for clusters 1 and 2 respectively. Mean and standard deviation were used to answer the research questions. t-test was used to test the null hypotheses at 0.05 level of significance. The finding revealed that ECE teachers are to a low extent are aware of the assistive technology and systematic phonics strategies used in teaching reading among autistic children in early childhood education in Enugu East LGEA. Their corresponding hypothesis shows that there is significant difference between the mean ratings of urban and rural teachers' awareness on assistive technology and systematic phonics strategies used in teaching reading to autistic children in early childhood education in Enugu East LGEA. It was recommended among others that Enugu State government should provide specialized training workshops and seminars that will focused on evidence-based strategies and approaches for teaching autistic pupils.

Keywords: Autism, Reading, Assistive Technology, Systematic Phonics Strategies, Teachers

Introduction

Reading is a complex cognitive process that involves the decoding of symbols (usually letters) to derive meaning from written or printed text. It is a fundamental skill and a cornerstone of education, enabling individuals to access information, communicate effectively, and participate in various aspects of society. Teaching reading to pupils with autism in the context of early childhood education poses distinct challenges for educators in Enugu State, Nigeria, where there has been a notable rise in autism diagnosis (Eseadi, Obidoa, Anyanwu & Ede, 2018). The prevalence of autism brings attention to the urgent need to equipped teachers who can employ effective strategies to facilitate the development of reading skills in these pupils. This is particularly crucial given the documented difficulties individuals with autism encounter in communication and language, including reading (Okigbo & Okeke, 2017).

Autism, officially known as Autism Spectrum Disorder (ASD), is a complex neurodevelopmental condition characterized by a range of challenges in social interaction, communication, and behaviour. It is termed a "spectrum disorder" because the severity and combination of symptoms can vary widely among individuals. Autism typically becomes apparent in early childhood, often before the age of three. In the broader context, Autism Spectrum Disorder (ASD) stands as a developmental disability that significantly impacts social interaction, communication, and behaviour. According Okigbo and Okeke, (2017) shed light on a significant gap in awareness and training among teachers in Nigeria concerning effective methods for instructing pupils with autism. This knowledge deficit has translated into insufficient support for autistic Pupils within the classroom, adversely affecting their educational outcomes and overall well-being (Eseadi et al., 2018). Autism Spectrum Disorder (ASD), characterized by complexities in neurodevelopment impacting communication, social interaction, and behavior, underscores the necessity for educators to possess comprehensive insights into tailored teaching strategies.

Understanding the distinct needs and challenges faced by autistic pupils is imperative, especially in domains such as reading instruction, which serves as the cornerstone for future academic success. The consistent findings of research highlight the hurdles faced by autistic pupils in language and reading skills, attributed to factors such as atypical processing of auditory and visual information, language comprehension difficulties, and limited social communication skills. This calls for effective strategies for teaching reading to autistic pupils.

Improving the educational experience of autistic pupils in early childhood education necessitates a concerted effort to enhance teachers' proficiency in employing effective strategies for teaching reading. This undertaking holds significant importance in fostering inclusivity and equity within educational practices. Empowering educators with evidence-based strategies, resources, and support is pivotal in enabling them to establish learning

environments that specifically cater to the distinctive needs of autistic pupils.

In order to elevate the quality of education for autistic pupils, it is imperative to bridge the gap between research findings and their practical application in early childhood education settings. Equipping teachers with the requisite knowledge and skills becomes a cornerstone in creating positive learning experiences, fostering literacy development, and empowering autistic pupils to become confident and proficient readers. Pupils with autism spectrum disorders have unique learning needs that could be satisfied using effective teaching strategies. Contextually, effective teaching strategies are instructional approaches that take into consideration the interest, abilities and other special needs of pupils in lesson presentation to promote their activity participation and understanding of concept taught in the classroom. Pupils with autism spectrum disorder (ASD) are being included within mainstream classroom. Thwala (2018) noted that with more learners with ASD in mainstream classrooms, teachers are expected to be well equipped with effective strategies of teaching children with ASD in the mainstream class. Several scholars have highlighted effective strategies for teaching pupils with autism spectrum disorder. Ressa (2022) highlighted the use of differentiated (direct) instruction, multi-sensory approach, visual instruction strategy, technology and multimedia as strategy for teaching pupils with ASD. Mange, Otieno and Mjomba (2018), listed effective strategies for teaching learners with ASD as follow: visual cues, differential instructional, reinforcement, Guided Reading approach, use of age-appropriate materials, peer tutoring and use of key social rules. Padmadewi and Artini (2017) identified strategies for teaching learners with ASD to include: co-teaching, differentiated instruction, assistive technology, systematic phonics strategy and peer-mediated instruction. The focus of this study is on assistive technology and systematic phonics strategy. These strategies are chosen because they create a comprehensive, flexible, and supportive framework that addresses the unique challenges faced by autistic children in learning to read, ensuring more effective teaching and better outcomes in early childhood education.

Assistive technology is a strategy employed by teachers/caregivers to enhance autistic pupils' reading skills. Assistive technology includes devices and software designed to support the learning needs of pupils with disabilities. For autistic children, tools such as speech-to-text programs, reading apps, and interactive e-books can provide personalized and interactive reading experiences. With the benefit of assistive technology to autistic children, it comes with challenges such as very expensive to buy, teachers may not know how to make use of the technology among others. Okoye and Ezeokoli (2020) posits that teachers' lack of exposure to assistive technology in special education was a significant barrier to its adoption. In support of the above, Eze and Igwe (2021) highlighted the challenge of cost and availability as key factors in the disagreement among teachers regarding assistive technology use. Another method

for teaching reading to ASD pupils is the systematic phonics.

Systematic phonics instruction is another strategy teachers can employ to enhance autistic pupils' reading skills. National Reading Panel (2020) stressed that systematic phonics instruction focuses on teaching the relationships between letters and sounds in a structured and sequential manner. This approach is beneficial for autistic children because it provides clear, consistent rules and patterns, which can help them decode words more effectively. Adesina and Ojo (2020) posits that systematic phonics instruction significantly improved reading skills among children with autism. In support of the above, Olayiwola and Oyebanji (2021) stated that systematic phonics can benefit many learners, including those with learning difficulties, it may not be universally accepted among teachers of autistic children. The structured nature of systematic phonics aligns well with the need for routine and predictability that many autistic children have, supporting their ability to develop strong reading foundations (National Reading Panel, 2020).

Sequel to this, it is important to understand that location of a school, whether urban or rural, significantly influences the strategies used by teachers, especially in the context of teaching reading to autistic children in early childhood education. The differences in resources, access to professional development, community support, and even the attitudes towards special education play critical roles in shaping these strategies. In urban schools, teachers often have access to a wider range of resources and professional development opportunities, which can lead to more varied and sophisticated strategies. According to Smith (2020), urban schools typically benefit from better funding, which translates into access to specialized materials, technology, and support services that are essential in teaching autistic children. For example, teachers in urban settings might use advanced assistive technology, such as speech-to-text software or interactive learning applications, which can be tailored to the unique needs of autistic pupils (Jones & Thompson, 2019).

Conversely, teachers in rural schools often face significant challenges that limit their ability to use diverse strategies. These challenges include limited access to resources, professional development, and specialized support. As highlighted by Wilson (2018), rural schools often operate with lower budgets, which restricts the availability of specialized materials and technology. Consequently, teachers in rural areas may rely more heavily on traditional, low-tech methods of instruction, such as repetitive drills or one-on-one reading sessions. The disparity in professional development opportunities also affects how teachers in different locations approach teaching reading to autistic children. Urban teachers are more likely to have participated in workshops or seminars on autism education, equipping them with a broader range of strategies and a deeper understanding of how to implement them effectively (White, 2020). Rural teachers, on the other hand, may have limited access to such opportunities, leading to a reliance on traditional, less specialized methods. This inconclusive idea about school location

amongst other factors motivated the researchers to investigate the effective strategies used by teachers in teaching reading among autistic children in early childhood education in Enugu North Local Government Education Authority.

Statement of the Problem

In Enugu State, Nigeria, the rising population of pupils diagnosed with Autism Spectrum Disorder (ASD) underscores the urgent need for inclusive educational support. Within the realm of early childhood education, educators face considerable challenges in effectively teaching reading to pupils with autism, as highlighted by extensive research. A critical issue exacerbating this challenge maybe the pervasive lack of awareness and training among teachers regarding evidence-based strategies for supporting the literacy development of autistic pupils. This deficiency in awareness and training may not only results in inadequate support for these pupils but also poses a substantial threat to their academic progress and overall well-being.

Compounding the issue, the current educational system in Enugu East LGEA, may not sufficiently address the specific needs of pupils with autism, particularly in the realm of reading instruction. Teachers may lack the necessary understanding and awareness of the unique learning styles and communication difficulties found among autistic children. Consequently, many autistic pupils may not receive the targeted interventions essential for developing their reading skills. Adding to the complexity of the situation, there is a notable dearth of research focusing on effective strategies for teaching reading to pupils with autism within the Nigerian context, specifically in Enugu East LGEA. This knowledge gap poses a considerable challenge for teachers who are committed to delivering quality and inclusive education for all pupils, including those with autism. Addressing the awareness and training among teachers in Enugu East LGEA concerning effective strategies for teaching reading to autistic pupils is paramount. Such efforts are crucial to ensuring that these pupils receive the necessary support to unlock their full potential in the realm of early childhood education. Against this backdrop therefore, the researchers deem it fit to investigate teachers' awareness of effective strategies for teaching reading to autistic pupils in early childhood education in Enugu East LGEA.

Purpose of the Study

The purpose of this study is to investigate teacher's awareness of effective strategies for teaching reading to autistic pupils in early childhood education in Enugu East LGEA. Specifically, the study sought to determine the:

1. Extent of teachers' awareness of assistive technology strategies for teaching reading to autistic children in early childhood education in Enugu East LGEA.
2. Extent of teachers' awareness of systematic phonics strategies for teaching reading among autistic children in early childhood education in Enugu East LGEA.

Research Questions

The following research questions guided the study

1. To what extent are teachers aware of assistive technology strategies for teaching reading to autistic children in early childhood education in Enugu East LGEA?
2. To what extent are teachers aware of systematic phonics strategies for teaching reading to autistic children in early childhood education in Enugu East LGEA?

Hypotheses

The following null hypotheses formulated were tested at 0.05 level of significance

1. There is no significant difference between the mean ratings of urban and rural teachers on the awareness of assistive technology strategies used in teaching reading to autistic children in early childhood education in Enugu East LGEA.
2. There is no significant difference between the mean ratings of urban and rural teachers on the awareness of systematic phonics strategies used by teachers for teaching reading among autistic children in early childhood education in Enugu East LGEA.

Methods

The study investigated the extent of teachers' awareness of effective strategies for teaching reading to autistic pupils in early childhood education in Enugu East LGEA. Two research questions and two hypotheses guided the study. The study adopted a descriptive survey research design. The population of the study consisted of 996 public school teachers in the 65 public schools found in the area of the study. Purposive sampling technique was used to sample 15 schools from urban areas and 5 schools from rural areas giving a total of 20 schools sampled for the study. Purposive sampling techniques was also used to sample 150 teachers in urban area and 50 teachers in rural areas, giving a sample of 200 teachers. The instrument used for data collection was a 15-item structured questionnaire developed by the researchers titled: Strategies for Teaching Reading to Autistic Pupils Questionnaire (STRAPQ). The questionnaire was structured in four-point Likert Scale as follows: Very High Extent (VHE) (3.50-4.00), High Extent (HE) (2.50-3.49), Low Extent (LE) (1.50-2.49) and Very Low Extent (VLE) (1.00-1.49). The instrument was validated by three experts from the Faculty of Education, Two from the Department of Early Childhood and Primary Education and one from the Measurement and Evaluation, University of Nigeria, Nsukka. Cronbach Alpha Method was used to assess the instrument's internal consistency after the data were gathered, and reliability coefficient values of 0.81 and 0.83 were found for clusters 1 and 2 respectively. In testing null hypotheses, the independent samples t-test was used to test the significant difference between two variables of interest. Mean and standard deviation were used to answer the research questions. In interpreting the values of the null hypotheses, when p-value is less than or equal to 0.05 ($p \leq 0.05$), the null hypothesis

is rejected and when p-value is greater than 0.05 (p > 0.05), the null hypothesis is not rejected. All analysis was done with the application of computer software programme: Statistical Package for Social Sciences (SPSS) version 24.

Results

Research Questions 1: To what extent are teachers aware of assistive technology strategies for teaching reading to autistic children in early childhood education in Enugu East LGEA?

Table 1: Respondents' ratings on extent of teachers' awareness of assistive technology strategies use in teaching reading to autistic children in early childhood education in Enugu East LGEA.

S/N	Items	Urban $\bar{x}$	SD	Decision	Rural $\bar{x}$	SD	Decision
1.	I regularly use text-to-speech software to support reading instruction for autistic children	1.78	1.01	Low Extent	1.00	0.74	Very Low Extent
2.	I incorporate speech-to-text tools in my reading lessons for autistic children	2.39	1.04	Low Extent	1.15	1.12	Very Low Extent
3.	I use reading apps designed for autistic children to enhance their reading skills	2.47	1.03	Low Extent	1.72	1.01	Low Extent
4.	I employ audiobooks as a tool to support reading instruction for autistic children	2.86	0.96	High Extent	1.74	0.66	Low Extent
5.	I use interactive whiteboards to make reading lessons more engaging for autistic children.	2.36	0.99	Low Extent	1.46	1.08	Very Low Extent
6.	I integrate the use of e-readers or tablets in my reading instruction for autistic children	1.72	1.02	Low Extent	1.00	0.74	Very Low Extent
7.	I utilize digital storybooks to support reading development in autistic children	2.57	1.03	High Extent	1.88	0.70	Low Extent
8.	I use visual learning software to enhance reading instruction for autistic children	1.92	0.84	Low Extent	1.53	0.62	Low Extent
	Cluster Mean	**2.25**	**0.99**	**Low Extent**	**1.43**	**0.83**	**Very Low Extent**

Table 1 shows the extent of teachers' awareness of assistive technology strategies used in teaching reading to autistic children in early childhood education in Enugu East LGEA. The result revealed that item 4 and 7 with their respective mean scores of 2.86 and 2.57 were rated High Extent by the urban teachers/respondents. This means that urban ECE teachers agreed on employing audiobooks as a tool to support reading instruction for autistic children and utilize digital storybooks to support reading development in autistic children. Conversely, items 1, 2, 3, 5, 6, and 8 with their respective mean scores of 1.78, 2.39, 2.47, 2.36, 1.72, and 1.92 were rated Low Extent. The cluster mean of 2.25 summarized that ECCE teachers to a Low Extent are aware of assistive technology strategies used in teaching reading among autistic children in early childhood education in Enugu East LGEA. The

standard deviation scores ranging from 0.96 – 1.04 means that the respondents' mean scores were closely related. Table also shows the rural teachers' responses. The result revealed that items 1, 2, 5 and 6 with the respective scores of 1.00, 1.15, 1.46 and 1.00 were rated Very Low Extent by the rural teachers. Conversely, items 3, 4, 7 and 8 were rated Low Extent. The cluster mean of 1.43 shows to a Very Low Extent. The standard deviation scores ranging from 0.62-1.12 means that the respondents' mean scores were closely related.

Research Question 2: To what extent are teachers aware of systematic phonics strategies for teaching reading to autistic children in early childhood education in Enugu East LGEA?

Table 2: Respondents' ratings on extent of teachers' awareness of systematic phonics strategies use in teaching reading among autistic children in early childhood education in Enugu East LGEA.

S/N	Items	Urban x̄	SD	Decision	Rural x̄	SD	Decision
9.	I use phonemic awareness activities to support reading instruction for autistic children	2.08	1.01	Low Extent	1.78	0.66	Low Extent
10.	I incorporate letter-sound correspondence activities in my reading lessons for autistic children	1.79	1.04	Low Extent	1.53	0.65	Low Extent
11.	I use blending and segmenting exercises to teach reading to autistic children	2.37	1.03	Low Extent	1.67	0.64	Low Extent
12.	I employ decoding strategies to help autistic children read unfamiliar words	2.36	0.96	Low Extent	1.88	0.70	Low Extent
13.	I use systematic phonics programs designed for autistic children in my reading instruction	2.26	0.99	Low Extent	1.23	1.02	Very Low Extent
14.	I employ phonics games to make reading instruction engaging for autistic children	2.32	1.02	Low Extent	1.58	0.61	Low Extent
15.	I use word building activities to support phonics instruction for autistic children	2.57	1.03	High Extent	1.70	0.68	Low Extent
	Cluster Mean	**2.25**	**1.01**	**Low Extent**	**1.62**	**0.70**	**Low Extent**

Table 2 shows the extent of teachers' awareness of systematic phonics strategies use in teaching reading among autistic children in early childhood education in Enugu East LGEA. The result revealed that item 15 with mean score 2.57 was rated High Extent by the respondents. This indicates that ECE teacher in the urban area use word building activities to support phonics instruction for autistic children. On the other hand, items 9-14 with their respective mean scores of 2.08, 1.79, 2.37, 2.36, 2.26, and 2.34 were rated Low Extent by the respondents. The cluster mean of 2.25 summarized that ECE teachers to a Low Extent are aware of systematic phonics strategies in teaching reading among autistic children in early childhood education in

Enugu East LGEA. The standard deviation scores ranging from 0.96-1.04 means that that the respondents' mean scores were closely related. Table also shows the rural teachers' responses. The result revealed that items 9, 10, 11, 12, 14 and 15 with the respective scores of 1.78, 1.53, 1.67, 1.88, 1.58 and 1.70 were rated Low Extent by the rural teachers. Conversely, item 13 was rated Very Low Extent. The cluster mean of 1.62 shows Low Extent. The standard deviation scores ranging from 0.61-1.02 means that the respondents' mean scores were closely related.

Testing of Hypothesis

Hypothesis 1: There is no significant difference between the mean ratings of urban and rural teachers on the awareness of assistive technology strategies used in teaching reading to autistic children in early childhood education in Enugu East LGEA.

Table 3: t-Test analysis on the significant difference between the mean ratings of urban and rural teachers' awareness on assistive technology strategies used in teaching reading to autistic children in early childhood education in Enugu East LGEA.

Variables	N	$\overline{X}$	SD	Df	t-cal	t-crit	α-value	Remark
Urban	150	18.07	7.92					
				198	5.763	1.96	0.05	Significant
Rural	50	11.48	6.67					

Data presented in Table 3 shows that there is significant difference between the mean ratings of urban and rural teachers' awareness on assistive technology strategies used in teaching reading to autistic children in early childhood education in Enugu East LGEA. At 198 degree of freedom and t-cal value of 5.763; the t-crit is greater than 0.05 (df = 198; p> 0.05). This means that the null hypothesis is rejected because the t-cal is greater than the t-crit. Therefore, there is a significant difference in the mean ratings of urban and rural teachers' awareness on assistive technology strategies used by in teaching reading among autistic children in early childhood education in Enugu North LGEA.

Hypothesis 2: There is no significant difference between the mean ratings of urban and rural teachers on the awareness of systematic phonics strategies used in teaching reading to autistic children in early childhood education in Enugu North LGEA.

Table 4: t-Test analysis on the significant difference between the mean ratings of urban and rural teachers on the awareness of systematic phonics strategies used in teaching reading to autistic children in early childhood education in Enugu North LGEA.

Variables	N	$\overline{X}$	SD	Df	t-cal	t-crit	α-value	Remark
Urban	150	15.75	6.67					
				198	4.932	1.98	0.05	Significant
Rural	50	11.37	4.96					

Data presented in Table 4 shows that there is significant difference between the mean ratings of urban and rural teachers' awareness of systematic phonics strategies used in teaching reading to autistic children in early childhood education in Enugu East LGEA. At 198 degree of freedom and t-cal value of 4.932; the t-crit is greater than 0.05 (df = 198; p> 0.05). This means that the null hypothesis is rejected because the t-cal is greater than the t-crit. Therefore, there is a significant difference in the mean ratings of urban and rural teachers' awareness of systematic phonics strategies used by in teaching reading among autistic children in early childhood education in Enugu North LGEA.

Discussion of the Findings

The finding in research question one revealed that ECE teachers are to a low extent aware of the assistive technology strategies used in teaching reading among autistic children in early childhood education in Enugu East LGEA. This could point to a divergence in opinions or practices regarding the adoption of assistive technologies in the classroom. Several factors, such as a lack of resources, training, awareness, or comfort with using technology, could contribute to this disagreement. This finding was similar to that of Okoye and Ezeokoli (2020) that teachers' lack of exposure to assistive technology in special education was a significant barrier to its adoption. Teachers may recognize the theoretical benefits of assistive tools but feel unsure or uncomfortable using them without proper training, leading to disagreements over their efficacy. Similarly, Eze and Igwe (2021) highlighted the challenge of cost and availability as key factors in the disagreement among teachers regarding assistive technology use. In such cases, some teachers may support the idea of assistive technology but find it impractical due to resource constraints, which can explain disagreements on the issue. This suggests that the disagreement observed in Enugu East LGEA may be less about the efficacy of the technology and more about the lack of training and exposure in Enugu East LGEA.

The corresponding hypothesis revealed that there is significant difference between the mean ratings of urban and rural teachers' awareness on assistive technology strategies used in teaching reading to autistic children in early childhood education in Enugu East LGEA. This finding supported that of Okafor and Nweke (2017) who found significant differences in the use of assistive technology between urban and rural teachers in Anambra State. Their research revealed that urban teachers were more likely to use assistive technology in the classroom due to

better access to resources and more exposure to technology-based teaching strategies. This contrasts with rural teachers who, due to limited access and lower funding, were less likely to adopt such strategies. This suggests that in some regions, significant differences could arise from disparities in resource availability.

The finding in research question two revealed that ECE teachers are to a low extent aware of systematic phonics strategies used in teaching reading among autistic children in early childhood education in Enugu East LGEA. The low extent indicates that teachers have varying beliefs about the effectiveness of systematic phonics. Some may favor this structured approach to teaching reading, which typically emphasizes phoneme-grapheme relationships, while others may advocate for alternative methods that may be seen as more suitable for autistic children. This finding agreed with that of Olayiwola and Oyebanji (2021) who posits that while systematic phonics can benefit many learners, including those with learning difficulties, it may not be universally accepted among teachers of autistic children. This finding is also in consonance with that of Okwor and Nwafor (2019) who posits that many teachers favoured holistic approaches over systematic phonics, especially for children with special needs, reflecting a lack of agreement on the use of specific phonics strategies.

The corresponding hypothesis revealed that there is significant difference between the mean ratings of urban and rural teachers' awareness of systematic phonics strategies used in teaching reading to autistic children in early childhood education in Enugu East LGEA. This finding is in agreement with that of Adesina and Ojo (2020) who posits that systematic phonics instruction significantly improved reading skills among children with autism. Their research indicated that when implemented correctly, systematic phonics could provide structure and clarity that many autistic learners thrive on.

Conclusion

The researchers concluded that teachers to a low extent are aware of the strategies for teaching reading to autistic pupils in early childhood education in Enugu East LGEA and that there no significance difference in the mean response scores of urban and rural teachers on the teachers' awareness of the strategies for teaching reading to autistic pupils in early childhood education classes in Enugu East LGEA. In conclusion, enhancing teachers' knowledge and application of effective strategies for teaching reading to autistic pupils in early childhood education is essential for promoting positive learning outcomes and inclusive educational experiences. It is crucial for supporting the academic success of pupils with autism in Enugu East LGEA.

Recommendations

Based on the findings, the following recommendations were made:

1. Enugu State government should provide specialized training workshops and seminars that will focused on evidence-based strategies and approaches for teaching autistic pupils.

2. Enugu State government should allocate funds to support research initiatives aimed at exploring effective instructional strategies for teaching reading to autistic children. This research can inform future policy decisions and instructional practices.

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