Results

The result of the present study will be presented under the following parts:

Part I: Distribution of socio-demographic data table (1).

Part II: Number and percentage distribution of sensory**,** body and object , relating, language and social behavior ,tables(2-6).

Part III: Number OF session of child's attention, follow command, self care and atonal speech, tables (7-10).

Part IV: Comparison between low technology and high type of technology, table (11-16).

Part V: Distribution of responses of the sample, table (17).

Table (1): frequency distribution of socio-demographic characteristics of the subjects (n=10)

Socio-demographic data	No	%
Sex:-		
-Male	7	70%
-female	3	30%
institute		
- eltarbya elfekrya school	7	70%
- resala institute	3	30%
Level of education of mother		
-illiterate	5	50%
-primary education	1	10%
-secondary education	2	20%
-university and higher	2	20%
Age of children:- Range in years:- (mean±s.d)	6 – 9 years 8.2+0.92	
Age of mother Range: (x±s.d)	22-30 years 25.7+2.16	

Table (1) shows that 70% of the sample was from eltarbya elfkrya school and that illiteracy among mothers was 50%.

The mean of children's age was 8-2±0.92 while for the mothers 25.7±2.16.

Table (2): Number and percentage distribution of sensory behavior of the child according to ABC scale.

Sensory Behavior	Number of child =10			
	yes		no	
	no	%	no	%
Poor use of visual discrimination when learning	9	90%	1	10%
Seems not to hear, so that a hearing loss is suspected	6	60%	4	40%
Sometimes shows no "startle response" to loud noise"	3	50%	5	50%
Sometimes painful stimuli such as bruises, cuts, and injections evoke no reaction	9	90%	1	10%
Often will not blink when bright light is directed toward eyes	9	90%	1	10%
Covers ears at many sounds	9	90%	1	10%
Squints, frowns, or covers eyes when in the presence of natural light	3	30%	7	70%
Frequently has no visual reaction to a "new" person	9	90%	1	10%
Stares into space for long periods of time	2	20%	8	80%

This table (2) clarified that sensory behavior; showed highest percentage for behavior Stares into space for long periods of time, response with no were (80%) however the highest percentage for sensory behavior frequently has no visual reaction to a "new" person, Covers ears at many Sounds and Often will not blink when bright light is directed toward eyes, response with yes respectively were (90%).

Table (3): Number and percentage distribution of relating behavior of the child according to ABC scale.

Relating behavior of the child	Number of child =10			
	yes		no	
	no	%	no	%
Frequently does not attend to social/environmental stimuli	7	70%	3	60%
Has no social smile	8	80%	2	20%
Does not reach out when reached for	8	80%	2	20%
Not responsive to other people's facial expressions/feelings	7	70%	3	30%
Actively avoids eye contact	9	90%	1	20%
Resists being touched or held	4	40%	6	50%
Is flaccid when held in arms	5	50%	5	50%
Is stiff and hard to held	4	40%	6	60%
Does not imitate other children at play	8	80%	2	20%
Has not developed any friendships	4	40%	6	60%
Often frightened or very anxious	7	70%	3	30%
"Looks through" people	8	80%	2	20%

This table (3) showed that relating behavior of the child were highest percentage for no response has not developed any friendships, is stiff and hard to held, and Resists being touched or held respectively were (60%) However the highest percentage for relating behavior respond with yes were actively avoids eye contact (90%).

Table (4) :Number and percentage distribution of boys and object use behavior of the child according to ABC scale

Body and object use behavior	Number of child =10			
	yes		no	
	no	%	no	%
Whirls self for long periods of time	2	20%	8	80%
Does not use toys appropriately	6	60%	4	40%
Insists on keeping certain objects with him/her	7	70%	3	30%
Rocks self for long periods of time	0	0	10	100%
Does a lot of lunging and darting	8	80%	2	20%
Flaps hands	9	90%	1	10%
Walks on toes	0	0	10	100%
Hurts self by banging head, biting hand, etc…	1	10%	9	90%
Twirls, spins, and bangs objects a lot	3	30%	7	70%
Will feel, smell, and/or taste objects in the environment	6	60%	4	40%
Gets involved in complicated "rituals" such as lining things up, etc…	6	60%	4	40%
Is very destructive	8	80%	2	40%

This table (4) illustrated that the majority (90%) of behavior body and object use Hurts self by banging head, biting hand, etc, were respond with no respectively, While there was not any child response with yes for the behavior of Rocks self for long periods of time and Walks on toes.

Table (5): Number and percentage distribution of language behavior of the child according to ABC scale.

Language behavior of the child	Number of child =10			
	yes		no	
	no	%	no	%
Does not follow simple commands given once	7	30 %	3	30 %
Has pronoun reversal	1	10 %	9	90 %
Speech is atonal	9	40 %	1	10 %
Does not respond to own name when called out among two others	9	90 %	1	10 %
Seldom says "yes" or "I"	7	70 %	3	30 %
Does not follow simple commands involving prepositions	5	50 %	5	50 %
Gets desired objects by gesturing	9	90 %	1	10 %
Repeats phrases over and over	4	40 %	6	60 %
Cannot point to more than five named objects	3	60 %	7	70 %
Uses 0-5 spontaneous words per day to communicate wants and needs	6	60 %	4	40 %
Repeats sounds or words over and over	4	90 %	6	60 %
Echoes questions or statements made by others	2	20 %	8	80 %
Uses at least 15 but less than 30 spontaneous phrases daily to communicate	3	30 %	7	70 %

This table(5) showed that language behavior of the child the highest percentage for no response were respectively Has pronoun reversal (90%), however the highest percentage for behavior response with yes were Does not respond to own name when called out among two others,etc 90%.

Table (6): Number and distribution of social behavior of the child according to ABC scale.

Social behavior of child	Number of child =10			
	yes		no	
	no	%	no	%
Learns a simple task but "forgets" quickly	7	70 %	3	30 %
Strong reactions to changes in routine/environment	3	30 %	7	70 %
Has "special abilities" in one area of development, which seems to rule out mental retardation	3	30 %	7	70 %
Severe temper tantrums and/or frequent minor tantrums	7	70 %	3	30 %
Hurts others by biting, hitting, kicking, etc…	6	60 %	4	40 %
Does not wait for needs to be met	8	80 %	2	20 %
Difficulties with toileting	8	80 %	2	20 %
Does not dress self without frequent help	5	50 %	5	50 %
Frequently unaware of surroundings, and may be oblivious to dangerous situations	7	70 %	3	30 %
Prefers to manipulate and be occupied with inanimate things	8	80 %	2	20 %
A developmental delay was identified at or before 30 months of age	10	100%	0	0

Regarding to social behavior of the child this table showed that the highest percentage for no response were have "special abilities" in one area of development, which seems to rule out mental retardation and Strong reactions to changes in routine/environment respectively were (70%), however the highest percentage for behavior response with yes were a developmental delay that identified at or before 30 months of age was (100%).

Table (7): Number of Sessions showing child's response attention toward low and high technology

Number of Session	No response		Aid of teacher		Simple response		Complete response	
	No	%	No	%	No	%	No	%
1-10 session	3	30%	0	0	0	0	0	0
11-20 sessions	6	60%	1	10%	0	0	0	0
21-30 Sessions	1	10%	7	70%	6	60%	0	0
31-40 sessions	0	0	2	20%	3	30%	2	20%
total	10	100%	10	100%	9	90%	2	20%

This table clarified that the highest percentage of no response regarding attention were 60% between sessions 11-20. As regarding response of aid the result showed that the highest Percentage was 70% between sessions (21-30) regarding simple Responses the highest percentage of response between sessions (21-30) were 60%.

Table (8): Number of sessions showing the response to a command toward low and high technology.

Number of session	No response		Aid of teacher		Simple response		Complete response	
	NO	%	NO	%	NO	%	NO	%
1-10 session	7	70%	5	50%	1	10%	1	10%
11-20 session	3	30%	2	20%	4	40%	4	40%
21-30 session	0	0	2	20%	4	40%	2	20%
31-40 session	0	0	1	10%	1	10%	0	
total	10	100%	10	100%	10	100%	7	70%

In relation to number of sessions of no response, this table showed that, the highest percentage was 70% between Sessions of (1-10). Regarding to aid of the teacher the lowest percentage were between sessions of (31-40) while the highest percentage were 50% between. Sessions of (1-10). Regarding simple response of child the highest percentage Were between sessions of (11-20) and (21-30). Also this table showed that (70%) of children were complete respond to behavior of follow command.

Table (9): Number of Sessions showing response to self care toward low and high technology.

Number of session	No response		Aid of teacher		Simple response		Complete response	
	No	%	No	%	No	%	No	%
1-10 session	1	10%	0	0	0	0	0	0
11-20 session	9	90%	0	0	0	0	0	0
21-30 session	0	0	8	80%	8	80%	0	0
31-40 session	0	0	2	20%	2	20%	0	0
total	10	100%	10	100%	10	100%	0	0

In relation to number of sessions to self-care, this table showed that, the highest percentage of no response was 90% between Sessions of (11-20). Also this table showed that, the highest percentage was 80% between sessions of (21-30) regarding to aid of the teacher &simple Response of the child.

Table (10): Number of Sessions showing response to atonal speechtoward low and high technology .

Number of session	No response		Aid of teacher		Simple response		Complete response	
	NO	%	NO	%	NO	%	NO	%
1-10 session	2	20%	0	0	0	0	0	0
11-20 sessions	6	60%	2	20%	0	0	0	0
21-30 Sessions	2	20%	7	70%	7	70%	0	0
31-40 sessions	0	0	1	10%	2	20%	0	0
total	10	100%	10	100%	9	90%	0	0

As shown in table (10) the highest percentage were 60% between sessions of (11-20) regarding to number and percentage of sessions of no response. Also showed that, the highest percentage were 70% between sessions of (21-30) regarding to aid of the teacher and simple response.

Table (11): comparison between low and high type of technology regarding demographic data

Socio-demographic data	Low technology (n=6)		High technology (n=4)		X^2	p-value
	no	%	no	%		
Sex *male *female	4 2	66.7% 33.3%	3 1		0.08	>0.05
Type of technology *school *institute	5 1	83.3% 16.7%	2 2		1.27	>0.05
Mother education *illiterate *primary education *secondary education *university and above	5 0 1 0	83.3% 0 16.7% 0	0 1 1 2		6.67 1.67 0.1 3.75	<0.05 >0.05 >0.05 >0.05
Age of child (x±sd)	8.5±0.84		7.75±0.96		1.32	>0.05
Age of mother (x±sd)	26.33±2.16		24.75±2.06		1.16	>0.05

In relation to the effect of low and high type of technology on behavior of autistic child regarding socio-demographic data, as cleared in table (11) there is no significant difference (p>0, 05) between sex, type of school, Age of children, age of mother and low and high type of technology, while their was statistical significant difference (p<0, 05) between illiterate mothers among low technology than high technology.

Table (12): Number and percentage of type of technology.

Type of technology	No of children =10	
	no	%
Low Tech (Photo,Albums)	6	60%
High tech (Radio,Video, Computer)	4	40%

In relation to type of technology, the majority (60%) used photo and Albums, while (40%) used radio, video and computer.

Table (13): Relation between the use of low and high technology regarding number of sessions used for grasp child attention.(n=10)

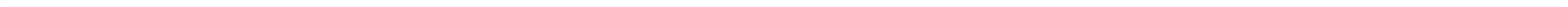| Numbers of sessions	Low technology=6 children								High technology= 4 children							
	No response		Aid of teacher		Simple response		Complete response		No response		Aid of teacher		Simple response		Complete Respo	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1-10 sessions	0	0	0	0	0	0	0	0	3	75%	0	0	0	0	0	0
11-20 sessions	5	83%	0	0	0	0	0	0	1	25%	1	25%	0	0	0	0
21-30 sessions	1	16.7%	4	66.6%	3	50%	0	0	0	0	3	75%	3	75%	0	0
31-40 sessions	0	0	2	33.3%	2	33.3%	0	0	0	0	0	0	1	25%	2	50%
Total	6	100%	6	100%	5	83.3%	0	0	4	100%	4	100%	4	100%	2	50%
X^2	10,0		2,22		4,28		0		10,0		2,22		4,28			
p-value	>0.05								>0.05							

Table (14): Relation between the use of low and high technology regarding number of sessions used for teaching follow command of the child.(n=10)

Numbers of sessions	Low technology=6 children								High technology= 4 children							
	No response		Aid of teacher		Simple response		Complete response		No response		Aid of teacher		Simple Response		Complete Response	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1-10 sessions	3	50%	1	16.7%	0	0	0	0	4	100%	4	100%	1	25%	1	25%
11-20 sessions	3	50%	2	33.3%	1	16.7%	1	16.7%	0	0	0	0	3	75%	3	75%
21-30 sessions	0	0	2	33.3%	4	66.6%	2	33.3%	0	0	0	0	0	0	0	0
31-40 sessions	0	0	1	16.7%	1	16.7%	0	0	0	0	0	0	0	0	0	0
Total	6	100%	6	100%	6	100%	3	50%	4	100%	4	100%	4	100%	4	100%
X^2	7.92		7.22		5.83		7.0		7.92		7.22		5.83		7.0	
p-value	>0.05								>0.05							

Table (15): Relation between the use of low and high technology regarding number of sessions used for teaching self care.(n=10)

Numbers of sessions	Low technology=6 children								High technology= 4 children							
	No response		Aid of teacher		Simple response		Complete response		No response		Aid of teacher		Simple response		Complete Response	
	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%
1-10 sessions	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
11-20 sessions	6	100%	0	0	0	0	0	0	3	75%	0	0	0	0	0	0
21-30 sessions	0	0	4	66.6%	4	66.6%	0	0	0	0	4	100%	4	100%	0	0
31-40 sessions	0	0	2	33.3%	2	33.3%	0	0	0	0	0	0	0	0	0	40
Total	6	100%	6	100%	6	100%	0	0	4	100%	4	100%	4	100%	0	0
X^2	5.83		5.14		7.92		0		5.83		5.14		7.92		0	
p-value	>0.05								>0.05							

Table (16) : Relation between the use of low and high technology regarding number of sessions used for teaching atonal speech of the child.(n=10)

Numbers of sessions	Low technology=6 children								High technology= 4 children							
	No response		Aid of teacher		Simple response		Complete response		No response		Aid of teacher		Simple response		Complete Response	
	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%
1-10 sessions	1	16.7%	0	0	0	0	0	0	1	25%	0	0	0	0	0	0
11-20 sessions	3	50%	1	16.7%	0	0	0	0	3	75%	1	25%	0	0	0	0
21-30 sessions	2	33.3%	4	66.6%	3	50%	0	0	0	0	3	75%	4	100%	0	0
31-40 sessions	0	0	1	16.7%	2	33.3%	0	0	0	0	0	0	0	0	0	0
Total	6	100%	6	100%	5	83.3%	0	0	4	100%	4	100%	4	100%	0	0
X^2	10.0		4.44		6.3		0		10.0		4.44		6.3		0	
p-value	>0.05								>0.05							

Table (17): responses of the studied subjects uses technology .(n=10)

PARAMETER	NO	%
Child attention		
• no response of the child	10	100%
• response with aid of the teacher	10	100%
• simple response	9	90%
• complete response	2	20%
Following simple commands		
• no response of the child	10	100%
• response with aid of the teacher	10	100%
• simple response	10	100%
• complete response	7	70%
Self -care of the child		
• no response	10	100%
• response with aid of the teacher	10	100%
• simple response	10	100%
• complete response	1	10%
Child Atonal Speech		
• No response	10	100%
• Response with aid of the teacher	10	100%
• Simple response	9	90%
• Complete response	0	0

As illustrated in table (17) regarding frequency distribution of attention and response, it was found that the highest value were (100%) of children in the beginning of session were no response with attention while less than one third (20%) of them were. Complete response at the end of session .The study also showed that one Hundred of children were no response to follow command at the beginning Of session and about two third (70%) of the children were complete response to follow command at the end of session. The table also showed that one hundred of children Were no response at the beginning of session regarding development of self care and atonal Speech, while at the end of Sessions (90%) of children received simple response for atonal speech.