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## FINDINGS

**Followings are the summary of the overall findings of the study:**

1. Awareness of assistive technology of teachers (special educators) ranges between average level and high level, with majority of them having high level of awareness. 1.1. Level of awareness among Male teachers about Assistive technology is found higher as compare to female teachers.

2. Among low-tech AT devices for students with autism spectrum disorder, the following are available in some of the sampled schools: visual schedules, audio recorders, raised line paper, timer and workbook. Work book and timer are the low-tech AT devices which are available adequately or inadequately in majority of schools.

3. Extent of use of AT devices was categorized into three categories: large extent, some extent and not at all.

4. Among five levels: Advanced, Proficient, Basic, Entry and Negligible competency of special educators in using assistive technology range between Advanced level and Entry level with majority of them possessing 'Basic level' of competence.

5. Teachers (special educators) were found to have either positive or indifferent attitude towards assistive technology (AT), with majority of them having indifferent attitude.

6. Almost all the children with special needs (CWSN) were found to have positive attitude towards assistive technology (AT), whereas very few having an indifferent attitude.

7.
   a) In order to find problems faced by teachers (special educators) a focus group discussion with them was held.

In relation to (i) teachers remarked that:

- They use low-tech devices almost every day.

- They were unable to use AT with their students due to the high cost of certain AT devices.

- Most of participants reported that there was a lack of devices they required.
- There was inadequate or no guidelines for them on how to use certain AT devices in the classroom.
- Using AT in the classroom requires additional time and effort, which making it difficult to use assistive technology at time.

b) Finding regarding the problems faced by students while using assistive technology in their learning

Following issues were discussed in the focus group discussion with CWSN.

    i. Access and availability of AT devices.

    ii. Barriers in using AT devices.

In relation to (i) students remarked that:

➢ Assistive technologies mid-tech and high-tech are available in the school in limited quantity. As a result, students are unable to access them. Many schools have either one or very few set of different devices and they are kept for demonstration only.

➢ There is a lack of special educationist in technology in the field of assistive technology. They said that their schools have some AT devices but no suitable 'special educationist in technology' are available.

➢ Financial constraint was the second most common barrier. Most of the students reported that they could not use high-tech AT devices such as- Braille typewriter, hearing aids, talking electronic dictionary, alternative and augmentative communication etc because of unaffordability. They reported that ATs are available but in limited number, thus all students do not get opportunity to make use of it.

During the discussion of (ii) above, following points emerged:

➢ Many of the sampled students reported that there is non-availability of AT devices and financial barriers faced by them who knew about assistive technologies but were not using them.

c) Lack of training for using AT devices.