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**PROBLEMS FACED BY SPORTS INSTRUCTORS WORKING IN AUTISM
SPORTS CLUBS**

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Abstract: In recent studies, the positive contributions of physical activity, physical education and sports to the lives of individuals with special needs are frequently mentioned. The presence of trainers and physical education teachers who conduct these activities for individuals with special needs is as important as physical activity, physical education and sports. Considering the difficulty of the education process of individuals with special needs compared to the education process of other individuals, it is thought that educators face relatively more various problems in the education process. From this point of view, the aim of this research is to examine the problems faced by trainers working in autism sports clubs. The qualitative research method was used in the research. 17 trainers working in autism sports clubs participated in the research voluntarily. Data were collected by semi-structured interview technique. The content analysis method was used in the analysis of the data. The reliability of the study was calculated using the Miles and Huberman (1994) formula and it was found that a consensus of 77% was achieved. In line with the answers given by the participants, three themes have reached the headings of family, children and society's prejudice about autism. Under the theme of family, 'insecurity, inadequacy in education, ignorance about autism, intrusive attitude, not accepting autism, non-cooperation and lack of communication', under the theme of children 'aggressive behavior and varying negative behaviors', under the theme of society's prejudice about autism 'insensitivity, autism-related 'ignorance and discrimination' codes have been reached. As a result, it can be said that the problems faced by the participants are based on three different sources: family, child and society's prejudice about autism. Depending on these results, it can be said that making families more conscious and environmental regulations will be effective in minimizing the problems faced by educators.

Key Words: Autism spectrum disorder, sports club, trainer, family, individual with special needs

**OTİZM SPOR KULÜPLERİNDE GÖREV YAPAN SPOR EĞİTMENLERİNİN
KARŞILAŞTIKLARI PROBLEMLER**

Öz: Son zamanlarda yapılan çalışmalarla fiziksel aktivite, beden eğitimi ve sporun özel gereksinimli bireylerin hayatına sağladığı olumlu katkılar sıklıkla dile getirilmektedir. Fiziksel aktivite, beden eğitimi ve spor kadar bu aktiviteleri özel gereksinimli bireylere yaptıran antrenör ve beden eğitimi öğretmenlerinin varlığı da önem arz etmektedir. Özel gereksinimli bireylerin eğitim sürecinin diğer bireylerin eğitim sürecine göre zorluğu göz önüne alındığında, eğitimcilerin eğitim sürecinde nispeten daha çeşitli problemlerle karşılaştıkları düşünülmektedir. Buradan hareketle, bu araştırmanın amacı otizm spor kulüplerinde çalışan eğitimcilerin karşılaştıkları problemlerin incelenmesidir. Araştırmada nitel araştırma yöntemi kullanılmıştır. Araştırmaya otizm spor kulüplerinde görev yapan 17 eğitimci gönüllü olarak katılmıştır. Veriler yarı yapılandırılmış görüşme tekniği ile toplanmıştır. Verilerin analizinde içerik analizi yöntemi kullanılmıştır. Araştırmanın güvenilirliği Miles ve Huberman (1994) formülü kullanılarak hesaplanmış ve %77 oranında görüş birliği sağlandığı bulunmuştur. Katılımcıların verdiği cevaplar doğrultusunda aile, çocuk ve toplumun otizm konusundaki ön yargısı başlıkları altında üç temaya ulaşılmıştır. Aile teması altında 'güvensizlik, eğitimde yetersizlik, otizme dair bilgisizlik, müdahaleci tavır, otizmi kabullenmeme, iş birliğinde bulunmama ve iletişimsizlik', çocuk teması altında 'saldırgan davranış ve değişkenlik gösteren olumsuz davranışlar', toplumun otizm konusundaki ön yargısı teması altında 'duyarsızlık, otizme dair bilgisizlik ve ayrımcılık' kodlarına ulaşılmıştır. Sonuç olarak, katılımcıların karşılaştıkları problemlerin aile, çocuk ve toplumun otizm konusundaki ön yargısı olmak üzere üç farklı kaynak temelli olduğu söylenebilir. Bu sonuçlara bağlı olarak, ailelerin daha bilinçli hale getirilmesi ve çevresel olarak yapılacak düzenlemelerin eğitimcilerin karşılaştıkları problemleri minimize etmede etkili olacağı söylenebilir.

Anahtar Kelimeler: Otizm spektrum bozukluğu, spor kulübü, eğitimci, aile, özel gereksinimli birey.

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INTRODUCTION

Although the French scientist Jan Itard and the English scientist Jon Haslam first examined the autism spectrum disorder in detail in the 1700s and called individuals with autism 'different people' without making any diagnosis (Geschwind and et al., 1998), the word autism is the Greek self. It is derived from the word 'otos' meaning self and was first used by the Swedish scientist Eugen Bleuler in 1910 for people who isolate themselves from the outside world (Bleuler, 1951; Atabaşoğlu, 2020).

Scientist Leo Kanner wrote his first article on pediatric patients in 1938, and in the following years he added new articles to his articles stating that he had other patients who were similar to this patient. He used the word 'autism' for his patients with this type of trait, stating that despite the fact that he did not have the ability to dream, he had repetitive behaviors and a delay in speaking skills (Kanner, 1943; Susuz and Doğan, 2020).

Autism spectrum disorder, which was initially defined as childhood schizophrenia, is also defined as a childhood neurodevelopmental disorder. In addition to being a clinical diagnosis class of autism spectrum disorder, inadequacy in social interaction and communication, speaking skills, stereotypical behavioral disorders, repetitive behaviors, overreaction to sensory stimuli, etc. in individuals with autism spectrum disorder. Also known as chronic neurodevelopmental disorder (APA, 2013).

In Turkey, for the first time Prof. Dr. Mualla Öztürk conducted research on autism spectrum disorder and later continued her research and established a special treatment and research center for individuals diagnosed with autism spectrum disorder in 1998. The aim of this center, which also provides education, practice and research opportunities to individuals working with children with autism spectrum disorder; is to deal with the treatment and education of children with autism spectrum disorder by making examinations, examinations and evaluations. (Autism in Turkey, 2015). Although there is no direct information about the numerical data of individuals with autism spectrum disorder in our country, it is thought that approximately 550 thousand individuals with autism spectrum disorder live in our country in line with previous studies. It is estimated that approximately 140 thousand of these individuals are children between the ages of 0 and 14 with autism spectrum disorder. (Ministry of Family and Social Policies, act. Fixtures, 2021).

Autism spectrum disorder is a highly complex neurodevelopmental disorder that is thought to occur due to different reasons in the first three years of childhood, manifests as limitations and inadequacy in children's communication and social skills, and presents with repetitive obsessive behaviors. (Sarol and Çimen, 2013).

Autism spectrum disorder is an advanced developmental disability that is detected at birth or in early childhood, affects the lives of individuals negatively, causes difficulties in establishing social relationships, has difficulty in communicating due to delay in language development, and is manifested frequently by negative social behaviors. (Autism Spectrum Disorder Educational Book, 2021).

Although individuals with autism spectrum disorders are frequently encountered in our society, the idea that individuals with autism spectrum disorders are mentally disabled is predominant. However, autism spectrum disorder; It is defined as lifelong inadequacy and difficulty in social and communication skills in individuals with autism spectrum disorder, so they should not be

equated with individuals with intellectual disabilities. These individuals; Since they are equated with individuals with intellectual disabilities, the education given to these individuals should be on how to use the information appropriately throughout their lives rather than teaching them. (Bodur and Soysal, 2004; Cebeci and Kanbař, 2011, as cited in, Demirbař, 2021).

In recent years, there has been an increase in the incidence of autism spectrum disorder due to the development of medicine, increasing awareness and changing the diagnostic criteria for autism spectrum disorder. With the increase in the incidence of autism spectrum disorder, educational methods have started to be used for treatment purposes as well as alternative medical methods. (Akçamete, 2009).

Education has an important place for individuals with disabilities (Norman, 2020). Like every disabled child, children with autism spectrum disorders also have the right to education, and education has the same importance for individuals with autism spectrum disorders. It is important for the development of children that the education to be applied to children diagnosed with autism spectrum disorder should be planned intensively and continuously, and that there are clear and regular programs especially enriched with games. (Akçamete, 2009).

The skills that are desired to be acquired by individuals during education can be provided in different fields. Physical activity and physical education and sports are also included in these fields (Ünal, 1996). The positive effects of physical activity and physical education and sports on people are known by everyone. Such activities especially support individuals with special needs to control their negative social behaviors, integrate them with society, and adapt to life by struggling with the difficulties they encounter. (Karakař and et al., 2016; Kınalı, 2003).

In recent studies, the positive contributions of physical activity, physical education and sports to the lives of individuals with special needs are frequently mentioned. It is educationally important for individuals with special needs to carry out physical activity activities accompanied by trainers. At this point, the presence of trainers and physical education teachers who make these activities available to individuals with special needs is as important as physical activity and physical education sports (Korkut, 2020). Considering the difficulty of the education process of individuals with special needs compared to the education process of other individuals, it is thought that educators face relatively more various problems in the education process. From this point of view, it is aimed to reveal the problems faced by sports trainers working in autism sports clubs in this study.

METHOD

In this section, the design of the research, study group, data collection, data analysis, data interpretation, validity and reliability information are given. For this study, permission was obtained from the Ethics Committee of Düzce University, dated 21.05.2021 and numbered 2021/159.

Research Model

This research was carried out with the qualitative research method, which is frequently used in research in the field of social sciences and educational sciences and allows detailed data to be collected from the selected study group (Yıldırım and Şimşek, 2016). In the research, the case study method, which is one of the qualitative research methods, was used. Case study refers to the investigation of a situation in real life, current context or setting (Yin, 2009, as cited in., Creswell, 2020, p. 98). The purpose of case studies is to reveal the results related to a certain situation and it is expected that the results obtained regarding a situation will create examples

and experiences for understanding similar situations (Yıldırım and Şimşek, 2016). For this reason, this research was conducted as a case study in order to set an example for similar situations.

Sample

In this study, the study group was determined in accordance with the criterion sampling technique, taking into account the people with the qualifications required by the research problem. Participants who voluntarily agreed to participate in the research, who worked in the autism sports club, and who graduated from the faculty of sports sciences were included. The basic understanding of criterion sampling is to study all situations that meet a predetermined set of criteria (Yıldırım and Şimşek, 2016, p. 122). In the participants included in the research, gender, department from which they graduated, the city they work in and their working time were taken into consideration. 17 educators who met the criteria participated in the study voluntarily. The descriptive information of the participants is given in Table 1.

Table 1. Identifiable information of participants

Participants	Gender	Department graduated from	Institution they work for	Work city	Operation time
P 1	Female	Coaching Education	Private Autism Sports Club	Düzce	1,5 mth.
P 2	Female	Coaching Education	Private Autism Sports Club	Düzce	1 mth.
P 3	Male	Coaching Education	Private Autism Sports Club	Düzce	6 years
P 4	Male	Physical Education and Sports Teaching	Private Autism Sports Club	Düzce	4 mth.
P 5	Male	Physical Education and Sports Teaching	Private Autism Sports Club	Düzce	20 years
P 6	Male	Physical Education and Sports Teaching	Private Autism Sports Club	Düzce	4 mth.
P 7	Male	Physical Education and Sports Teaching	Private Autism Sports Club	Düzce	6 years
P 8	Male	Physical Education and Sports Teaching	Private Autism Sports Club	Düzce	6 years
P 9	Male	Physical Education and Sports Teaching	Private Autism Sports Club	İstanbul	6 years
P 10	Male	Physical Education and Sports Teaching	Private Autism Sports Club	İstanbul	4 years
P 11	Female	Physical Education and Sports Teaching	Private Autism Sports Club	İstanbul	3 mth.
P 12	Male	Coaching Education	Private Autism Sports Club	İstanbul	6 years
P 13	Female	Coaching Education	Private Autism Sports Club	İstanbul	4 years
P 14	Female	Physical Education and Sports Teaching	Private Autism Sports Club	İstanbul	1 year
P 15	Female	Physical Education and Sports Teaching	Private Autism Sports Club	İstanbul	3 mth.
P 16	Male	Physical Education and Sports Teaching	Private Autism Sports Club	İstanbul	11 years
P 17	Female	Physical Education and Sports Teaching	Private Autism Sports Club	Düzce	7 years

Nine of the participants work in the Autism sports club in Düzce and 8 in Istanbul, and the working period in the autism sports club is determined as minimum 1 month and maximum 20 years. 59.82% (n= 10) of the participants are male, 41.18% (n=7) are female.

Data Collection Tools and Data collecting

In this study, personal information form and semi-structured interview form were used to collect data. The interview questions were prepared by taking into account the literature and the research problem. One of the interview questions included in the interview form is: What are the problems you face while working in the autism sports club?

During the data collection process, semi-structured interviews were conducted and transcribed by the first researcher. The researcher who conducted the interviews conducted the interviews online using the Zoom application since there were participants from two different cities and the pandemic conditions were taken into account. A total of seventeen participants were interviewed in August and October 2021, and the data collection process was terminated when it was determined that data saturation was achieved.

The recorded interviews were then listened to again by the researcher and transcribed as a word file. The audio recordings transferred to the text were subjected to content analysis manually

by two researchers who are experts in their fields. The audio recordings transferred to the text were subjected to content analysis by two researchers who are experts in their fields. After conceptualizing the obtained data by subjecting it to a deep processing, the association process is called content analysis (Yıldırım and Şimşek, 2016). The interviews lasted an average of 20 minutes. The transcribed data were shared with the participants and the analyzes were started after getting their approval (Member check).

Analysis of Data

The analysis of the data collected in this research was carried out with content analysis by two instructors who are independent of each other and who are experts in their fields, in 4 stages: coding, determining the themes, organizing the codes and themes, and defining and interpreting the findings.

Validity and Reliability

While reporting the data collected in the research, quoting the answers of the participants and presenting the quotations in their original form is one of the issues that make the validity of the research important (Yıldırım and Şimşek, 2016). In the findings section of the research, it is aimed to ensure the validity of the research by including the original quotations of the answers given by the participants. The analysis of the research data was conducted independently by two different instructors who are experts in the field; 1) Coding, 2) Identifying themes, 3) Editing codes and themes and 4) It was carried out in 4 stages, namely the definition and interpretation of the findings. The reliability of the research, Miles ve Huberman'ın (1994) Reliability = (Agreement) : (Agreement + Disagreement) X 100 has been tried to be calculated with the formula. Reliability calculations over 70% are considered reliable for research. As a result of the reliability calculation, the reliability of the research was calculated as 77% and the validity and reliability calculation of the research was carried out using the Huberman formula.

RESULTS

In this study, it was aimed to reveal the problems faced by sports trainers working in autism sports clubs. For this purpose, a total of 17 people, 5 of whom graduated from the Department of Coaching Education of universities, and 12 of whom graduated from the Department of Physical Education and Sports, who worked in autism sports club and graduated from the university, were included in the study voluntarily. The findings of the demographic information of the participants obtained as a result of the interviews are given in Table 2.

Table 2. Themes, codes and participants opinions

Theme	Codes	Participant
Family	Insecurity	P1, P2, P5, P16, P17
	In education insufficiency	P3, P5, P7, P8, P9, P12, P13, P17
	Ignorance about autism	P4, P10, P13, P17
	Intrusive Attitude	P4, P5, P11, P13,
	Not Accepting Autism	P6, P17
	Non-cooperation	P5, P7, P8, P9, P12,
	Miscommunication	P3, P5, P7
Child	Aggressive behavior	P1, P6, P11, P14
	Variable negative behaviors	P11, P15
Society's prejudice about autism	Insensitivity	P8
	Ignorance about autism	P8, P10
	Segregation	P12

Three themes were reached under the headings of family, children and society's prejudice about autism. Under the theme of family, the codes of 'insecurity, inadequacy in education, ignorance

about autism, intrusive attitude, not accepting autism, non-cooperation and lack of communication' were reached. The codes of "aggressive behavior and variable negative behaviors" were reached under the theme of the child. Under the theme of society's prejudice about autism, the codes of "insensitivity, ignorance about autism and discrimination" were reached.

Family

According to the participants, the most basic problem they experience is related to the approaches of families. The main findings of this theme are the negative beliefs of the families towards the education style of the trainers, their high expectations from their children's sports training, and the failure to meet the expectations of the coaches for the practices they want from the families. Some of the answers given regarding the theme of 'family' within the scope of the research findings are given below;

P1: '... they don't trust us, they think we use violence when we raise our voices against children, but we approach it as education' (Insecurity)

P16: '... The problems I usually face are the things we believe about the child, the parents thinking that the child will never succeed. I would say to be let down by the family when we set out on a road.' (Insecurity)

P3: '... we have problems with transferring the work to families and wanting it to be done at home.' (In education insufficiency)

P9: '... individuals with autism have generalization problems to a large extent, and they can exhibit different behaviors in their own field, in the education we give in the institution, at home or at home. I think this is about habits, about family, that is, about not being able to form a whole.' (In education insufficiency)

P12: '... I see the most important problem as the family factor because no matter how much we intervene in certain problems and certain stereotypical behaviors in the institution, we do not make much progress unless the family supports this process at home in other social areas we have determined.' (In education insufficiency)

P4: '... he thinks he has a lot of knowledge, but he is teacher X, for example, he has a lot of say in physical education, so we have some difficulties. ' (Ignorance about autism)

P5: '...our biggest problem is of course that families cannot support the studies.' (Ignorance about autism)

In addition, the fact that families do not have enough information about educational approaches to their children with autism and that they interfere with the coach from time to time with their own wrong information are among the problems faced by the coaches:

P11: '... it was one of the biggest problems that the families of the students intervened in every lesson and event.' (Intrusive Attitude)

P13: '... they have a child with autism, but they do not know how to approach their children or with which methods they can raise them to a better level, and as they do not know, they also put pressure on their teachers towards this style.' (Intrusive Attitude)

P17: '... there were cases where we could not develop the child due to the parent's refusal to accept the child while the child was going to progress.'(Not accepting autism)

One of the issues that the trainers have problems with is that the families do not cooperate with the trainers in the sports education of the children:

P7: '... we sometimes have demands from the family in the work we do, as they do from us, these demands are sometimes not met from both sides.' (Non-cooperation)

P8: '... we face many problems, not one, but the problem I should mention the most is that I complain that the education we provide here with parents is not coordinated.' (Not cooperating)

P3: '... we have problems with starting communication with families, transferring the work done at work to them and asking them to do this at home.'(Miscommunication)

Child

Another problem faced by the coaches we interviewed is related to the symptoms of autism. For example, these problems include children having a crisis or a tantrum, physical violence during this crisis, difficulties in expressing their emotions, and coaches having trouble understanding their emotions. Within the scope of the research findings, some of the answers given about the child theme are given below;

P1: '... the student has a temper, hitting, and violence at work, I have a lot of trouble to calm down when I encounter these behaviors. (Aggressive behavior)

P14:'... my student's moments of crisis, the situation he experienced in those moments, the fact that I was with him at that moment, that I lived with him, frankly affected me a lot.' (Aggressive behavior)

P15: '... whatever happens, that child has a crisis or what he is happy about, what he is upset about, it is very difficult to solve them at first.' (Variable negative behaviors)

P11: '... I had difficulties in crisis resolution, I had problems while trying to correct sudden changes in the student and new obsessions that emerged.' (Variable negative behaviors)

Society's prejudice about autism

Among the problems experienced by the coaches regarding their profession are the lack of awareness of autism in the society and the prejudiced behavior of people in social/public environments where children with autism enter. Some of the answers given regarding the theme of 'Society's prejudice about autism ' within the scope of the research findings are given below;

P8: '... the environment is very insensitive about autism, our awareness is very low, no one knows about autism.' (Insensitivity)

P10: '... the society's lack of knowledge about autism and the society's inability to accept such individuals for some reason.' (Ignorance about autism)

P12: '... when we go to any playground, when we go to any social area, those divisive glances on our children are the problems we encounter.' (Segregation)

DISCUSSION AND CONCLUSION

In this study, it was aimed to reveal the problems faced by sports trainers working in autism sports clubs. In line with this purpose, three themes were reached under the headings of family, children and society's prejudice about autism in the answers given by the participants to the research question "What are the problems you encounter while working in the autism sports club?" Under the theme of family, the codes of 'insecurity, inadequacy in education, ignorance about autism, intrusive attitude, not accepting autism, non-cooperation and lack of communication' were reached. The codes of "aggressive behavior and variable negative behaviors" were reached under the theme of the child. Under the theme of society's prejudice about autism, the codes of "insensitivity, ignorance about autism and discrimination" were reached.

Discussing the findings of the theme of family

When the literature is examined, it is seen that there are studies conducted in the country and abroad on the subject. It is seen that there are similar results in the literature regarding the theme of the research, 'family'. Studies have shown that families do not support students (Uyanık and Sarı, 2021), their knowledge about autism is limited, they have an indifferent attitude and do not cooperate (Akçin and et al., 2014), and they do not accept that their children are individuals with autism (Dere, 2009). In a similar study, Zülkar et al. (2021) stated that the suspicion of families about their children's exposure to abuse damaged their trust in educational institutions. In a study conducted with teachers working with students with autism spectrum disorder, it was reported that there were problems in creating an inclusive learning environment due to the parents of the students (Lindsay and et al., 2013). Looking at the studies, it is seen that in similar studies on the subject, students with autism spectrum disorder and educators who work with them include problems arising from the family among the problems they encounter during the education process. From this point of view, it can be said that the researches and the results of the current research show parallelism. In the current study, the participants also stated that the families' knowledge level about autism spectrum disorder is not sufficient, they are not supportive in cooperation with educators, their level of trust in educators and educational institution is not high, and they tend not to accept that their children are individuals with autism spectrum disorder.

In another study, Kılıç (2020) conducted a study on the problems experienced by teachers working with children with special needs. concluded that they had no awareness. The results of this study seem to be similar to the present findings. In line with the answers given by the participants in the current study, it can be said that the findings of 'insecurity, inadequacy in education, ignorance about autism, intrusive attitude, refusal to accept autism, non-cooperation and lack of communication' under the theme of family overlap. This may be due to the concerns of parents about the future of their children. This idea is supported by the result of Ercan et al.'s (2019) study that most families are worried that their children will be left alone and unsupported after their death.

Karasu and Mutlu (2014) emphasized in their research that families with children with special needs are not aware of their responsibilities, but their expectations from their children and teachers are disproportionate, and communication disorders between teachers and families cause significant problems. The results of this research show parallelism with the findings of the current research. It is observed that when families with children with special needs learn that their children have special needs, the flow of their lives becomes different, they change their goals for their children who were born or will be born with disabilities, they postpone their wishes or cancel them completely. This situation can cause negative interaction and communication in both family and social lives (Özşenol and et al., 2003). In order for children

with autism spectrum disorder to receive an effective education, families are expected to support the education given in education centers or clubs at home. In a study that supports this expectation, Delmolino and Harris (2012) observed that when families are trained for autism education, effective results are seen in the education of children with autism spectrum disorders. In this regard, it can be said that providing training for families can be an effective solution for minimizing family-related problems, one of the problems faced by educators in the education of individuals diagnosed with autism spectrum disorder.

Discussing the findings of the child theme

Another finding of the present study is that there are problems arising from the child diagnosed with autism spectrum disorder. Educators have expressed the opinion that besides the aggressive behavior of the children, they also display varying negative behaviors and this situation creates problems for them in terms of education. One of the negative behaviors observed in individuals with autism spectrum disorder is anger tantrums. Individuals with autism spectrum disorder may exhibit aggression towards themselves and aggression towards their environment during tantrums (Tohum Autism Foundation, 2019). Participants in the study also state that the children they teach exhibit aggressive behavior. When we look at the literature, children with autism spectrum disorder exhibit aggressive behaviors (Farmer & Aman, 2011; Temel and et al., 2017), they have difficulty in adapting their emotional reactions to the social context, and accordingly, they have problems such as getting angry easily, having anger tantrums, and self-harming. It has been reported that they develop negative behaviors and aggressive behaviors (Işık & Turan, 2015), and that they have varying negative behavior problems (Johnson & Myers, 2007; Kılıç, 2020). It is seen that the results of the research in the literature are similar to the findings obtained from the current research. It is impossible to standardize individuals in autism spectrum disorder, and it can be said that each individual has different characteristics or shows similar behaviors (Yaman and et al., 2020). At this point, continuing education of children with autism spectrum disorder in cooperation with family, school and environment may support controlling such behaviors. In addition, considering that each individual with autism spectrum disorder has different characteristics, it is possible to reduce negative behaviors through sports by preparing individualized, individualized coordinated education programs. As a matter of fact, Ustaoglu Hoşver (2020) states that the negative behaviors of children with autism spectrum disorder who participate in the individualized coordinated education program are greatly reduced.

Discussing the findings of the theme of society's prejudice about autism

One of the main problems faced by the participants working with children with autism spectrum disorder is society's prejudice about autism problems. Educators are of the opinion that the insensitive behavior of the environment towards autism spectrum disorder, their lack of knowledge about autism spectrum disorder and their discriminatory attitudes create problems in the education process. When the studies on the subject are examined, it is seen that the environment is insensitive and insensitive towards the behaviors of children diagnosed with autism spectrum disorder (Üstüner Top, 2009), they behave incomprehensibly due to their ignorance (Yüksel and Tanrıverdi, 2019), individuals with autism are excluded from social life. (Burcu, 2007), it is seen that there are studies that have reached the conclusion. At this point, it is clearly seen that the insensitive attitudes of the environment towards autism spectrum disorder create difficulties for both families and educators.

As a result, it can be said that the problems faced by the trainers working in autism sports clubs are gathered around the problems arising from the family, the child himself and the society's prejudice about autism. It is recommended to use education and sports as a tool to minimize these problems. As a matter of fact, it is seen that the problems arising from the family and the

environment are largely due to the lack of information. It can be aimed to raise awareness of autism spectrum disorder and to make family members and citizens more sensitive, thanks to the trainings to be given with the aim of raising awareness of family members and society about autism spectrum disorder. In addition, the importance of sports and movement training in minimizing the problems (aggressive behaviors, tantrums, etc.) arising from the child is one of the points that should be emphasized. Negative behaviors of the child can be minimized by means of sports and movement training. It is recommended that researchers who want to work on a similar subject in the future should present a study in which families with children with autism spectrum disorder and educators who teach children with autism spectrum disorders take part in the same study group from the perspective of both families and educators.

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