TEACHER-CENTERED STRATEGIES IN STUDENT LEARNING: A CASE STUDY FOR STUDENT TRANSITION AT GENIUS KURNIA

Nilam Suhana binti Othman*; Zaliha binti Mamat; Wan Mazian binti Wan Mahmud;
Nur Adia Syafika binti Mohd Noh
GENIUS Kurnia Centre, GENIUS Division, Ministry of Education, MALAYSIA
nilam.suhana@moe.gov.my

ABSTRACT

Inclusion defined as having a full and active part in the life of the mainstream kindergarten or school. The curriculum may be necessary to promote shared learning experiences and social interaction between children with and without disabilities. Children with disabilities need to have readiness to be in an inclusion classroom. Therefore, the purpose of this study was to identify the readiness of the transition class students at GENIUS Kurnia by using a teacher-centered strategy as an intervention. These children need to have the readiness to attend an inclusive education program. Readiness in this study was identified based on 4 domains: attention, problem-solving, language and communication, socio-emotional and behavioral during learning. A case study had been conducted to 7 students at GENIUS Kurnia's transition class that meet the following criteria: the students have attended at least 3 months in the transition class, are able to follow 6 to 10 routine instructions independently, able to sit at a desk for more than 10 minutes independently, showed minimal challenging behaviors and possess skills in pre-academic learning. *Instrument Senarai Semak Kesediaan Inklusif Murid Berkeperluan Khas* adapted from *Garis Panduan Program Pendidikan Inklusif Murid Berkeperluan Khas Kementerian Pendidikan Malaysia*, 2018. 24 items were used in this study together with observations and anecdotal records. Based on the findings, the study samples showed high readiness in the domains of attention and problem solving. A moderate readiness was observed in the language and communication domain as well as the socio- emotional and behavioral domain. In conclusion, teacher-centered strategies used for student transitions at GENIUS Kurnia Centre are proven adaptable. It can be used as a reference for future research topics about learning strategies for special needs students in preparation for the Inclusive Education Program in schools. However, the limitation of this study was the small samples of autism kids with not challenging behavior and already having their early intervention at GENIUS Kurnia for more than a year.

Keywords: Autism, Teacher-centered strategies, Student learning, Inclusive program, Special need education, Early intervention, Child readiness

INTRODUCTION

The prevalence of autism was 3 or 4 in 10,000 children in the early 70s. About 1 in 59 children has been identified with ASD in the United States of America in 2014. South Korea recorded the prevalence rate as 1 in every 38 children. However, Malaysia shows that the prevalence of autism is currently under-diagnosed, and the Ministry of Health (MOH) conducted a study and revealed a rate of 1 case in every 625 births. There has been an increased demand for early intervention programmes throughout the

country and around the world with the increased number of children and individuals with autism. GENIUS Kurnia is the first government-operated early intervention centre for children with autism and their families to counter the early intervention issue in the country (Kamaralzaman, 2019).

The centre started opening in December 2015 at Sentul, Kuala Lumpur and expanded at Putrajaya in February 2020. Early intervention programs and special education is provided to children with autism to prepare them for mainstream schools. The centre offers three programmes such as Early Intervention & Family Support Programme, Daily Programme and Community Education Programme.

Children who enrolled in the Early Intervention & Family Support Program will be given early intervention to prepare them for the Daily Program. The Daily Program has 2 types of classes which are transition classes and pre-school classes. The objective of these classes is to prepare children with autism to enrol in the Inclusive Education Program during standard 1. Intervention is given in the transition classes to prepare their readiness for the preschool classes. Children in the transition classes are toilet trained, able to follow 6 to 10 routine instructions independently, able to sit at a desk independently for more than 10 minutes, show minimal challenging behaviors and possess basic skills in pre-academic learning.

According to the fifth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM- 5), autism spectrum disorder (ASD) is classified in the category of pervasive developmental disorders, autism consists in difficulties of gaining cognitive, linguistic, motor and social skills. The core features of ASD are: persisting deficits of social communication and interaction; restricted and repetitive behaviors, interests and activities (DSM-5, 2013). The effects of ASD and the severity of symptoms are different in each person. Therefore, an intervention was needed in order to maximise their potential. Intervention strategies applied in GENIUS Kurnia incorporate evidence-based practice and naturalistic teaching with the interdisciplinary approach and active participation of parents.

Interventions are designed to incorporate learning opportunities into everyday activities, capitalise on "teachable moments," and facilitate the generalisation of skills beyond the familiar home setting. Intervention approaches for children aged 2 to 3 years need to be developmentally appropriate. We cannot assume that findings from treatment research involving older children with ASD will generalize to infants and toddlers, who differ with respect to the nature of their social relationships as well as their cognitive and communicative processes. Therefore, the teacher- centred strategy was suitable as an intervention to train children with autism for their readiness to inclusion. Comprehensive intervention programs are those that address all of the core symptoms of ASD; thus, they aim to develop social skills and interests, address communication difficulties, and reduce repetitive, ritualistic, or stereotypical behaviours (Rojas-Torres et al., 2020).

A teacher-centered strategy can help children to be in learning groups so that they can work together while the teacher gives tasks to complete. The term "inclusion" may be defined as having a full and active part in the life of the mainstream kindergarten or school, and adaptation of the physical and social environment and the curriculum may be necessary to promote shared learning experiences and social interaction between children with and without disabilities (Qvortrup & Qvortrup, 2018). Teachers play a main role in encouraging children to participate and engage in learning activities with peers and the community. Inclusion is a process of developing new approaches in the curriculum, in order for a child to be a part of a school community and to satisfy his/hers need of belonging. Thus, inclusion means a significant restructuration of public school system, in order for each school to be able to host any type of child (Salceanu, 2020)

In the Pelan Pembangunan Pendidikan Malaysia 2013-2025 (Pre-School to Post-Secondary Education), based on the Salamanca Statement and Framework for Action on Special Need Education (1994) the most high-performing education systems have adopted an inclusive approach for students with special needs. In line with the Article of the Persons with Disabilities Act 2008, it is stated that students with special needs should be given support to help them achieve "full participation and equality in education". Therefore, the Ministry of Education Malaysia is committed to encourage special needs students into the Inclusive Education Programme and increase its overall preparation activities. In the second wave of the plan, the Ministry will enhance early intervention services, add inclusive programs in mainstream preschool environments and improve support services for children with special needs (Kementerian Pendidikan Malaysia, 2013).

Problem Statement

Teachers are key role players in the realization of inclusive education and must enact inclusive teaching. Inclusive teachers can be expected to value learner diversity, to support all learners, work collaboratively with others, and to engage in ongoing professional development. Their effectiveness depends on teacher education, positive attitudes and dispositions, pedagogical skill, understanding of diverse learning needs and self-efficacy (Andrews et al., 2019). This makes additional responsibility to the teacher in handling these students' social, behavioral, and academic needs. Unfortunately, supports are not always in place to ensure that the needs of students with autism are being met appropriately. Many general education teachers are not trained in dealing with students with autism as a result of this lack of teacher knowledge, awareness, and education, students with autism that have no readiness may spend most of their time at school disengaged from learning activities (Andrews et al., 2019). Students with autism have their own challenges in the educational environment due to their spectrum disorder. Therefore, these children need to have the readiness to attend an inclusive education program.

Based on the problems that have been identified, this study was conducted according to the following problem statements:

    a)   Students with autism that have no readiness may spend most of their time at school disengaged from learning activities in mainstream classes in the Inclusive Programme; and

    b)   Teachers in mainstream classrooms are unable to adapt teaching methods and materials based on the abilities of children with autism in the Inclusive Programme.

This study was conducted to identify the readiness of GENIUS Kurnia transition students to attend the Inclusive Education Program. The purpose of this study was to identify the readiness of the transition class students at GENIUS Kurnia by using a teacher-centered strategy as an intervention.

LITERATURE REVIEW

The best special needs education practice in inclusion is to be based on the concept of developing knowledge and understanding that give impact to the individual with special needs. Categorisation may be seen as a tool for understanding children's differences, but the variations themselves may challenge the fundamental concept of inclusion (Hellblom-Thibblin, 2018). It also needs to be based on having clear processes for identifying the individual child's needs and consideration of the developmental areas in which a child will need additional teaching in order to optimize learning opportunities. However, children with autism need strategies that enable them to negotiate the social environment, to communicate their needs and experiences and to understand the communications of other people. Besides that, strategies that have been practiced can enable them to learn with and through peers.

       The success of inclusion programmes depends mostly on teachers' attitudes towards inclusion and professional special education knowledge (Sokal & Sharma, 2017). Inclusion has a high priority in education policy all over the world and teachers must be able to handle in practice increasing student diversity and the demands for creating an inclusive learning environment. There is a lack of research focusing on how those teachers working with inclusion can be supported with more tangible and meaningful ways of understanding and developing inclusive classrooms (Molbaek, 2018).

       The social communication characteristics of students with autism were perceived as having a significant impact on the relationship with teachers and friends in primary and secondary schools. The barrier in communication makes teachers feel disappointed when the instruction given is not clear for students with autism. Teachers also commented on increased demands arising from the difficulties students experienced in generalizing social behaviors across activities and the need to teach these behaviors in relation to each activity (Molbaek, 2018).

       The major barrier in inclusive education was student-specific characteristics. As the core characteristics of students with Autism including difficulties with social interaction and communication,

do present challenges to schools, and teachers report being poorly equipped to provide appropriate adjustments to students. Barriers, difficulties, or concerns related to student characteristics as perceived by parents and teachers have been reported in Australia as well as in other countries. Nevertheless, it is also somewhat concerning that the barriers to inclusion as perceived by interviewees are located in the student, rather than in the difficulties teachers and school communities experience in providing appropriate adjustments for students with Autism. Both teachers and principals mentioned student factors as a barrier for over 80% of students. Therefore, students with autism should have the readiness to attend Inclusive Education (Stephenson et al., 2020).

However, based on Larcombe et al., (2019) school readiness was important to a child being ready to transition into school and to maintaining a positive experience. It was not solely dependent on the skill development of the child. Parents and therapists emphasize that for the transition to be smooth, the school needs to be ready to support the needs of the child. In many cases, the impression of the school being ready was more important and more realistic than expecting the child to be ready, as more often than not children with autism would begin school without the desired school readiness skills and were reliant on the school meeting their needs. For schools to facilitate a positive experience, school principals and staff needed to demonstrate an ability to support each child individually through collaborating with the family and having a willingness to implement individualized support.

School readiness for children with autism differed from their peers as they more often experienced difficulty, or more extreme difficulty, coping with sensory overload, challenges in social and communication skills, and needed additional preparation time for transitioning between tasks. Due to the complex challenges that children with ASD face, they often require more ASD specific guidelines and individualized goals which should be taken into consideration when preparing the child for the school environment. The findings of the current research are of importance to both parents and therapists in gaining an understanding of their differences and similarities in opinion on how to prepare a child for transition to school (Larcombe et al., 2019).

Based on Chen et al., (2020) school readiness for children with autism was clearly defined as going beyond literacy and numeracy skills. For parents and interventionists, school readiness included being independent in self-care and daily routines and having sufficient emotional and social skills to cope with setbacks or changes in routine. These skills were important in enabling autistic children to effectively engage in and transition to school. Interventionists identified school readiness in the area of independence as developing self-care skills such as toileting, washing hands and carrying their bags, ideally prior to the transition to school. Independence in communication, inclusive of augmentative and alternative communication (AAC) when required, was also considered important in supporting the children's opportunity to learn and engage. Preparing children to cope with change and the new demands of the school environment was seen as critical by both parents and interventionists, who perceived the school environment as vastly different from the children's present environments, such as preschool. Children reportedly needed time to adjust to the new demands of the classroom environment, with elements such as classroom noise and the increased number of peers identified as potential sources of stress. Supporting children to cope with the future changes and differences in routine and structure was particularly important to consider, with parents raising those changes in daily routine were likely to be particularly disruptive and distressing to their children (Chen et al., 2020).

Inclusion and classroom management should be viewed in close connection as teachers' choices have a great influence on the students' outcomes and opportunities to participate both academically and socially. In a context where more students are to be included in regular classrooms, the teachers' choices before, during and after the teaching are perceived as being even more essential for all students' opportunities for participating in the learning activities (Molbaek, 2017). This teacher choice is suitable with teacher-centered approach to be applied in the classroom. In teacher- centered classrooms, the teacher is in charge of learning; he/she transmits knowledge to the students. The content is decided, and the learning tasks are structured by the teacher. The instruction is delivered through lecturing and provision of feedback and correct answers are widely used. The teacher is the primary source of information, and the textbook is the center of activities (Serin, 2018).

Teacher-centered learning is suitable for large classes, it takes a shorter time to do the class activities, learning materials can be well prepared, teachers may feel less nervous, embarrassed or tongue-tied, teachers can manage the students to speak more because teachers can set the criteria when students want to communicate in the class. In this way of learning the real important thing is to transfer

the knowledge to the learners (Emaliana., 2017). There were also many researchers who found that teacher-centered approaches that emphasize direct guidance, lectures, and demonstrations maybe more effective than student-centered approaches that allow students to engage in self-paced learning (Dervić et al., 2018). Thus, this study was to identify the readiness of students with autism in teacher-centered strategy as an intervention to prepare the students towards inclusive education program.

METHODOLOGY

This study is a case study conducted through activities to observe children's readiness to inclusive education programs. Case study is one of the qualitative research involving elements such as human feelings, attitudes and behaviors in subjective situations. It is also a research method conducted to relate who and how the relevance of an aspect is studied. The reliability of data collected in qualitative research often uses triangulation which is the most common research method involving 32 uses of various sources. Triangulation methodology is the most relevant method consisting of two categories namely triangulation within methods and triangulation between methods (Nunes et al., 2019). This study uses triangulation between methods where the study is done using observation methods by anecdotal records.

This study was divided into 2 phases, the first phase was conducted using 3 lesson plans based on teacher-centered strategy through observation by anecdotal recording and second phase teaching was carried out through observations to complete the instrument. *Instrumen Senarai Semak Kesediaan Inklusif Murid Berkeperluan Khas* from *Garis Panduan Program Pendidikan Inklusif Murid Berkeperluan Khas Kementerian Pendidikan Malaysia*, 2018 was used to see means range of score of children readiness towards inclusiveness according to 4 domains. The instrument was adapted to 24 items based on the objective needs of the study to see the readiness of children in learning using a teacher-centered strategy.

Table 1: Domain and number of items in the instrument

No	Domain	Number of Items
1.	Attentions	4
2.	Problem Solving	2
3.	Language and Communication	9
4.	Socio-emotional and Behavioral	9
	Total	24

Source: Instrumen Senarai Semak Kesediaan Inklusif Murid Berkeperluan Khas

Table 1 shows the domain and number of items in the instruments used in the study. 4 items in the instrument examine the attention domain, 2 items examine the problem-solving domain, 9 items examine language and communication domain, and 9 items examine socio-emotional and behavioural domain.

Seven children were selected as samples in this study that follow these criteria: 3 months in the transition class, could follow 6 to 10 routine instructions independently, could sit at a desk independently for more than 10 minutes, had no challenging behaviors and had basic skills in pre academics were involved in this study.

RESULT

Table 2: Means range score of children's readiness towards inclusiveness

No	Domain	Range		
		Low	**Moderate**	**High**
1.	Attentions	4.0-6.7	6.8-9.5	9.6-12.0
2.	Problem Solving	2.0-3.3	3.4-4.7	4.8- 6.0
3.	Language and Communication	9.0-25.0	25.1-41.1	41.2-57.0
4.	Socio-emotional and Behavioral	9.0-25.0	25.1-41.1	41.2-57.0

Source: Instrumen Senarai Semak Kesediaan Inklusif Murid Berkeperluan Khas

Means range score of each domain was identified to classify the children's readiness towards inclusiveness and explained in Table 2. The low range for domain Attentions is score less than 6.7 and the highest range is score more than 9.6. For the Problem-Solving domain, the low range score is less than 3.3 and the highest range score more than 4.8. Means range score for domain Language and Communication as well as Socio- Emotional and Behavioral are same. The lower score is 9.0 and the highest score is 57.0.

Table 3: Domain and means range in the instrument

No	Domain	Average Range	Remarks
1	Attentions	10.9	High
2	Problem Solving	5.6	High
3	Language and Communication	25.1	Moderate
4	Socio-emotional and Behavioral	26.1	Moderate

Source: Instrument Senarai Semak Kesediaan Inklusif Murid Berkeperluan Khas

Based on the findings in Table 3, the study samples showed high readiness in the domains of attention and problem solving while the domains of language and communication as well as socio- emotional and behavioral were moderate.

ATTENTION

Samples showed high readiness in the attention domain. However, some of the children showed behaviors such as talkative, low endurance and poor sitting posture due to the repetitive behavior. Sample E and F are inconsistently focused until the tasks are completed; besides that, they can't give attention to tasks that require mental ability and remember newly taught information. Based on sample E's anecdotal record, his behavior of talking and commenting during the activity caused him to be distracted, and it was difficult to remember what was just taught during the activity. Based on sample F's anecdotal record, he did not give attention during the activity but could answer questions correctly during the activity. This is because sample F cannot sit in the correct position on the chair and he can't give attention throughout the lesson.

It has long been reported that children with autism spectrum disorder (ASD) exhibit attention difficulties while learning. They tend to focus on irrelevant information and can easily be distracted. As a result, they are often confined to a one-to-one teaching environment, with fewer distractions and social interactions than would be present in a mainstream educational setting (Banire et al., 2020). Thus,

teacher centred strategies as an intervention in this transition class at GENIUS Kurnia can help teachers to recognise needs of these students and prepare their readiness towards mainstream educational setting.

Problem solving

Students with autism lack problem-solving skills and it greatly impacts their interactions with others. However, the result from this study showed high readiness in the problem-solving domain. Yet samples B and F were inconsistent in understanding cause and effect relationships, while sample G were inconsistent in solving simple problems. Based on the anecdotal record of sample B, this sample can solve simple problems but sometimes lacks understanding in certain situations that are complex and require cause and effect of an action. Based on the anecdotal record of sample F, he understood the concept of sharing toys, but was unable to demonstrate proper behavior during the situation. This is because he does not understand the cause and effect of the action taken. Based on the anecdotal record of sample G, this student was able to solve the problem while the activity was carried out with teacher assistance. Although he is active during the activities but needs attention from the teacher because his level of understanding and knowledge is very limited.

Students with autism have poor understanding of the cause and effect in a situation, unable to solve simple tasks and have poorer level of understanding and knowledge. Children with autism have difficulty connecting past experiences with present and future actions. These individuals perform poorly on problem- solving tasks as compared to their peers without disabilities and rely on guessing rather than using a systematic approach. Moreover, individuals with ASD do not generate and evaluate solutions than their peers without disabilities and struggle with abstract or complex task demands. There are three-step problem-solving approaches: generating alternative solutions,evaluating the consequences of solutions, and contemplating cause-and-effect of solutions (Yakubova et al., 2017). Teacher centred strategies can help students to be involved in problem- solving activities. Besides that, the teacher will plan the situation according to the student needs to merge their ability to solve the problem appropriately with guidance from the teacher.

Language and communication

Children with autism experience delay in speech and language development, with as many as a quarter of them not developing verbal language at all. Children with autism also are unable to recognize spoken words and to understand the associated meanings. This study shows moderate range scores for readiness in language and communication domain. Sample F was inconsistent in answering self -related questions, speaking to construct complete and correct sentences, communicating in group activities, responding verbally during conversations, and using appropriate context and narrating an event in the correct sequence. In addition, this sample could not answer questions based on stories heard or hinted at. Based on the anecdotal record of sample F, he could communicate with the teacher, but was limited to things that were repetitive and had already happened. He also does not communicate with friends and parallel play near friends. Therefore, this student has a low level of communication compared to other peers.

Bury et al., (2020) defines autism as intellectual loneliness, mentioning qualitative differences in the development of social interactions, communication, imagination or time perception. Children with autism have difficulties in understanding abstract aspects of communication, they largely manifest anxiety or panic, mainly in relation with the uncertainty of things that are about to be. This literature supports the result of this study. Besides that, the sample also showed limitations in vocabulary and poor comprehension in the lesson.

Social-emotional and behavioral

Children with autism often have difficulty in the following areas: sharing, handling frustration, controlling their temper, ending arguments calmly, responding to teasing, making/keeping friends and complying with requests. Social skills impairments contribute to peer rejection. The ability to get along with peers, therefore, is as important to self-esteem as the ability to meet with academic success in the

classroom (Sasson, N. J., et al., 2017). This study shows moderate range scores for social-emotional and behavioral domains. Some of the children showed limited interaction with friends.

Sample F inconsistently communicates his feelings and desires to others, can't control his emotion, adheres to rules while playing with peers, shares items with peers, engages in activities implemented in lessons, and engages in co -curricular activities in school. Based on the anecdotal record of sample F, the limitation to communicate with friends resulted in him not being able to share items and following social rules within the group. He also needs the teacher's help to convey her own feelings and desires first. Moreover, he did not pay attention when the activities were carried out and this caused him to be unable to actively engage during the lesson. So, teacher centred strategies can help sample F to face the situation and teachers can support him as intervention to prepare his readiness towards inclusion in the classroom. This domain plays an important role to prepare children towards inclusiveness.

Anecdotal record

Table 4: Anecdotal record general observation

STUDENT NAME: A, B, C, D, E, F, G AGE: 6 years DATE: March 22,23 & 29/ 2021 TEACHER NAME: Wan Mazian and Zaliha General observation by class teacher during lesson	
SAMPLES	**FINDINGS**
A	Able to sit while doing tasks for more than 15 minutes. Able to raise hands to answer questions about the type of fruit. Able to solve problems during activities. Able to communicate two -way with friends and teachers. Able to share emotions with friends and teachers. Able to listen to 1 step of instructions independently. Active during activities and likes to ask questions. It is easy to complain during the activity, but the task given Able to be completed according to the set time.
B	Able to sit while doing tasks for 15 minutes. Able to raise hands to answer questions. Able to solve problems during activities but is inconsistent and needs the help of a teacher. Able to communicate two -way with friends and teachers. Able to share emotions with friends and teachers. Able to listen to 1 step of instructions independently. Active during activities and likes to ask questions.
C	Able to sit while doing tasks for more than 15 minutes. Able to raise hands to answer questions. Able to solve problems during activities independently.

Table 4 showed the anecdotal record of general observation during the first lesson. In this lesson, the teacher taught about fruits. The lesson was conducted by showing kids some fruit pictures and the teacher asked samples to actively comment what they can see at the pictures shown. After that, the teacher asked samples to share their experiences eating their favourite fruits with friends and teacher. Then the teacher gives a task to the sample to colour fruits pictures by imitating colour on the pictures shown to them.

Table 5: Anecdotal record activity 1

STUDENT NAME: A, B, C, D, E, F, G AGE: 6 years DATE: March 22, 2021 TIME: 10.00 am TEACHER NAME: Wan Mazian and Zaliha ACTIVITY 1: Let's Get to Know the Fruit PROCEDURE: 1. Sing fruit song in a group 2. Teacher shows pictures of fruits 3. Teacher ask the student to label the fruits 4. Teacher ask question about favourite fruits 5. Teacher give the worksheet (colouring)	
SAMPLES	**FINDINGS**
A	Student can follow teacher instructions by imitating movement while singing a fruit song. Student was excited to label the fruit's name before the teacher showed pictures. It is easy to complain during the activity but the task given Able to be completed according to the set time.
B	Students give feedback when the teacher asks about her favourite fruits. She likes to share information with teacher. Student can follow teacher instructions by imitating movement while singing a fruit song. She requests to look at the real picture as reference to colour the worksheet.
C	Student can follow teacher instructions by imitating movement while singing a fruit song. Student was excited to label the fruit's name when the teacher asked. He can give feedback about the favourite foods.
D	Student shy during singing with friends, however he comforts to sing a song with the teacher during the activity. He takes time to complete the worksheet (colouring) because he cares about tidiness.
E	Student can sing and imitate teacher movements. However, students need teacher guidance to label the names of the fruits. Student was also unable to complete the worksheet neatly.
F	Student refuse to follow the teacher's movements during the singing activity. Student also need teacher help to raise his hands to answer the question of the favourite fruits however student know the name of the fruits.
G	Student able to follow movements during the singing activity with encouragement from the class teacher. Student also actively raised his hands to answer questions but did not know the answer.

Table 5 showed the response from the samples during the first lesson. Samples were taught about fruits and the teacher already planned the lesson to equip their needs based on the domains.

Table 6: Anecdotal record activity 2

ATUDENT NAME: A, B, C, D, E, F, G AGE: 6 years DATE: March 23, 2021 TIME: 10.00 am TEACHER NAME: Wan Mazian and Zaliha ACTIVITY 2: Let's Get to Know Healthy Food PROCEDURE: 1. Sing a song in a group (Do You Like Broccoli) 2. Teacher shows pictures of healthy food and unhealthy food. 3. Teacher ask the student to label the healthy food and unhealthy food. 4. Teacher ask question about favourite food 5. Teacher give the worksheet (cut and paste)	
SAMPLES	**FINDINGS**
A	Student can sing together in groups with friends. Student also able to differentiate the types of foods according to the food groups taught by the teacher. Student are able to complete a worksheet according to the time set by the class teacher.

B	Student can sing together in groups with friends. Student can name foods but need guidance to differentiate food groups. Student are able to complete a worksheet according to the time set by the class teacher.
C	Student can sing together in groups with friends. Student also able to differentiate the types of foods according to the food groups taught by the teacher. Student are able to complete a worksheet according to the time set by the class teacher. Student can wait his turn to answer the questions asked.
D	Student can sing along but need encouragement from the class teacher. Student need time to use scissors due to limited hand movement. Student also able to differentiate the types of foods according to the food groups taught by the teacher
E	Student can sing along with other classmates. Student also need the teacher's help while cutting the paper. Student can name foods but need guidance to differentiate food groups.
F	Student need full assistance to participate in singing activities. Student also show inappropriate body posture during learning. He also needed help to cut the paper.
G	Student are excited during the singing activity. He also needed help to cut the paper.

Table 6 showed responses from samples throughout lesson 2. Teacher had taught a lesson about Let's Get to Know Healthy Food. In this lesson, the sample needs to memorize the healthy and unhealthy food. They need to label the food based on the category. This lesson was testing their attention in the lesson and their problem-solving skills.

Table 7: Anecdotal record activity 3

SAMPLES	FINDINGS
STUDENT NAME: A, B, C, D, E, F, G AGE: 6 years DATE: March 29, 2021 TIME: 10.00 am TEACHER NAME: Wan Mazian and Zaliha ACTIVITY 1: Let's Count 1. Sing a song in a group (number song) 2. Teacher shows the numbers and quantity of the objects. 3. Teacher ask the student to count and match the quantity with objects 4. Teacher ask student to sit in a group before play interactive game. 5. Teacher give the worksheet (counting)	
A	Student can't wait his turn to play interactive games. Student can sing together in groups with friends. Student also able to count and match the numbers with quantity. Student are able to complete a worksheet according to the time set by the class teacher.
B	She are able to take turns while playing interactive games. However she needs guidance from the teacher to count and match the numbers with quantity.
C	Student are able to take turns during play interactive games. Student can sing together in groups with friends. Student also able to count and match the numbers with quantity. Student are able to complete a worksheet according to the time set by the class teacher.
D	Student need encouragement from the teacher to sing along with classmates. Student can match numbers with quantities of objects. Student can also wait his turn by raising his hands while playing interactive games.
E	Student are able to take turns during play interactive games. However he needs guidance from the teacher to count and match the numbers with quantity.
F	Student unable to show interest during learning but are able to answer all the questions asked by the teacher correctly. Student need the help of the teacher to participate and take turns during the interactive game
G	Student are very excited during the interactive game but do not recognize numbers and need teacher help to match the numbers with the quantity of objects.

Source: Teacher's observation during the lesson

Table 7 showed responses from samples throughout lesson 3. Teacher had taught a lesson about numbers and counting. In this lesson, the sample needed to memorize numbers and quantities that they had counted. They need to match the correct number according to the quantity. Besides that the lesson also had been done by playing interactive games. This lesson tested their attention in the lesson, problem-solving skills, language, and communication as well as socio-emotional and behavioral.

CONCLUSION

Autism is a spectrum that is often associated with difficulty in give attention, problem solving, language and communication as well as social emotions and behaviors. Therefore, interventions are provided according to the needs of the autistic child to support the needs of the individual. Training and support will be to prepare the autistic children to learn in large groups. In addition, teacher-centered teaching strategies can help to train and familiarise children with autism to follow the transition toward inclusiveness.

This study has answered the research question by doing the teacher-centred strategy, students with autism will have readiness engaged in activities at mainstream classes in the Inclusive Programme; and teachers in mainstream classrooms are able to adapt teaching methods and materials based on the abilities of children with autism in the Inclusive Programme by knowing the intervention that had done with the students. Besides that, the students are ready to involve and learn in the inclusion classroom as they already have familiarized with the strategy learning in group. Teacher- centred strategy as intervention can help students with autism engaged in the lesson and adapt with the mainstream classroom.

In conclusion, transition students at the GENIUS Kurnia Centre are ready to learn using teacher-centered strategies but need support in the domains of language and communication as well as socio-emotional and behavioral. Teachers need to plan appropriate lessons according to the child's ability and understanding, so that children are ready to follow the lesson. This study suggests that teacher-centered strategies can be implemented in the intervention for autism children to prepare the readiness to face inclusive classes in the mainstream during grade 1. It can be used as a reference for future research topics about learning strategies for special needs students in preparation for the Inclusive Education Program in schools. However, the limitation of this research also needs to be taken into consideration. The limitation in this study was the small samples of kids with autism with not challenging behavior and already having their early intervention at GENIUS Kurnia more than a year.

REFERENCES

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders(DSM-5®).* American Psychiatric Pub.

Andrews, D., Walton, E., & Osman, R. (2019). Constraints to the implementation of inclusive teaching: a cultural historical activity theory approach. International journal of inclusive education, 1-16.

Banire, B., Al Thani, D., Qaraqe, M., Mansoor, B., & Makki, M. (2020). Impact of mainstream classroom setting on attention of children with autism spectrum disorder: An eye-trackingstudy. Universal Access in the Information Society, 1-11.

Bury, S. M., Jellett, R., Spoor, J. R., & Hedley, D. (2020). "It defines who I am" or "It's somethingI have": What language do [autistic] Australian adults [on the autism spectrum] prefer?. *Journal of autism and developmental disorders*, 1-11.

Chen, N., Miller, S., Milbourn, B., Black, M. H., Fordyce, K., Van Der Watt, G. & Girdler, S. (2020). "The big wide world of school": Supporting children on the autism spectrum to successfully transition to primary school: Perspectives from parents and early interventionprofessionals. *Scandinavian Journal of Child and Adolescent Psychiatry and Psychology*,8, 91-100.

Dervić, D., Glamočić, D. S., Gazibegović-Busuladžić, A., & Mešić, V. (2018). Teaching physics with simulations: Teacher-centered versus student-centered approaches. *Journal of BalticScience Education, 17(2)*, 288

Emaliana, I. (2017). Teacher-centered or student-centered learning approach to promotelearning?.*Jurnal Sosial Humaniora (JSH), 10(2)*, 59-70.

Hellblom-Thibblin, T. (2018). Challenges and dilemmas–a conceptual approach tochildren's diversity in school.

European journal of special needs education, *33*(1), 1-15.

Kamaralzaman, S. (2019). Parents Satisfaction with Early Intervention Programme in GENIUS Kurnia. In *3rd International Conference on Special Education (ICSE 2019)* (pp. 169-172).Atlantis Press.

Larcombe, T. J., Joosten, A. V., Cordier, R., & Vaz, S. (2019). Preparing Children with Autism for Transition to Mainstream School and Perspectives on Supporting Positive SchoolExperiences. *Journal of Autism and Developmental Disorders*. Doi: 10.1007/s10803-019-04022-z.

Malaysia, K. P. (2013). Pelan pembangunan pendidikan Malaysia 2013-2025. *Putrajaya:Kementerian Pendidikan Malaysia.*

Malaysia, K. P. (2018). Garis Panduan Program Pendidikan Inklusif Murid Berkeperluan Khas.*Putrajaya: Bahagian Pendidikan Khas, KPM.*

Molbaek, M. (2018). Inclusive teaching strategies–dimensions and agendas. *International Journalof Inclusive Education, 22*(10), 1048-1061.

Nunes, A. K. F., Barroso, R. D. C. A., & Santos, J. F. (2019, October). The use of Triangulation as a tool for validation of data in qualitative research in Education. In *World Conferenceon Qualitative Research* (Vol. 1, pp. 334-336).

Qvortrup, A., & Qvortrup, L. (2018). Inclusion: Dimensions of inclusion in education. International Journal of Inclusive Education, 22(7), 803-817.

Rojas-Torres, L. P., Alonso-Esteban, Y., & Alcantud-Marín, F. (2020). Early Intervention with Parents of Children with Autism Spectrum Disorders: A Review of Programs. *Children,7*(12), 294.

Salceanu, C. (2020). Development and Inclusion of Autistic Children in Public Schools. *BRAIN.Broad Research in Artificial Intelligence and Neuroscience, 11*(1), 14-31.

Sasson, N. J., Faso, D. J., Nugent, J., Lovell, S., Kennedy, D. P., & Grossman, R. B. (2017). Neurotypical peers are less willing to interact with those with autism based on thin slicejudgments. *Scientific reports, 7(1),* 1-10.

Serin, H. (2018). A comparison of teacher-centered and student-centered approaches in educational settings. *International Journal of Social Sciences & Educational Studies, 5*(1),164-167.

Sokal, L., & Sharma, U. (2017). Do I really need a course to learn to teach students with disabilities? I've been doing it for years. *Canadian Journal of Education/Revue canadiennede l'éducation, 40*(4), 739-760.

Stephenson, J., Browne, L., Carter, M., Clark, T., Costley, D., Martin, J., Sweller, N. (2020).Facilitators and Barriers to Inclusion of Students with Autism Spectrum Disorder: Parent, Teacher, and Principal Perspectives. *Australasian Journal of Special and Inclusive Education*, 1-17. doi:10.1017/jsi.2020.12

Yakubova, G., & Taber-Doughty, T. (2017). Improving problem-solving performance of studentswith autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities, 32*(1), 3-17.