Results cont’d.

• The overall total responses from the knowledge domain were N=448 while the responses from the misperception domain were N=451.

Research Question 2: What is the relationship between Nigerian teachers prior training and their knowledge of ASD?

There was a significant positive correlation between educators who have received a training on ASD and knowledge of autism ($r = .12$, $p < 0.05$).

• There was also a significant positive correlation between educators who are certified in Applied Behavior Analysis (ABA) and knowledge of autism ($r = .11$, $p < 0.05$).

• There was a significant positive correlation between educators who had received a training from the college of education and current knowledge of ASD ($r = .10$, $p < 0.05$).

• There was a significant negative correlation between current teachers of students with autism and knowledge of autism ($r = -.11$, $p < 0.05$).

• There was no significant correlation between total knowledge of autism and being a special education teacher or being an educator with either hands on training or other training.

Conclusion

• The findings of the study emphasize the need to train educators to identify and manage students who exhibit characteristics of ASD.

• There is a need for a standard curriculum that would eliminate the low-level knowledge about ASD and about creating individualized interventions.

• Value should be placed on organizing seminars, workshops, and conferences to better prepare educators to teach students with ASD.

• Nigerian children with ASD need an academic environment tailored to their needs and teachers with adequate knowledge of the disorder to help them succeed.

• Educators’ knowledge of ASD will reduce misconceptions and stigmatization of students with ASD.