



Supporting a student with Autism Spectrum Disorder in school

by dr hab. Beata Mirucka
Project 617443 CBHE-JP coordinator Gracienne Lauwers (prof. dr.)

<http://edulaweu.eu>

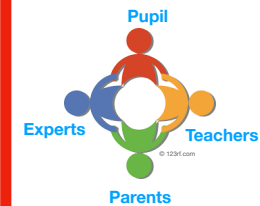


Working with students with ASD

Characteristics often associated with autism



Identifying students with ASD



Challenges in teaching students with ASD and strategies

- More time
- Avoid changes
- Cognitive difficulties
- Parents
- Relationships
- Stress
- Teacher Attitude

Working with students with ASD

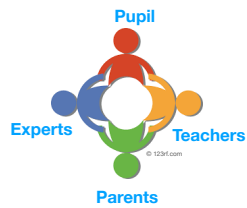
Characteristics often associated with autism



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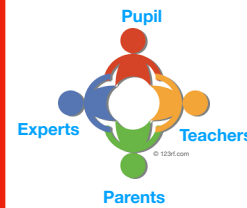
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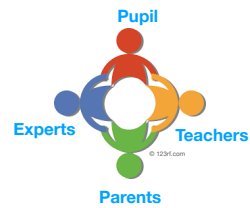


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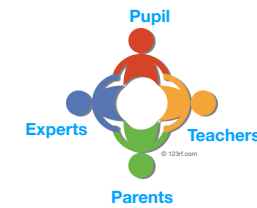


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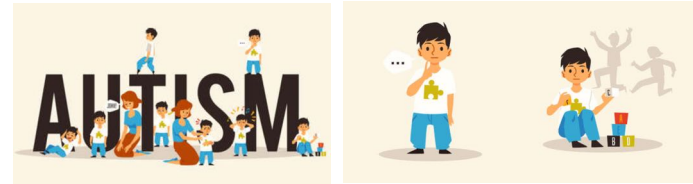
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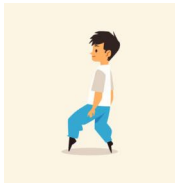
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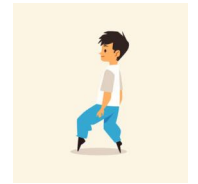
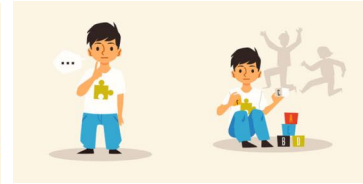
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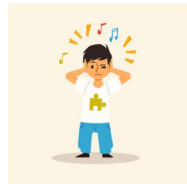
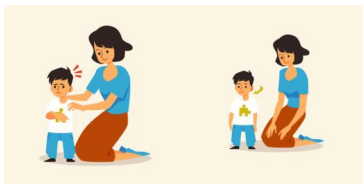
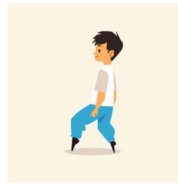
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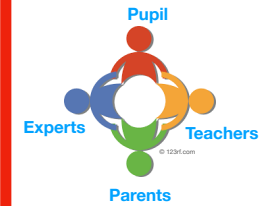


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Identifying students with ASD



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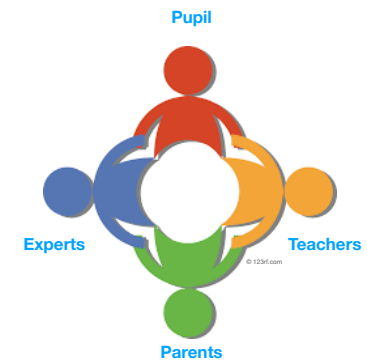
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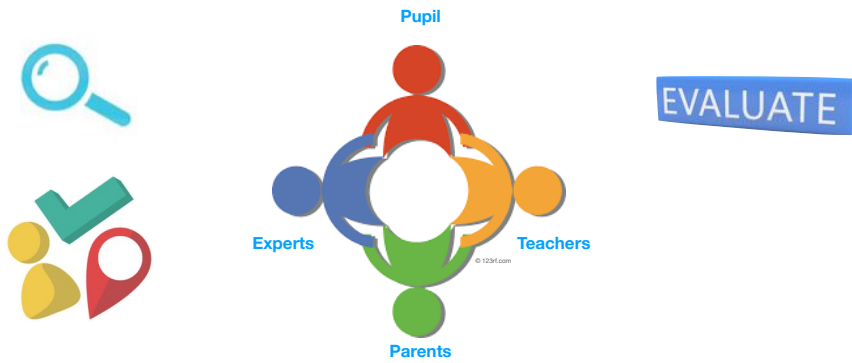
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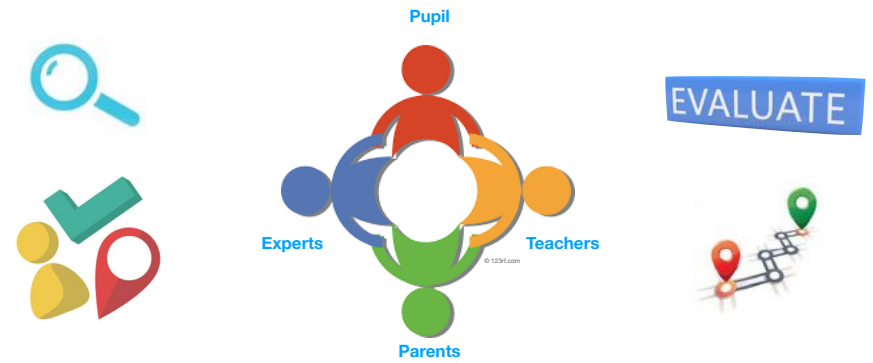
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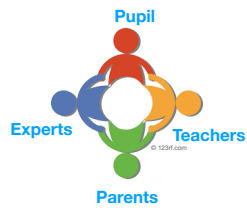
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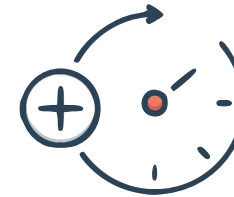
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More time

Students with autism need more time

The teacher should:

- take into account more time to complete a task
- give him/herself and the tutee time
- adapt the pace of work to the pupil
- be patient



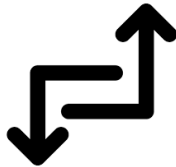
More time

Any change in the environment of a student with ASD can increase anxiety

Avoid changes



Resistance To Changes
In Routines



More time

Any change in the environment of a student with ASD can increase anxiety

Avoid changes



The teacher should:

- develop a familiar and safe environment
- work with familiar people
- make sure that the timetable is predictable for the student
- make sure the tasks are understandable to the student
- ensure that the student is aware of the timetable
- do not surprise the student with changes
- if a change is necessary, give as much notice as possible
- explain exactly what the change is

More time

Avoid changes

Cognitive difficulties

Simplifying language and addressing emotional difficulties



PSYCHOLOGICAL OR
EMOTIONAL VULNERABILITY

More time

Avoid changes

Cognitive difficulties

Simplifying language and addressing emotional difficulties

The teacher should:

- have literalness of commands
- provide clarity and precision of tasks
- avoid abstractions, verbal ambiguity or metaphors
- use positive reinforcement
- reward even for trying
- recognise what is rewarding for the student
- guard against criticism and disapproval
- make sure that rewards are clear and unambiguous



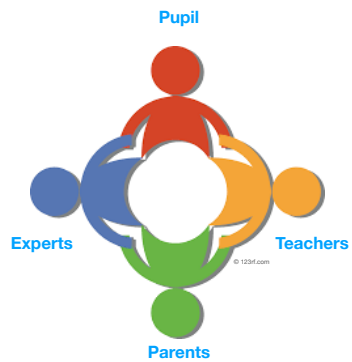
More time

Avoid changes

Cognitive difficulties

Parents

Communication with the parents of a student with ASD



More time

Avoid changes

Cognitive difficulties

Parents

Communication with the parents of a student with ASD



The teacher should:

- establish a good relationship with the parents
- keep in regular contact
- be available for parents
- remember that the teacher and the parents have a common goal: the welfare of the student with autism
- eliminate what makes the pupil feel bad
- make sure there are things the student likes
- take into account the specifics of the tutee (fears, autostimulations, particular tastes)

More time

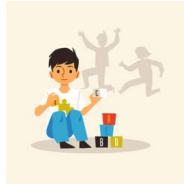
Avoid changes

Cognitive difficulties

Parents

Relationships

Prepare other students for contact with a student with autism



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More time

Avoid changes

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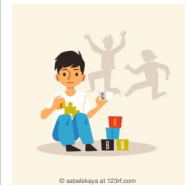
Parents

Relationships

Prepare other students for contact with a student with autism

The teacher should:

- educate peers about autism
- prevent malice, provocation, discrimination
- inculcate a caring and supportive attitude
- form a group of friends in and out of school



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More time

Avoid changes

Cognitive difficulties

Parents

Relationships

Stress

Manage difficult behaviour in stressful environments



Stressful Environment



Resistance To Changes In Routines



Difficulty Understanding People's Feelings



Unusual Reactions To Sounds, Smells, Tastes



Repetitive Flapping, Rocking, Spinning

More time

Avoid changes

Cognitive difficulties

Parents

Relationships

Stress

Manage difficult behaviour in stressful environments

The teacher should recognize situations that can cause stress:

- inability to predict the outcome of events
- not understanding the teacher's directions
- interactions with peers
- inadequate classroom lighting
- excessive sound stimuli
- the smell of perfume, food, and many others.....



Stressful Environment



Resistance To Changes In Routines



Difficulty Understanding People's Feelings



Unusual Reactions To Sounds, Smells, Tastes



Repetitive Flapping, Rocking, Spinning

More time

Avoid changes

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Stress

Teacher Attitude

The attitude of the teacher towards the student with ASD



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More time

Avoid changes

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Teacher Attitude

The attitude of the teacher towards the student with ASD

Assets of a teacher working with a student with autism are:

- patience
- openness
- curiosity
- kindness
- acceptance
- determination
- willingness to learn



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SUMMARY

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INCLUSION



- Inclusion of students with autism in mainstream education can contribute to minimize stigma against autism while the students in the same classroom will learn how to work with one another



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SUMMARY

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INCLUSION



- Inclusion of students with autism in mainstream education can contribute to minimize stigma against autism while the students in the same classroom will learn how to work with one another
- Research has shown that students with autism who are in inclusive classrooms demonstrate better cognitive and adaptive characteristics (*Rattaz et al., 2019, p. 464*)



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SUMMARY

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INCLUSION



- Inclusion of students with autism in mainstream education can contribute to minimize stigma against autism while the students in the same classroom will learn how to work with one another
- Research has shown that students with autism who are in inclusive classrooms demonstrate better cognitive and adaptive characteristics (*Rattaz et al., 2019, p. 464*)
- In inclusive education, the students with autism are able to observe and practise interacting with their peers, and their peers are more likely to respond in a socially appropriate way (*Vivanti et al., 2019*)



Erasmus+ MELINC project team

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