



Cap sur l'école inclusive
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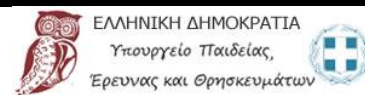
Best Practice

« No, Madam, don't joke »: a case study

Section of the module / R

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1^ο Γυμνάσιο Καματερού

1/ Context

Vassilis, 12, was enrolled in school with a diagnosis of being a pupil with Asperger's syndrome. He attended the Kamatero 1st Junior High School for 3 years. The case study refers to his first year of study, when he was 12-13 years old, and the observations and interventions were made in the lessons of Odyssey (2 hours per week), Literature (2 hours), Greek Language (3 hours) and Ancient Greek language (2 hours). During the first school year, no additional support was set up.

Vassilis endured teasing by his classmates. He did not understand the many similarities and transfers of Odyssey and Literature, nor the abstract concepts, but he did not ask questions to understand. It was very often absent-minded, without showing it, which was perceived only after the teacher's questions. He also couldn't do his homework (due to similarities and abstract meanings) - his mother wrote it.

His classmates didn't include him in the group during school breaks and teased him "for laughs" to mock his reactions.

2/ Goals

Vassilis needed:

- Feeling confident in the classroom's space, trusting his teacher and classmates
- Paying attention to the lesson and understanding the concepts, writing down his own homework
- Joining a group during the class and during school breaks
- All of his classmates becoming aware of his difficulties
- The involvement of his parents, who had to trust their child, school and teachers

3/ « Best practice » conduct

- The layout of the desks, the pupil's place, his bench mate remained always the same
- His work was personalized and he was given personal explanations and instructions;
- When he was in his "bubble", the teacher, always very attentive, brought him back to reality by tapping his desk and said: "Children, Vassilis, do you pay attention to the lesson?"
- A group of two pupils, who were already friends before, invited him to go with them at each school break
- When Vassilis was absent, a friendly chain was established to stay in touch with him
- His parents were informed of these actions.

4/ Activity evaluation

The actions quoted above had a positive result.

During the school year, the pupil seemed to open.

He didn't like the changes he had to make, but he accepted them.

He came on his own to ask for personalized schoolwork and to receive the necessary explanations, saying "I don't understand".

Several times, adjustments were made and additional instructions were given.

He regained his self-confidence and answered questions during the class.

Memory was his strong point.

When, once, a heedless teacher joked during the lesson, and seeing by Vassilis' expressionless face that he didn't understand the joke, asked him, "Can we sometimes joke?" he replied, "No, Madam, don't joke!"

More and more of his comrades invited him in their group and, above all, they stopped teasing him. During the second and third year of his studies at the Gymnasium (junior high school), he received an additional support.

Currently, he is considered excellent and he is a graduate.

5/ Limits

1. Physical infrastructure
2. Additional support teacher

6/ Prospects

The content of this sheet can be used as an example by teachers who are not specialized in special education for the behavioural and cognitive management of pupils with Asperger syndrome and to deal with their parents.