



Cap sur l'école inclusive
en Europe



RESOURCE SHEET

Teaching method for children with autism

Section of the module / D

Introduction

Teaching autistic children is a particular challenge for teachers because of the heterogeneous needs of these pupils. The teacher's main role is to provide all forms of assistance that will facilitate pupils' autonomy in most areas of their lives. Strategies to develop include:

- A. Structured Teaching
- B. Individual (one-to-one) and group teaching

Goals (of these strategies)

A. The most significant parameters of structured teaching are:

a. Spatial organization

The classroom organization should be consistent with how autistic pupils process sensory information. This space should not prevent the pupil from being driven by other visual and acoustic stimuli, so that his / her attention can be focused on what he / she is doing. At the same time, the teacher must have visual contact with this space to control the lesson. (see photo 1)



Photo 1 : Autonomous work places (for two pupils with autism)

b. Building a customized program

The daily activities of the pupil at school must be understandable and predictable. This program should give the pupil specific information about the school day and help him / her accept abrupt changes in his / her schedule. (see picture 2)

Τι θα κάνω	Τι έκανα
καλημέρα / όλοι μαζί	✓
παιζω	✓
διάλειμμα	✓
πλένω χέρια	✓

Photo 2: Standalone use of the daily program

B. The teacher can teach the pupil individually (one-to-one) or in a group.

Some techniques to be used may be "providing incentives" to the pupil (for example, with advice or imitation) and promoting the gradual formation of a behaviour (the pupil being rewarded each time he / she achieves a goal)

Conclusion

A sound knowledge and the implementation by the teacher of specific teaching methods in the classroom make the learning process easier and make it a positive experience for both the pupil and the teacher.