

PROPER TEACHING TECHNIQUES IN AN AUTISTIC SCHOOL

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Abstract

The objective of this essay is to highlight teaching methods for children with autism which can be used in the new school for children with autism spectrum disorder. Children with autism struggle with attention deficit disorder and this impairment reveals the lack of common societal relations. Moreover, the Autism Working Group discusses that learning difficulties are a problem for some of these children. Their difficulty covers especially harsh problems with societal learning. Additionally, they cannot learn by observing the environment and social skills must therefore be actively taught. Researchers always struggle to find the most effective teaching techniques for children with autism. These researchers thus try to create different techniques for teaching some of the necessary skills. These skills are varied; therefore, different methods are necessary for different skills. Besides, each child has individual learning skill; just one technique is not adequate for every child who has autism and 'one size does not fit all'. Some teaching methods are chosen depending on the autistic student's needs. There are some key teaching methods used in respect of autism. New schools can be organised which use these methods for autistic children. These teaching methods have been assessed through experimental research. The researchers looked at the effectiveness of various methods and their impact on children with autism. These techniques can be categorised into three elements. The first element is Applied Behaviour Analysis (ABA). This method consists of different teaching techniques for teachers; these sub-techniques being Discrete Trial Teaching (DTT), Errorless Teaching Method, Early Intensive Behavioural Intervention (EIBI), Activity Schedules, Script Fading, Video Modelling, Incidental Teaching and Picture Exchange Communication System (PECS). The second category is that of Treatment and Education of Autistic and Related Communication Handicapped (TEACCH). Lastly, the Social Stories teaching method can be another teaching method used. As a result, a new school system could be designed using these teaching techniques for children with autism in order to improve their communication skills, academic skills, behaviour management, daily life skills, vocational skills, and self-care and mimicry skills. These methods would help to educate these children properly. Consequently, if the authorities plan to open a school for children with autism, they should consider these three main teaching methods with their sub-methods to school teachers because of their effectiveness and these systems' usefulness.

Keywords: Autism, Teaching Methods, Applied Behaviour Analysis, Treatment and Education of Autistic and Related Communication Handicapped, Social Stories