



# Module 5 & Teaching Methodologies for contextual and temporal set-up of a classroom

Subtitle: Friendly classroom

Developed by: Fundacja Zrozumieć Autyzm



ZROZUMIEĆ AUTYZM



# Project Consortium



SPOŁECZNA AKADEMIA NAUK  
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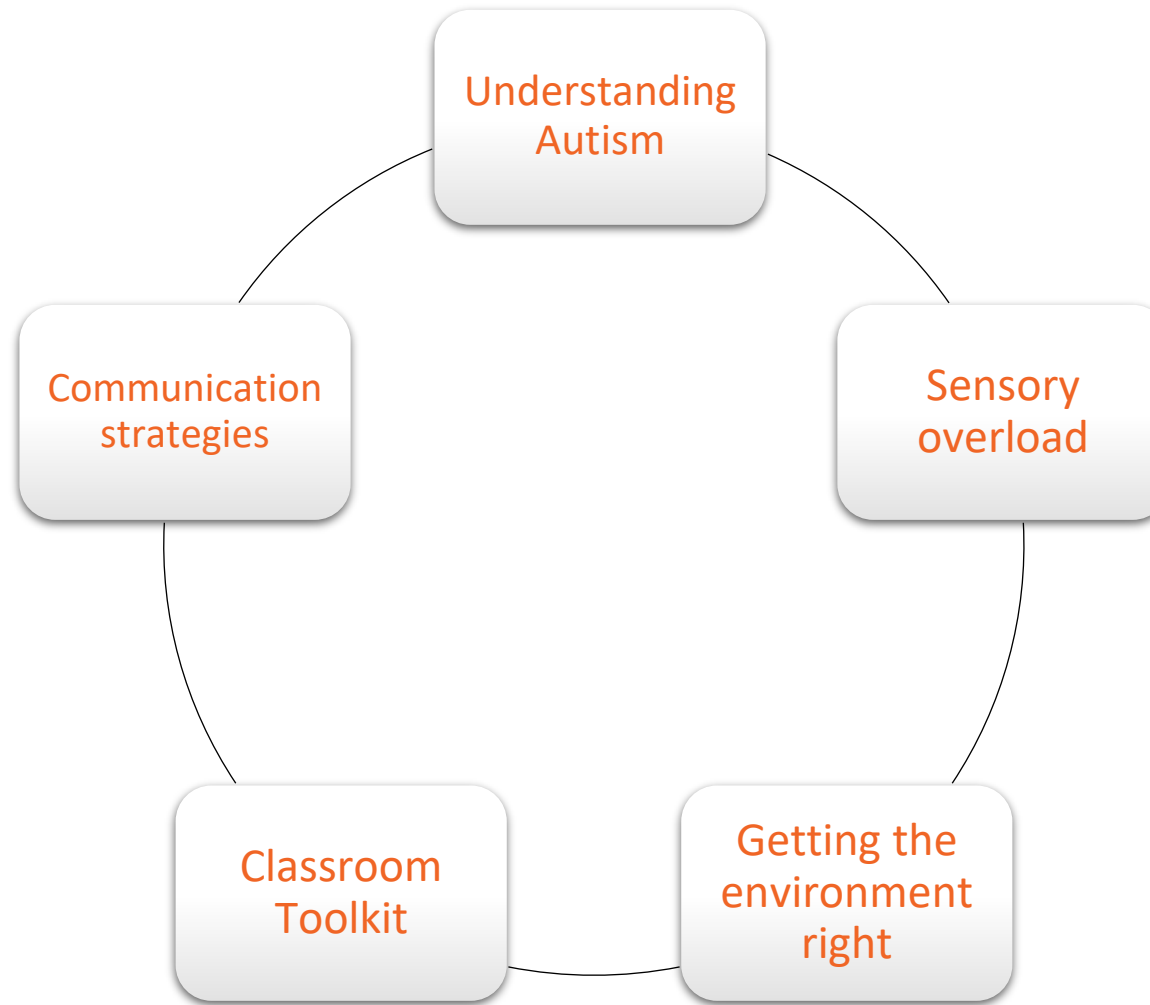
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# Content of presentation



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# Learning outcomes



## Module 1 & Understanding Autism

KNOWLEDGE	SKILLS	ATTITUDES
<ul style="list-style-type: none"><li>Understanding of Autism Spectrum Disorder and its characteristics</li></ul>	<ul style="list-style-type: none"><li>Ability to recognize and manage issues resulting from ASD</li></ul>	<ul style="list-style-type: none"><li>Empathy towards children with ASD and their unique needs</li></ul>

## Module 2 & Sensory overload

KNOWLEDGE	SKILLS	ATTITUDES
<ul style="list-style-type: none"><li>Knowledge of sensory processing issues in children in children with ASD and strategies for managing sensory overload</li></ul>	<ul style="list-style-type: none"><li>Ability to identify sensory triggers and manage sensory overload in the classroom</li></ul>	<ul style="list-style-type: none"><li>Sensitivity to different sensory needs</li></ul>



# Learning outcomes



## Module 3 & Getting the Environment Right

KNOWLEDGE	SKILLS	ATTITUDES
<ul style="list-style-type: none"><li>• Knowledge of strategies for creating a structured and predictable classroom</li></ul>	<ul style="list-style-type: none"><li>• Ability to create a structured and predictable classroom environment</li></ul>	<ul style="list-style-type: none"><li>• Openness to adjusting the classroom for children with ASD</li></ul>

## Module 4 & Classroom Toolkit

KNOWLEDGE	SKILLS	ATTITUDES
<ul style="list-style-type: none"><li>• Knowledge of the tools and materials that can be used to support children with ASD in the classroom</li></ul>	<ul style="list-style-type: none"><li>• Ability to use tools and materials to support children with ASD</li></ul>	<ul style="list-style-type: none"><li>• Openness to learning about and implementing new strategies and tools to support children with ASD in classroom</li></ul>



# Learning outcomes



## Module 5 & Communication Strategies

KNOWLEDGE	SKILLS	ATTITUDES
<ul style="list-style-type: none"><li>Understanding of communication challenges for children with ASD and strategies for promoting communication and social interaction</li></ul>	<ul style="list-style-type: none"><li>Ability to use communication strategies that promote communication and social interaction in classroom</li></ul>	<ul style="list-style-type: none"><li>Respect for the communication challenges and communication difficulties of children with ASD in the classroom</li></ul>



# Key Symbols



Definition



Tips



Task/ activity



Additional resources



Video





# About workshops

Each module will include activities, group discussions and handouts for participants to use on daily work. Participants will have the opportunity to ask questions and share their own experience and ideas. At the end of workshops, teachers will have a deeper understanding of ASD and the strategies and tools needed to create a supportive classroom environment for children with ASD. Each module is dedicated to children with autism at three different levels of functioning: low, medium and high.





# Understand Autism



## We are all unique

- Welcome participants to the workshop and introduce the objectives of the workshop
- Define autism spectrum disorder and explain how it affects children
- Discuss the characteristics of autism spectrum disorder and the challenges faced by children with autism spectrum disorder in the classroom
- Explain how the brain of children with autism spectrum disorder processes information differently than neurotypical children
- Use visual aids and examples to help participants better understand the concepts presented
- Encourage participants to share their own experiences or observations about the topics covered
- Use the whiteboard to summarize key points and allow participants to take notes



# Sensory overload



- Explain how sensory overload can lead to anxiety and behavior problems
- Give participants opportunity to experience how children with ASD can feel in the classroom (VR exercise)
- Provide strategies for managing sensory issues in the classroom including: using sensory friendly lighting, seating and classroom materials, providing quiet spaces for students to take a break, using headphones to block out noise etc.
- Provide examples and visual aids to help participants better understand the concepts presented
- Encourage participants to share their own experiences or ideas for classroom set-up that have worked for them in the past



# Getting environment right



## Classroom can be overwhelming

- Discuss different classroom set-up options that cater to unique needs of children with ASD, including: organizing classroom materials and resources in a structured and predictable manner; creating visual schedules and routines to help children understand what is happening throughout the day; providing clear and concise instructions
- Provide examples and visual aids to help participants better understand the concept presented
- Encourage participants to share their own experience or ideas for classroom set-up that have worked for them in the past



# Classroom Toolkit



- Provide list of resources and tools that teachers can use in the classroom to support children with ASD including: visual schedules, sensory friendly toys, communication devices, calming techniques
- Provide examples and visual aids to help participants better understand the concepts presented
- Encourage teachers to share their own experience or ideas for classroom resources that have worked for them in the past





# Communication strategies



- Discuss the importance of effective communication with children with ASD
- Provide strategies for communicating with children with autism spectrum disorder including: alternative communication, visual aids to support verbal communication
- Provide examples and visual aids to help participants better understand the concepts presented
- Encourage participants to share their own experiences or ideas for communication strategies that have worked for them in the past



# References



- Lawrence, C., Atwood T. (2019). Teacher Education and Autism
- Honeybourne, V.(2018). The Neurodiverse Classroom. A teacher Guide to Individual Learning Needs and How to Meet Them.
- Armstrong, T. (2018). Neurodiversity in the Classroom:Strategies to Help Students with Special Needs in School and Life
- Boroson, B.L. (2016). Autism Spectrum Disorder in the Inclusive Classroom, 2nd Edition: How to Reach and Teach Students with ASD
- Bleiweiss, J.D., Cohen, S. (2013). Everyday Classroom Strategies and Practice for Supporting children with Autism Spectrum Disorders.

List your resources here. In order to keep consistency, we strongly recommend to use APA style: <https://libguides.murdoch.edu.au/APA/all>



# Thank you



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