

ASD-DEPARTMENT in Ten Desselaer

- ◆ A separate department within our school
- ◆ Separate:
 - ◆ Play-time
 - ◆ Lunchtime
 - ◆ Activities
 - ◆ ...

PEERGROUP

- Diagnosis autism
- Everage -> up untill now high intelligence (also taking into account with their skills, especially the social and communicative skills)

Starting from the first of

September: type 9 -> IQ > 60

STRUCTURE

- 8 classes
(max. 7 – 9 children/class)
- 1 teacher per class + teachers in training
BaNaBa
- Other teachers (gym, religion)
- Therapists (speech therapist,
physiotherapist)

VISION

According to the principals of the TEACCH-programm
(= Treatment and Education of Autistic and related
Communication Handicapped Children)

- o individualize: individual approach to build up group approach
- o collaboration with parents: communication very important
- o a positive pedagogical approach
- o adapting the environment (by serving clarity, predictability on people, time and space)
- o teaching functional skills aimed at maximizing the independence of the child/person with ASD

REST AND WELL BEING OF THE CHILD

VISION

Making a complete image of the child by:

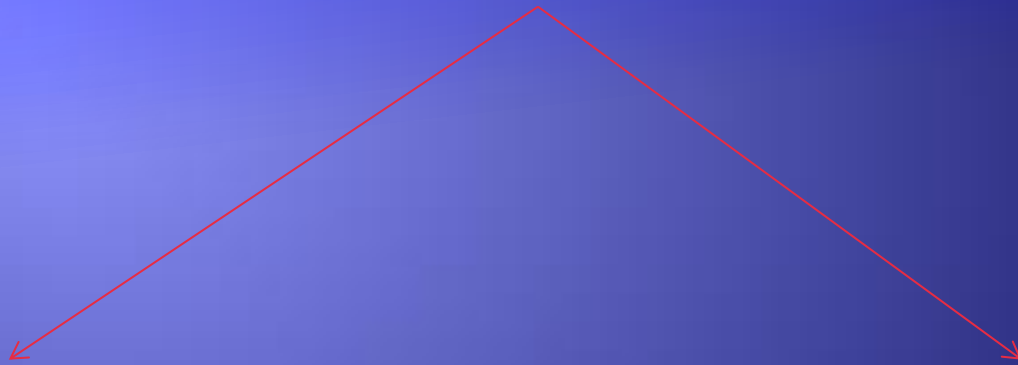
- Reports
- Intake interviews with the parents
- Observations



Individual plan :

- Teaching functional skills
- Adapting the environment
- Pedagogical approach: curriculum tailored to the capabilities and needs of the child

More about the FUNCTIONAL SKILLS AND ADAPTING THE ENVIRONMENT



TEACHING

COMPENSATE

More about the FUNCTIONAL SKILLS

Which are the functional skills?

- Learning skills
- Communicative skills
- Social skills
- Independence and problem solving, also as leisure time
- Sensory difficulties
- Emotional problems
- Workbehaviour

FUNCTIONAL SKILL:

COMMUNICATIVE
AND
SOCIAL
SKILLS

HOW DO WE TEACH?

- ◆ SOCIAL SCRIPTS + “PRAATKAART” (understanding in social situations)
- ◆ SOCIAL STORIES, whether with a reward system (teach skills)
- ◆ CONDITIONING

FUNCTIONAL SKILL:

INDEPENDANCE
PROBLEM SOLVING
AND LEISURE TIME

HOW

- ◆ VISUAL MAPS (which things do I have to do to get a certain result?)

FUNCTIONAL SKILL:

SENSORY DIFFICULTIES

HOW DO WE COMPENSATE?

Adapting the
environment:

(also depending on the
kind of difficulty)

- Headphones
- Seperate places to work individually)
- Individual diurnal
- Time-out
- Computer

FUNCTIONAL SKILL:

HOW?

WORKBEHAVIOUR

- maps
- “Box-system”
- Transition cards
- Short workmoments
- rewardsystem
- Individual diurnal
-> teach to work independantly

FUNCTIONAL SKILL:

Emotional problems

HOW?

teach
understanding in
emotions by:

- clarifying
- canalizing



vrijdag		Jodi
8.45 - 09.10	Onthaal	
9.10 - 9.40	Taaltrapeze	●
9.40 - 10.05		
10.05 - 10.20	speeltijd	
10.20 - 10.45	rekenen	
10.45 - 11.10		
11.10 - 11.35	Vrije tijd	
11.35 - 12.00		
12.00 - 13.00	middag	
13.00 - 13.25	LO	
13.25 - 13.50		
13.50 - 14.15	Afsluiten van de dag	
14.15 - 14.40	speeltijd	







PERSPECTIVE

- ◆ Normal school with GOn-support
- ◆ Secondary school special education with an ASD-department
(referral is difficult because of limited options -> not that many schools)