

AUTISM

Inclusive strategies by Lucy Williams



WHAT IS AUTISM

- Autism also known as autism spectrum disorder is a developmental disorder that affects how a person interacts, communicates, and behaves.
- Symptoms typically appear within the first three years of life and can vary widely in severity and form.
- It impacts social interaction and communication leading to challenges in these areas.
- It can be characterised by repetitive behaviours and limited interests.
- The term “spectrum” reflects the diverse range of symptoms and abilities among individuals with autism. -Autism.org, n.d.



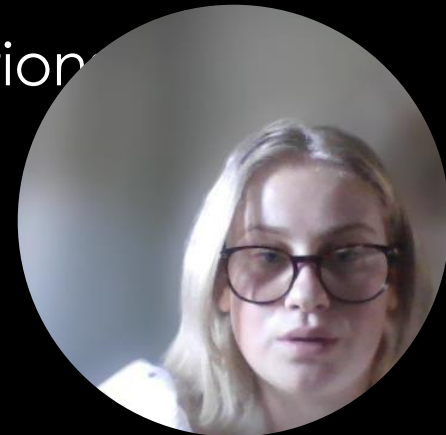
NEED FOR INCLUSIVE PRACTICE

- Inclusive practice is a vital part of the classroom it support not only academic development but also social and emotional well being.
- UNESCO(2020) suggests that an inclusive approach benefits all students not just those with additional needs as they foster empathy, cooperation, and resilience while improving teaching quality's through strategies.
- The ALN code places the learners at the front of their learning making it so their feelings are at the front of the planning process required to enable them to learn effectively and achieve their full potential. (Welsh Government, 2021)



THE NEED I HAVE CHOSEN

- The need I have chosen to focus on for this assignment is Autism, I'm going to be looking at inclusive strategies for them in the classroom.
- I'm going to be looking at what things as the teacher I can do to help them thrive and succeed in the classroom.
- As well as the physical things that might help them like weighted blankets
- I will then be looking at the barriers and limitations to the strategies and physical things you could get for the classroom.
- The final thing I will then be looking at is future practice consideration it to QTS



SOCIAL AND EMOTIONAL SUPPORT

- The first strategie I could do as the teacher involves social and emotional support. There are 3 different things I can use to support this is Social Stories, Emotion Charts and Peer Buddies.
- **Social stories**
- Social stories are short, personalized narratives designed to help individuals with autism understand and navigate social situations. -Verywell Health, (n.d.).
- According to Tobik, (2025)The purpose of social stories is to teach appropriate social behaviours and responses by providing clear and concise information about specific situations.
- When using social stories, you need to use simple language and include descriptive, perspective, and directive sentences to outline the situation. Social stories can be tailored to the individual students needs to include relevant visuals and scenarios.- Storyboard That(, n.d.)



SOCIAL AND EMOTIONAL SUPPORT

- **Emotion Charts**

- Emotion Charts are visual tools that assist students in identifying and expressing their emotions, promoting self awareness and emotional regulation.
- They provide a visual representation of various emotions, helping students recognise and communicate their feelings effectively.
- Regular use can enhance emotional literacy and reduce behaviour issues by enabling students to express themselves constructively.
- Vallejo, (2023); Pinnacle Therapy, (2025) explains some benefits which is that it can help normalise emotional expression.



SOCIAL AND EMOTIONAL SUPPORT

- **Peer Buddy systems**
- National Center for Pyramid Model Innovations (2019) states that Peer Buddy Systems involve pairing students with autism with neurotypical peers to facilitate social interaction and inclusion.
- The aim is to promote social skills, friendship development, and a sense of belonging within the school community
- Research indicates that the Peer Buddy System can increase social engagement and improved classroom participation for students with autism



PHYSICAL THINGS TO HELP WITH INCLUSION FOR PUPILS WITH AUTISM

- **Sensory tools**
- Sensory play can support the development of communication, social, and motor skills in children with autism (Special Learning House, 2018). They also state how sensory play can help support a child's well being and learning outcome by calming and preventing meltdowns improving communication skills and developing motor skills.
- A child with Autism can get sensory input through a wide variety of things such as sensory toys, weighted blankets, wobble cushions, lights etc
- Sensory needs are different for each individual child with autism as with neurotypical children.



PHYSICAL THINGS TO HELP WITH INCLUSION FOR PUPILS WITH AUTISM

- **Sensory tools**

- There's a range of sensory tools that could be bought for the classroom for a wide of different reasons and needs. Some of the sensory tools that could be bought and implemented into the classroom for when they are needed is:
- Noise cancelling headphones or ear defenders
- Fidgets toys
- Weighted lap pads or blankets
- Chewelry(chewable jewellery)
- Light filters for fluorescent lights



PHYSICAL THINGS TO HELP WITH INCLUSION FOR PUPILS WITH AUTISM

There are benefits to the sensory tools I have discussed in the previous slide; the benefits are different for each and every individual because they all have different sensory needs.

- The first benefit is that they reduce overwhelming noise levels
- Help with self regulation and focus an example of this is spinners, cubes, stretchy bands etc
- Provides deep calming pressure
- Offers movement while being seated, helping with attention
- Safe items to chew on for oral sensory needs
- Reduces harsh lighting that can be overstimulating



PHYSICAL THINGS TO HELP WITH INCLUSION FOR PUPILS WITH AUTISM

- The last physical item I will be talking about to promote inclusion in the classroom is a PEC board. A PEC board stands for Picture Exchange Communication System. The Pecs boards uses picture symbols to help children express needs, wants and thoughts. It was developed by Lori Frost and Andy Bondy in the 1980s
- PECS supports communication by using pictures to build sentence structure and encourage interaction (Pyramid Educational Consultants UK, n.d.).
- A PECS board supports functional communication, Reduces frustration and Behaviours, Encourages social interaction as well as being easily Customizable with real photos or symbols and tailors to match the specific preferences and environment.



LIMITATIONS TO THE INCLUSIVE STRATEGIES

- There are some general limitations to all of the inclusive strategies such as:
- Staff training and confidence- without training staff may misinterpret autistic behaviours or fail to adapt content adequately
- Curriculum and Assessment Constraints- The standard Curriculum may not accommodate different learning profiles. -(Jones, Happe and Gilbert, 2009)
- Funding, there may not be enough funding to support putting strategies in place and purchasing things for the classroom.
- Another limitation to strategies being implemented not the physical things you can buy to be inclusive is that the teacher might not have the time to look into new strategies as well as making the strategies then implement them into the classroom.



LIMITATIONS TO THE INCLUSIVE STRATEGIES

- I'm now going to be quickly looking at limitations to the specific strategies I chose:
- The limitation to emotion charts is that students might pick the closest option, leading to miscommunication- (Barrett, Lindquist and Gendron, 2007).
- A limitation to social stories is that some students may struggle with understanding abstract language, perspective taking or the inferred meaning of a story.- (Reynhout and Carter, 2006).
- Although peer buddy systems are beneficial peer buddies may lack adequate training in understanding autism or how to respond appropriately in various situations



FUTURE PRACTICE LINKING IT TO QTS

- To finish up this PowerPoint there is a lot of things I would take away from doing my research to make my classroom inclusive to all not only students with autism.
- In the future I aim to stay updated on inclusive teaching strategies which supports not only the children but my growth as a teacher as I would be developing subject & pedagogical knowledge
- I will work closely with families, support staff and specialists to create collaboration and communication making my understanding of the students needs better.
- The last point I will talk about is how I will evaluate and adapt teaching based on outcomes and research using assessment and reflect on it to help make me the best teacher I can be.



REFERENCE LIST

- **Autism.org** (n.d.) *What is autism?* [Online] Available at: <https://autism.org/what-is-autism/> (Accessed: 1 June 2025).
- UNESCO (2020) *Global Education Monitoring Report: Inclusion and education – All means all*. Paris: UNESCO. Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000373718> (Accessed: 3 June 2025).
- **Welsh Government** (2021) *The Additional Learning Needs Code for Wales 2021*. [Online] Available at: <https://www.gov.wales/sites/default/files/publications/2025-01/250124-the-additional-learning-needs-code-for-wales-2021.pdf> (Accessed: 3 June 2025).
- **Swansea Council** (n.d.) *Additional Learning Needs Coordinators (ALNCos)*. [Online] Available at: <https://www.swansea.gov.uk/alnprofessionalsALNCo?lang=en> (Accessed: 3 June 2025).
- Tobik, A. (2025). *Social Stories for Autistic Children – The Ultimate Guide*. Autism Parenting Magazine. Available at: <https://www.autismparentingmagazine.com/social-stories-for-autistic-children/> (Accessed: 4 June 2025).
- Storyboard That. (n.d.). *Social Stories for Autism | Examples & Templates*. Available at: <https://www.storyboardthat.com/articles/e/introduction-to-social-stories> (Accessed: 4 June 2025).
- Verywell Health. (n.d.). *Social Stories for Kids With Autism*. Retrieved June 4, 2025, from <https://www.verywellhealth.com/social-stories-for-kids-with-autism-4176139>
- Vallejo, M. (2023). *9 Printable Feelings Chart for Kids*. Mental Health Center Kids. Available at: <https://mentalhealthcenterkids.com/blogs/articles/printable-feelings-chart-for-kids> (Accessed: 4 June 2025).
- National Center for Pyramid Model Innovations. (2019). *Implementing Stay-Play-Talk in Early Childhood Classrooms*. Available at: <https://challengingbehavior.org/docs/Stay-Play-Talk.pdf> (Accessed: 4 June 2025).



REFERENCE LIST

- Special Learning House (2018) *21 Benefits of Sensory Play for Autism*. 12 April. Available at: <https://www.speciallearninghouse.com/benefits-of-sensory-play-for-autism/> (Accessed: 27 June 2025).
- Frost, L. and Bondy, A. (2002) *The Picture Exchange Communication System Training Manual*. 2nd edn. Newark, DE: Pyramid Educational Consultants.
- Jones, C.R.G., Happe, F. and Gilbert, F. (2009) 'Reading and comprehension in autism spectrum disorders', *Philosophical Transactions of the Royal Society B: Biological Sciences*, 364(1522), pp. 1535–1541. Available at: <https://doi.org/10.1098/rstb.2008.0333> (Accessed: 27 June 2025).
- Barrett, L.F., Lindquist, K.A. and Gendron, M. (2007) 'Language as context for the perception of emotion', *Trends in Cognitive Sciences*, 11(8), pp. 327–332. Available at: <https://doi.org/10.1016/j.tics.2007.06.003> (Accessed: 27 June 2025).
- Reynhout, G. and Carter, M. (2006) 'Social Stories™ for children with disabilities', *Journal of Autism and Developmental Disorders*, 36(4), pp. 445–469. Available at: <https://doi.org/10.1007/s10800-0086-y> (Accessed: 27 June 2025).
- Department for Education (DfE) (2011) *Teachers' standards: Guidance for school leaders, staff and governing bodies*. London: DfE. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_e/665520/Teachers_Standards.pdf (Accessed: 30 June 2025).

