Teaching methods for Autistic student

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Abstract:

Parenting a child with autism spectrum disorder has never been easy. The causal factors include, but not limited to, the child’s restricted social and communication skills and restricted and stereotypical activities. Parents lacking knowledge about ASD often resort to other forms of interventions in the hope to find a cure and believe it can assist to get rid of the deficits of the disorder. Such treatments are known as complementary or substitute medicine and are not evidence-based. As there is no current remedy for ASD, maybe it is time for parents to stop finding a make well to this disorder. Autism child has difficulties with interpreting both verbal and non-verbal language like gestures or tone of voice. Autism child has a very literal understanding of language. Autism child may find it difficult to use or understand: facial language, nature of voice, jokes or sarcasm.

Keywords: Autism

Introduction:

Autism child has difficulties with interpreting both verbal and non-verbal language like gestures or tone of voice. Autism child has a very literal understanding of language. Autism child may find it difficult to use or understand: facial expressions, tone of voice, jokes or sarcasm. Autism is a lifelong neurological disorder characterized by a triad of impairments, which usually include communication (verbal and non-verbal), social interaction, and repetitive and stereotyped patterns of behaviour (Pierangelo & Giuliani, 2007). According to the Diagnostic and Statistical Manual of Mental Disorders-Fifth Edition (DSM-V), a collective term known as Pervasive Developmental Disorders (PDD), is used as to include autistic disorder while Asperger’s Syndrome, Fragile-X Syndrome, Rett’s Syndrome, Childhood Disintegrative Disorder and PDD-Not Otherwise Specified (PDD-NOS) are the non-autistic PDD (American Psychiatric Association, 2013).

Objectives:

To furnish the aspect of behavior of Autism child and required teaching methods for teaching of Autistic students at school level.

Methodology:

To explain the objectives researcher followed the social skills, skill of language, behaviors, emotions, and Skills in academic school of an autistic child in Action for Autism.
Results and Discussions:
The social behavior of autism children are: modest eye contact, confrontation to being held or touched, be appropriate to get too close when speaking to someone, reacts to social interactions sometime, but does not initiate them, very infrequently share observations or experiences with others, involvement understanding jokes, figures of speech, problem for reading facial expressions and body language, not understand the rules of conversation, not understand any group interactions, naive about in what is going on around them, talks greatly about one or two topics (dinosaurs, movies, etc.), overly trusting or unable to read the motives behinds peoples’ actions, incapable to realize another’s feelings, prefers to be alone, complexity to maintain friendships and easier to go out with older or younger people, rather than peers of their own age.

The language expression of autism students are: irregular use of pitch, accent, rhythm or stress while speaking, speech is unusually loud or quiet, anonymity whispering, repeats last words several times, commonly uses short, unfinished sentences, pronouns are often improperly used, uses a person’s name extremely when speaking to them.

The Behaviors of the Autism students are: Appeal with rotation, Connect in recreation is often repetitive, A lot of and varied collections, Abnormal attachment to object, Healthy motor skills are developmentally behind peers (example; tying shoes), Gross motor skills are developmentally behind peers (example; running), Inability to perceive potentially dangerous situations, Unexpected movements (example; running out into the street), When you restrict to do something he will do it repeatedly, Unexpectedly he runs to touch the genital parts of gents, Swiftly he touch/rubbing his own penis, During latrine or toilet he opens the door, Abruptly he wants pappi/Kiss and does it repeatedly. If you deny he will be hipper, Walks on toes, Extraordinary walk, Difficulty changing from one floor surface to another (example; carpet to wood, sidewalk to grass), Strange or unnatural posture (example; rigid or floppy), Obscurity moving through a space (example; bumps into objects), Walks without swinging arms freely, Appear of hearing problems (but hearing has been checked and it is fine), Assault activity, Food sensitivities, Irregular sleep patterns and Obvious lack of concern for personal hygiene (example; hair, teeth).

The emotions of autism students are:difficulty with deafening or sudden sounds, genital touching in public situations, laughs, cries or throws an outburst for no apparent reason, emotions can pass very rapidly or are drawn out for a long period of time, may possibly need to be left alone to release tension, calmed by external stimulation - soothing sound, brushing, rotating object, constant pressure (example; hammock, rolled in a blanket) and needs comfort items (example; blankets, teddy, rock, string).

The skills of autism children in school are: modest attention span for most lessons, confrontation or inability to follow directions, complexity transitioning from one activity to another in school, favor co-curricular activities, little ability in school curricular, exceptional rote memory in some areas, difficulty with reading knowledge (example; can quote an answer, but unable to predict, summarize or find symbolism) and intricacy with fine motor activities (example; colouring or printing).
Essential teaching methods

APPLIED BEHAVIOR ANALYSIS or ABA: The Teachers work is to observe the behavior of a person. The Instructions are on any essential missing skills and providing a brief instruction and reward a correct response. The Behavior of the Autistic child is Reward system encourages the positive behavior.

STRUCTURED TEACHING: Physical structure refers to the genuine layout or surroundings of a person's environment like: a classroom, home, or group home. The physical boundaries are perceptibly defined and regularly include activities like: work, play, snack, music, and transitioning. A schedule is arranged that indicates what the person is made-up to act and when it is invented to happen. The person's whole day, weeks, and perhaps month, are obviously shown to the person through words, photographs, drawings, or at all medium is easiest for the person to understand. The work system informs the person what is expected of him/her during an activity, how much is believed to be skilled, and what happens after the activity is completed. The objective is to educate the person to work separately. The work system is also prearranged in such a way that the person has little or no complexity figuring out what to do. TEACCH technique is the most obliging skill for autistic individuals is a usual which involves examination one's schedule and following the recognized work system. This tradition can then be used throughout the person's lifetime and in multiple situations. Visual structure refers to visually-based prompts regarding organization, clarification, and directions to assist the person in understanding what is anticipated of him or her. For example, an illustration structure may connect using colored containers to facilitate the person in sorting colored materials into a range of groups or displaying an illustration of a stamped covering when the person is asked to put stamps on envelopes.
Daily Scheduled file of Autism student

Useful work of Autism student

Scheduling of Autism student

Drawing of Autism Child
Autism Student is busy to identify the Rupee  

SENSORY INTEGRATION THERAPY: Teachers use sensory integration therapy. It can be amusing for kids because it resembles playtime. It frequently takes place in particularly designed surroundings where kids are encouraged to participate with balls of different sizes, textures and weights. Therapy sessions frequently engage playing with clay and other materials. Children may also be asked to bounce, swing or spin on special equipment. The therapist slowly makes these activities more challenging and composite. The thought is that through repetition, a child’s nervous system will respond in a more “organized” way to sensations and group. Every so often sensory integration therapy is balancing with equilibrium treatments or group therapy. This kind of therapy may involve going through an obstruction course, throwing a ball and standing on an equilibrium board.

Sensory integration therapy uses play activities of an Autism child

DEVELOPMENTAL INDIVIDUAL DIFFERENCE FLOORTIME (DIR): Teachers can help children increase their circles of communication by gathering them at their
developmental level and structure on their strengths. Floortime takes place in a calm environment. This can be at home or in a professional setting. Proper action sessions vary from two to five hours a day. They acquire in training for parents, caregivers and dealings with the child. Teachers support families to use Floortime principals in their daily lives. Floortime sessions put emphasis on back-and-forth engage in recreation interactions. This establishes the foundation for shared notice, appointment and problem solving. Parents and teachers help the child maintain spotlight to hone interactions and theoretical, logical thinking.

**Conclusion:**
The use of the theory of salutogenesis and its three components (i.e., meaningfulness, directness, and manageability) provides a viewpoint to help parents cope during their parenting trip of their children with autism spectrum disorder. The majority prominently, parents who take on the perspective of salutogenesis will assist them construct rational life experiences by having the ability to productively manage the endless number of stressors that occurred in the discourse of their life. It also enables parents to manage tension, to discover and utilize their available resources and supports, and to sponsor effective coping by finding solutions. In this way, the salutogenic perspective guides parents to locate expectation and meaning in life for the duration of their parenting expedition for themselves as well as autism child.
Reference:

9 http://www.cdc.gov/ncbddd/autism/data.html