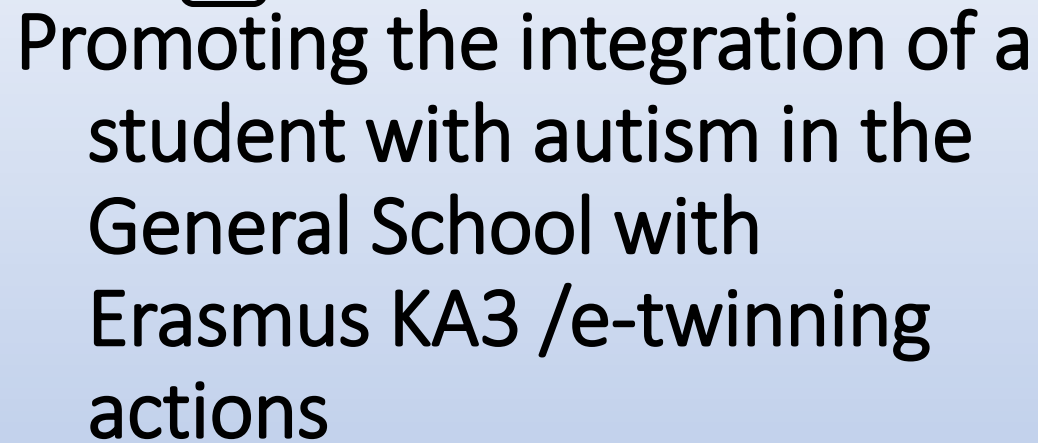




Center for Open Access in Science

7th International e-Conference on Studies in Humanities and Social Sciences



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Purpose

The purpose of this study is to highlight the good practices, which are offered by non-formal education, in the context of school life, for the integration of students with autism in the school community, in the general school, the Lyceum. The ultimate goal is to contribute to the most effective and equitable education of the student with autism.

The understanding of autism by parents, teachers and classmates proves to be a prerequisite for this. For this purpose, as research questions were asked: 1. How the understanding of autism is achieved i. by the school community and in particular teachers and students and ii. by the wider community and the environment in which they interact in the context of non-formal education and 2. How will understanding autism lead to the acceptance and integration of students with autism into the community?

The Disability of Autism

deficits in

- a) social transaction,
- b) communication and
- c) limited, repetitive behavior

DSM-V / ICD-10



Methodology

The methodology of this study is mixed as it is empirical, bibliographic consisting of quality and quantity data (Avramidis, El. & Kalyva, E., 2006). The qualitative data of the research were extracted from the case study of a student with autism in the General Lyceum and of the individuals of the school environment and the family.

Some research tools were used in the methodology of participatory observation and in the methodology of educational intervention according to the pedagogical tool TISIPfSENs. With the use of certain protocols, these tools record, through hetero-observations, the individual, family and school history in EXCELL tables with Basic Skills Control Lists (BSCL) and the student's potential in the neurodevelopmental areas of learning readiness (Ministry of Education & Pedagogical Institute, 2009).

Good educational practices that promote integration

- Given the distance education imposed by the covid-19 pandemic
- we used European programs (Erasmus KA3 T & e-twinning)



- **promote accessibility**
- **raise awareness**
- **the equitable participation**
- **ultimate goal: fair integration into the community.**



eTwinning TwinSpace

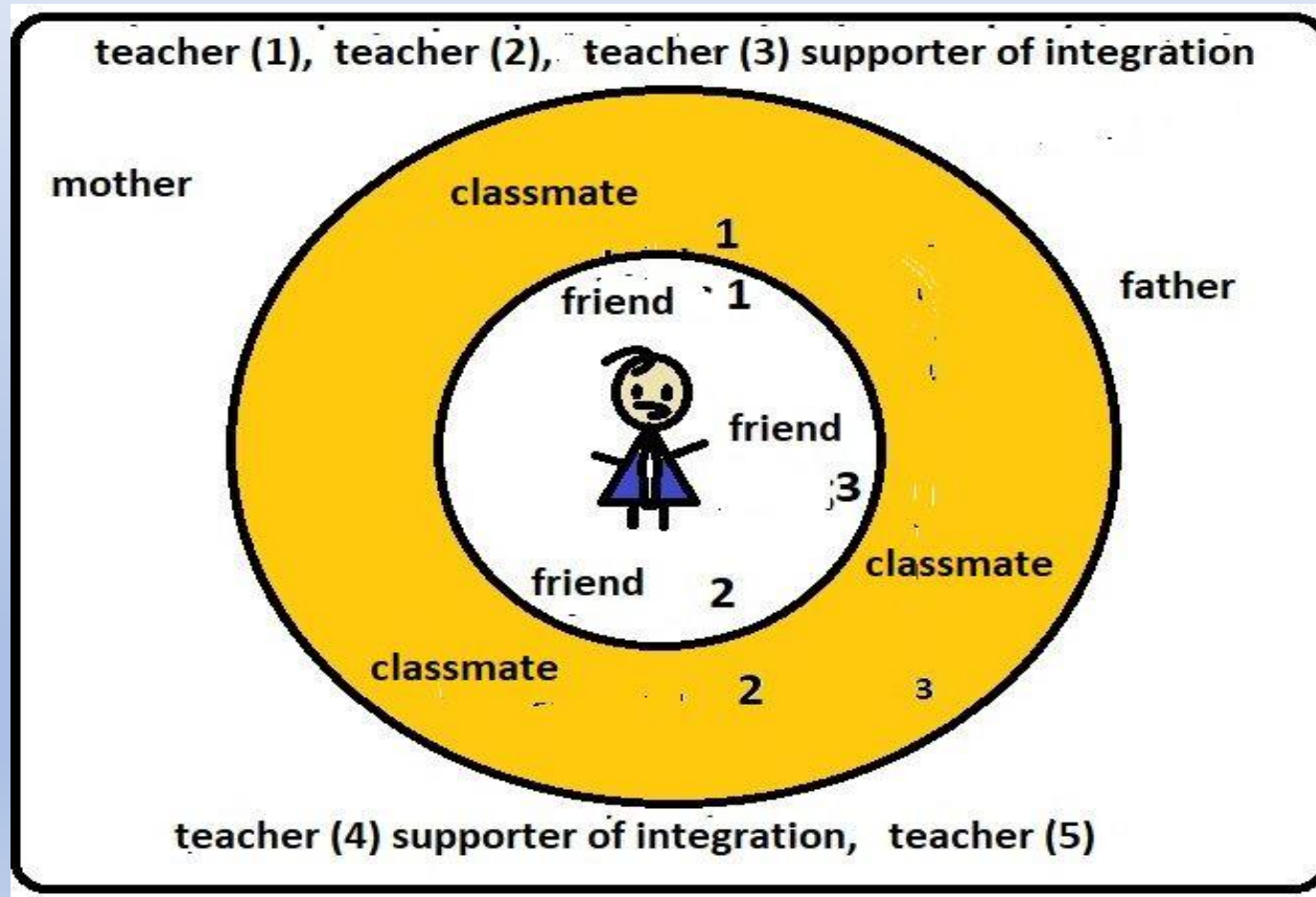
The pedagogical tool, Targeted, Individual, Structured, Integrated Program for Special Educational Needs **(TISIPfSENs)**

First phase of TISIPfSENs : hetero-observations and protocols of the teacher

During his transition to high school, Stavros's parents appeared before the school principal (and teacher-coordinator) on the first day of the school year, which was also the first year of implementation of the European Program, and pointed out the child's hesitation for his participation in school life. They expressed their frustration because they could not persuade their child to come to school. With the personal intervention of the teacher, the child was persuaded to follow her to class and sit at his desk. The duration of this success, however, was short. A coincidence, the shaking of a curtain from the air on the heads of the students, among whom was Stavros, was commented on by the laughter of certain students who averted the student in the earlier classes, resulting in him getting up from his desk and rushing out in panic. Then, the teacher, through the process of personal interview, found out the negative attitude of these students, due to their lack of understanding of autism. The parents failed to persuade their child to return to school. Eventually, they claimed and succeeded in his being described as "privately taught" so as not to miss the school year. When a little later, distance learning was imposed due to covid-19, despite the efforts of the school and the parents, the student refused to participate in it.

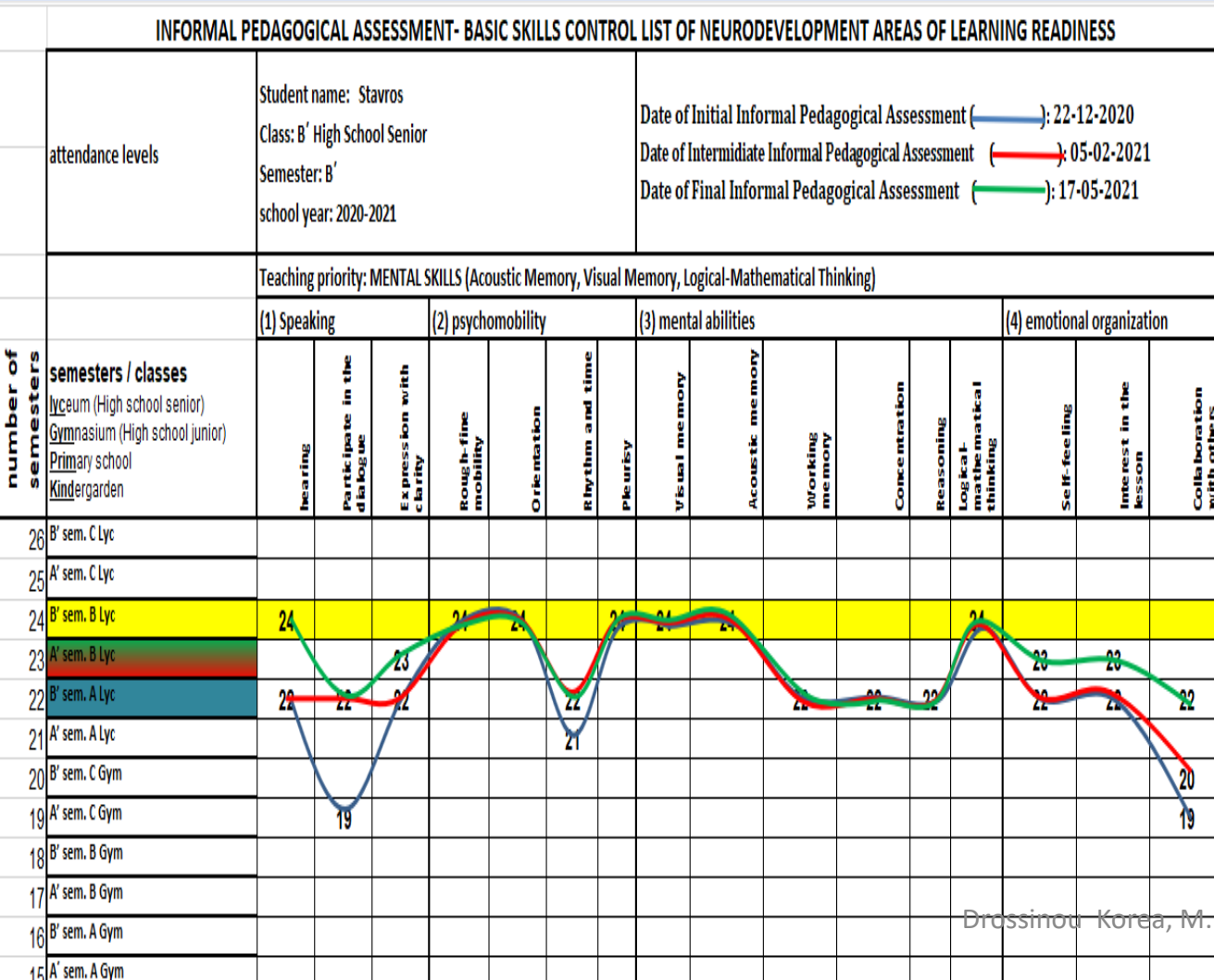
Case study – Stavros and the circle of friends

- the appropriate supportive environment



The second tool of the observation methodology was the informal pedagogical evaluation according to the second phase of **TISIPfSENs**

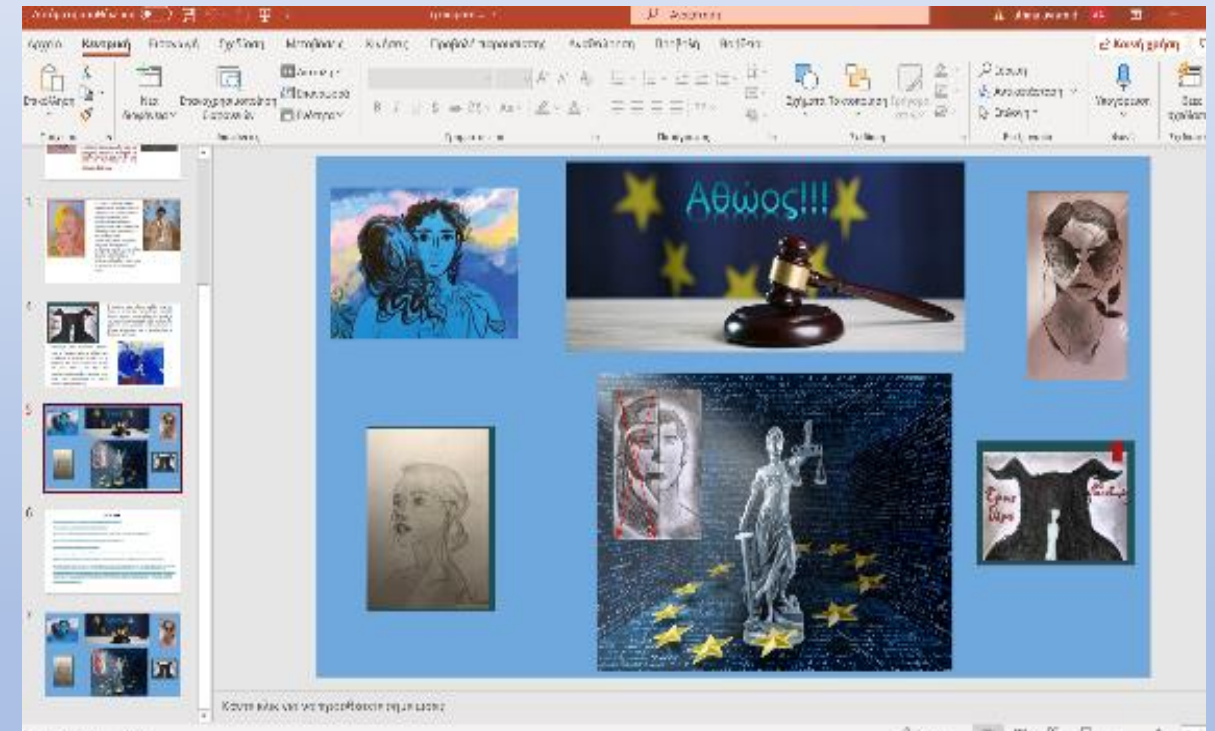
Students express and highlight talents for which curricula are indifferent.



| age | Baseline of formal education | TOTAL DIFFERENCES | | | emotional organisation | | |
|------|------------------------------|-------------------------------|-----------------------------|----------|-------------------------------|-----------------------------|----------|
| Year | Semester | Average of initial deviations | Average of final deviations | change % | Average of initial deviations | Average of final deviations | change % |
| 16 | 24 | 22,31 | 23,06 | 3,36% | 21 | 22,67 | 7,95% |

Third phase of TISIPfSENs – Designing the Program

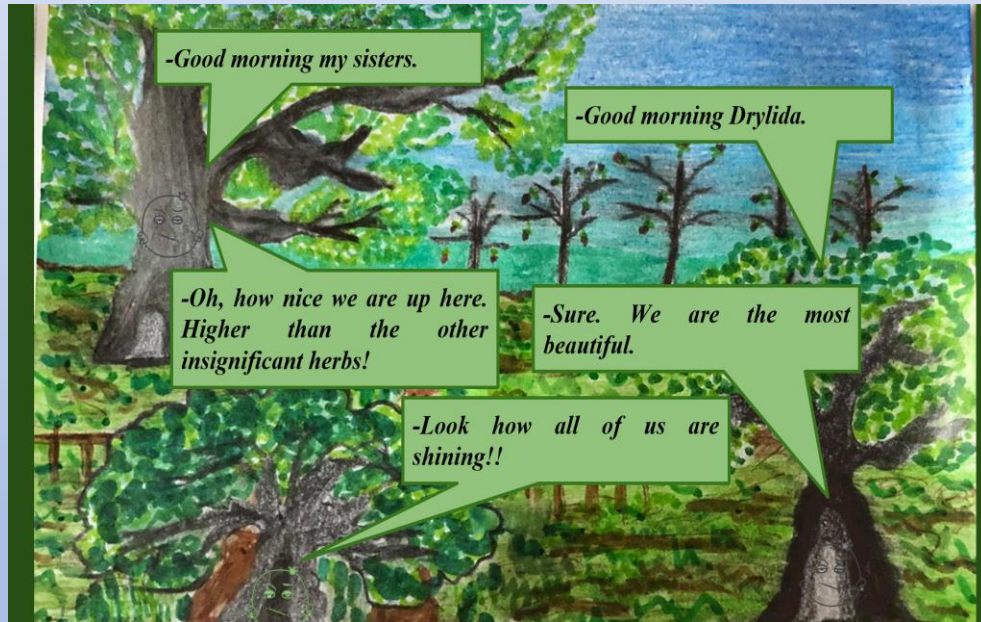
Erasmus KA3 “Teachers4Europe: setting an Agora for Democratic Culture”



The data of the APA set as a short-term goal of Stavros' participation, to highlight and enhance his existing skills, focusing mainly on his ability and desire for the sketch.

Fourth phase of TISIPfSENs – Differentiated Material and applications

fairy tales



A long-term goal was to alleviate the deficit recorded in the emotional organization and in his cooperation with others.



Fifth phase of TISIPfSENs – Evaluation / Self-evaluation

Specifically, in the context of the implementation of a policy of special inclusive education and training for students with disabilities, with a focus on autism, the school which Stavros attends, in the school year 2019-2020 participated in the European Program Erasmus KA3 "Teachers4Europe: setting an Agora for Democratic Culture", in the section on European democratic values, the status of Active Democratic European Citizen, and human rights. Aiming primarily to raise awareness of the school community on autism, students approached disability as a cause of social stigma and marginalization, focusing on the stigmatization of students with developmental disorders attending general school.

- The "behavioral contract"

The reward



Results

That is, the research, focusing on specific areas of integration each time, did not include the complex and intricate context of the school. Gaps have been identified that may prevent schools from developing non-exclusionary practices and strategies for students with autism.

Stavros was excluded from his right to school life due to his classmates' aversion for autism.

If the school does not mediate to remove this aversion, Stavros will be excluded in the future from any process in life that requires social skills and transaction. (Drossinou-Korea, M., 2017, 2019, 2020) refers to education, vocational training and the narrative for future work of young people with autism, pointing out the society's negative emotions, conscious or not, about the person with a disability.

