

A SAFE SCHOOL ENVIRONMENT – A SAFE DAILY ROUTINE

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Abstract:

Children with autism mostly have deficient communication skills, behaviour and socialisation issues, they rapidly get annoyed and/or pull back from disturbing factors. These, however, vary. Some children get upset by noise, others by smell or touch. Due to all the listed problems, these children are deprived of various experiences that could boost their psychophysical development. In order to enable them a successful development, they need specific work methods and procedures to provide them with a safe school environment and a better daily routine that should start on the very first school day. We should first gain their trust and provide them with a safe school environment, in order to be able to build on the school system. Various didactic materials and work methods help pupils adapt to the daily routine as well as get more independent. One of those work methods is the visual schedule that improves the time orientation and the organisation of activities. Pupils with autism need a structured learning environment, which is why I am going to present how I structured lessons for my pupils. I also provided my pupils with a tool for visual tasks that need to be accomplished by the arrival at school. Another very successful tool is the class record book that enables a better everyday cooperation between school and parents. Furthermore, I am going to describe the visual rules that help teach pupils about proper behaviour and hence enable them a better integration.

Keywords: autism, routine, specific work methods and procedures