



An Introduction to Autistic Spectrum Disorders (ASDs): A Whole-staff In-school Seminar for Post-primary Schools

- [Post-primary](#) [1]

Summary

This is a full-day seminar for whole-staff. It examines the 'Triad of Impairments' that characterises Autistic Spectrum Disorders (ASDs), the challenges this may pose for a student with ASD, and the implications for the school. The impact of adolescence on students with ASD and the implications for learning and teaching are also addressed. The seminar also explores mild general learning disabilities and the problems commonly experienced by such students. Practical strategies and methodologies to aid their inclusion in mainstream classes are outlined. While this seminar is specifically designed with students who have ASD in mind, most of the practical strategies outlined can be applied for the benefit of all students.

Key Aims

The key aims of the seminar are:

- To introduce participants to Autistic Spectrum Disorder (ASD) and the possible implications for learning and teaching.
- To raise awareness of the Triad of Impairments and the challenges this may pose for the students.
- To enable participants to begin to interpret students' behaviour and reactions so that they can be managed appropriately.
- To provide information on general learning disabilities and the possible implications for learning and teaching.
- To raise awareness of the rationale and value of fully including students with ASD within mainstream post-primary schools.
- To introduce participants to methodologies and strategies to facilitate the successful inclusion of the student with ASD in mainstream classes.

To provide participants with information on further reading, resources and materials to assist them in meeting the needs of students with ASDs in post-primary schools.

Format of Event

The seminar normally takes place in school over a full day, including two breaks. It consists of three parts. Part one (1hr and 30 min. approx) examines the Triad of Impairments that characterises ASD and highlights how social relationships, communication, and motor and sensory difficulties can impinge on the students' difficulties in school. It explores the value of inclusion as part of the culture and ethos of the school and policy implications regarding further planning. A break is normally taken after this part. Part two (1 hr. and 30 min. approx.) introduces participants to general learning disability and the implications of this for students in the mainstream classroom. Simple adaptations and ideas for differentiation are introduced in order to facilitate the full inclusion of students in the mainstream classroom. In part three (1hr and 30 min. approx.) consideration is given to the implications of ASD for learning and teaching.

Availability

To avail of this seminar: Request the seminar through the SESS [Supports Scheme](#) [2] (In-school Support).



Address: SESS, c/o Cork Education Support Centre, The Rectory, Western Road, Cork **Tel:** 1850 200 884 - **Fax:** 021 425 5647 - **Email:** info@sess.ie

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