

# Our Lady of Fatima



## **Support Teacher for Integration & Inclusion of Students with Autism**

### **Overall Aim**

To help the students with ASD become more integrated and to access the most suitable curriculum for them.

### **Objectives**

- Emphasis will be placed on social communication and social interaction, daily living, social skills.
- In year one there will be a concentration on social skills i.e. socialisation and daily living skills.

### **Criteria for Support Class**

- Diagnosis of autism.
- A significant impairment of social communication and/or social awareness/social understanding.

### **Role of Support Teacher**

- Work with students that have a diagnosis of Autism
- Students will attend group and/or individual sessions and/or receive In-class support.
- The education of students will be based, primarily, on the TEACCH method and will use other autism specific resources and materials.
- The support teacher will liaise with the class teacher at the beginning of the school year to discuss nominated individuals and to identify the necessary objectives for the year.
- The support teacher will meet parents of nominated individuals to discuss consent and to compile a student profile (Appendix A attached – Observation Checklist)

- The support teacher will set up a timetable based on the nominated students and their needs. This timetable will take precedence over classroom timetables.
- Spaces will be left on the support teacher timetable to liaise with class teachers, parents, and other professionals, in person or via telephone.

### **Review & Evaluation**

The policy will be reviewed as necessary and updated where appropriate.

**Ratified by the Board of Management on 24<sup>th</sup> September, 2013.**  
**Reviewed on 14<sup>th</sup> September 2022.**

**Signed: \_\_\_\_\_**  
**Chairperson B.O.M.**

**APPENDIX A:**

- 1. Behaviour Checklist**
- 2. Hierarchy of Social Skills**
- 3. Observable Behaviours Checklist**

## BEHAVIOUR CHECKLIST

The following checklist should help teachers decide upon the targets that need to be set for individual pupils. It could be used as an aid for writing IEPs.

- 1 = Does not occur/occurs rarely
- 2 = Occurs occasionally
- 3 = Occurs regularly
- 4 = Occurs often

It would also be advisable to denote when the inappropriate behaviours occur

- Time of the day
- Time of the week
- Particular lessons

Name ..... Date .....

Attendance/Punctuality/Hygiene/Clothing	1	2	3	4
Attends school				
Arrives at school punctually				
Arrives at lesson punctually				
Stays in class throughout the period				
Stays in school throughout the day				
Is appropriately dressed when arriving at school				
Refuses to wear appropriate dress				
Has appropriate hygiene characteristics				

Start of Lesson	1	2	3	4
Lines up appropriately outside the classroom				
Enters the classroom in an appropriate manner				
Goes to appropriate seat				
Remains seated				
Sits appropriately				

Brings equipment				
Brings books/homework to lesson				
Listens to teacher's instructions				
Responds to teacher's instructions				
Follows simple teacher instructions				
Follows complex teacher instructions				
Follows instructions given to individual				
Follows instructions given to class/group				
Follows written instructions etc.				

<b>During the Lesson</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Remains in appropriate place				
Keeps hands and feet to him/herself				
Uses equipment safely and sensibly				
Walks around classroom appropriately				
Asks appropriately for teacher help (Putting hand up)				
Waits patiently for adult assistance				
Works/talks with peers appropriately				
Stays on task				
Asks for further work when finishes task				
Accepts criticism of work				
Accepts criticism and disappointment				

<b>End of Lesson</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Clears away books and equipment				
Helps others clear away				
Helps teacher clear away				
Waits until dismissed before leaving room				
Leaves room appropriately				

<b>aggression</b>				
<b>Defends others from bullying/teasing</b>				
<b>Able to ask for help</b>				
<b>Offers help to others</b>				

<b>Bullying, Name-Calling, Teasing – Perpetrator</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Teases/taunts other pupils</b>				
<b>Pokes/physically abuses other pupils</b>				
<b>Joins gang to pick-on other pupils</b>				
<b>Provokes other pupils on his/her own</b>				

<b>Playing</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Able to organise activities on own</b>				
<b>Able to organise activities with others</b>				
<b>Initiates play with others</b>				
<b>Plays with others appropriately</b>				
<b>Abides by the rules of games</b>				
<b>Plays as a member of the team</b>				
<b>Accepts losing</b>				
<b>Shows appropriate behaviour to those who lose</b>				
<b>Keeps hands/feet/objects to him/herself during play</b>				

<b>Interaction with other Pupils</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Uses appropriate language in classroom				
Uses appropriate language with other children				
Shares with other pupils				
Works with other pupils				
Behaves appropriately with other pupils				
Helps other pupils behave appropriately				
Ignores disruptive behaviour				
Behaves appropriately				
Abides by classroom rules				
Waits for appropriate moment to interrupt others				
Allows others to contribute				
Acknowledges contribution of others				

<b>Reprimands and Apologising</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Listens appropriately to reprimand				
Looks down when reprimanded				
Stands still when reprimanded				
Accepts responsibility for wrong-doing				
Asks for opportunity to explain				
Explains appropriately				
Apologises appropriately				
Asserts that the event will not be repeated				
Promises carried out				

<b>Bullying, Name-Calling, Teasing - Victim</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Copes with teasing/taunting				
Self-deprecating - jokes about him/herself				
Ignores provocation				
Asserts him/herself				
Escapes from bullying without use of				

## Hierarchy of Social Skills

Date:	Class:	Student:	Teacher:		
<b>AWARENESS OF SELF &amp; OTHERS:</b>			<b>Yes</b>	<b>No</b>	<b>Dev</b>
<b>Physical Appearance</b>					
Cleanliness					
Neatness					
<b>Personality</b>					
Friendly					
Introverted					
Mixes easily					
Calm					
Anxious					
<b>Understands Relationships between people in their lives:</b>					
Knows a friend					
Understands pupil/teacher relationship					
Has interests					
Has obsessive behaviour					
Awareness of own strengths & needs					
Can resolve conflict					
<b>NON VERBAL BEHAVIOUR</b>					
<b>Body Language</b>					
Has eye contact					
Understands facial expression					
Can read gesture					
Awareness of appropriate distance					
Awareness of appropriate touch					
Fidgets					
Uses good posture					



<b>Paralinguistic Skills</b>	<b>Yes</b>	<b>No</b>	<b>Dev</b>
Uses appropriate tone			
Uses appropriate volume			
Uses appropriate rate of speech			
Fluency			
Uses clear speech			
<b>VERBAL BEHAVIOUR</b>			
<b>Conversation skills</b>			
Listens to teacher			
Demonstrates effective listening to peers			
Initiates conversation			
Maintains conversation			
Takes turns			
Asks appropriate questions			
Answers questions			
Stays on topic			
Can repair conversation breakdown			
Can end a conversation appropriately			
<b>ASSERTIVENESS</b>			
Expresses feelings appropriately			
Stands up for self			
Makes Suggestions			
Can refuse appropriately in relevant situations			
Can disagree appropriately			
Can make a complaint appropriately			
Can say sorry			
Can request explanation when conversation is not understood			

## Common Difficulties with Sensory Systems

### Observable Behaviours Checklist

AUDITORY SYSTEM	VISUAL SYSTEM
<input type="checkbox"/> Easily distracted by background sounds	<input type="checkbox"/> Disturbed by bright lighting
<input type="checkbox"/> Over-reacts to sounds	<input type="checkbox"/> Avoids sunlight
<input type="checkbox"/> Unpredictable reactions to sounds	<input type="checkbox"/> Follows any movement in room with eyes
<input type="checkbox"/> Holds hands over ears to block noise	<input type="checkbox"/> Covers part of visual field – puts hand over part of the page in a book
<input type="checkbox"/> Screams or cries at sounds in the environment	<input type="checkbox"/> Responds physically to appearance of certain objects or colours
<input type="checkbox"/> Responds physically as if sound is a threat	<input type="checkbox"/> Unaware of the presence of others
<input type="checkbox"/> Does not respond to name being spoken	<input type="checkbox"/> Unable to locate desired objects, people
<input type="checkbox"/> Seems oblivious to sounds of surrounding activities	<input type="checkbox"/> Loses sight of objects or people when they move
<input type="checkbox"/> Creates constant sounds as if to stimulate self	<input type="checkbox"/>
<input type="checkbox"/> Unsafe because does not relate to sounds indicating potential danger	<input type="checkbox"/>
<input type="checkbox"/> Does not respond to any kind of sound	<input type="checkbox"/>

GUSTATORY AND OLFACTORY SYSTEMS	
<input type="checkbox"/> Eats a limited variety of food	<input type="checkbox"/> Gags, refused food
<input type="checkbox"/> Difficulties with oral hygiene	<input type="checkbox"/> Spits out foods, medications
<input type="checkbox"/> Over-reacts to smells in environment	<input type="checkbox"/> Smell defensive – will avoid people or places with strong odours
<input type="checkbox"/> Seems to be constantly wanting food	<input type="checkbox"/> Licks objects in the environment
<input type="checkbox"/> Chews on objects inappropriately	<input type="checkbox"/> High threshold for bad tastes – dangerous substances are not avoided
<input type="checkbox"/> Sniffs objects and people in unusual ways	<input type="checkbox"/> Does not seem to notice smells other notice

<b>TACTILE SYSTEM</b>	<b>VESTIBULAR SYSTEM</b>
<input type="checkbox"/> Touch defensive – does not like to be touched	<input type="checkbox"/> Over reacts to movement activities
<input type="checkbox"/> Avoids tasks with strong tactile element (clay, water play, paint, food prep)	<input type="checkbox"/> Has difficulty navigating on different surfaces (carpets, grass)
<input type="checkbox"/> Complains about discomfort of clothing	<input type="checkbox"/> Walks close to walls, clings to supports such as bannisters
<input type="checkbox"/> Refuses to wear certain items – tugs at clothes	<input type="checkbox"/> Seems to be fearful when movement is expected, muscles seem to tense
<input type="checkbox"/> Responds negatively to textures in foods, toys, furniture	<input type="checkbox"/> Rigid about positioning of body, keeps head in same rigid angle
<input type="checkbox"/> Does not seem to grasp concept of personal space	<input type="checkbox"/> Seems to become physically disorientated easily
<input type="checkbox"/> Does not seem to notice touch of others	<input type="checkbox"/> Seems to need constant movement
<input type="checkbox"/> Frequently puts things into mouth	<input type="checkbox"/> Rocks, travels in circles
<input type="checkbox"/> Does not adjust clothing which would seem to be an irritant	<input type="checkbox"/> Seems to tire easily when engaged in movement activities
<input type="checkbox"/> High pain threshold, unaware of danger because of low response to pain	<input type="checkbox"/> Generally slow to move, lethargic in movement
<input type="checkbox"/>	<input type="checkbox"/> Takes long time to respond to directions to move