



Kraków

SZKOŁA z klasą



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INCLUSIVE PEDAGOGY AND EDUCATIONAL ASPECTS

TIPS FOR WORKING WITH STUDENTS WITH THE ASPERGER'S SYNDROME



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Examples of behavioral methods and techniques used in working with students with the ASPERGER syndrome

- **BEHAVIOR CARD DURING THE LESSON**

Individual Lesson Behavior Card developed for a student with Asperger's Syndrome, which contains areas in which the student exhibits difficulties in functioning. Every day it is discussed with a parent who uses privileges or rewards for positive behavior, consulted with a special educator (Annex 1).

INTANGIBLE AND MATERIAL REWARDS

- watching TV, using a mobile phone or playing on the computer for 30 minutes longer
- returning home 30 minutes later
- one-time exemption from certain chores (taking garbage, washing dishes, vacuuming the apartment)
- listening to music loudly for 10 minutes
- inviting friends home
- breakfast according to his/her wishes
- topping up his/her mobile phone
- visiting friends
- going out on Saturday afternoon/evening
- riding a bike or a scooter
- reading a book by a parent before bedtime
- ability to choose a food for dinner

INTANGIBLE AND MATERIAL REWARDS- CONTINUED

- going to bed later on Friday or Saturday
- playing checkers or football with dad, a trip together
- A walk with mother, baking a cake together
- exemption from making the bed, etc.
- pocket money - 10 PLN
- watching TV late
- fashionable clothes - this month sweatshirt
- pizza for dinner
- instead of a second breakfast for school, PLN 3 for independent shopping in a school cafeteria
- Children's Day" - you don't have to wash and clean in the evening

AND A LOT MORE!

Bibliography:

Artur Kołakowski, Agnieszka Pisula (2016), *Sposób na trudne dziecko*, Gdańskie Wydawnictwo Psychologiczne, Sopot.

CONTRACT WITH THE STUDENT

- Joint establishing of the rules applicable during classes with the student who has difficulties in school functioning. The established rules are the basis for enforcing specific behaviours. It is important that all the points it contains are accepted by the student and discussed with him.

CONTRACT CONCLUDED BEFORE A DIFFICULT SITUATION

Anticipating the occurrence of a difficult situation, it is worth explaining to the student what we expect from him, then arrange what reward or privilege he will get if he adapts to the expectations, and indicate the consequences of not complying with the contract. The contract should be in writing, it may be on the student's desk during the lesson:

AGREEMENT regarding _____
RULES:

Awards:

Consequences:



SCHOOL / CLASS ANGER CODE

- It is a tool that teaches acceptable ways of expressing your nervousness. It is important for the student to discover his own methods that calm him down and be able to apply them during the lesson:

1. 1. I, _____ have the right to be angry.

2. When I feel nervous or angry, I can:

-
-

(e.g. draw what I like and color, go out into the corridor)

3. However, I must not:

-Hit anyone, including myself;
-Destroy your own and other people's things;
-

(e.g. throw objects, swear)

If I do something included in the third point, I can suffer the consequences:

4. The agreed consequence:

-

(e.g. additional homework, stay in the classroom during class break)

Signatures:

„CHECK LIST”

- A special task list on which the student emphasizes completed tasks or their stages.

CHECK LIST of work during the lesson:

- Punctual entrance to the room and unpacking the pencil case and textbooks.
- Writing down the topic of the lesson.
- Following teacher's instructions.
- Writing the notes in a notebook.
- Writing down homework.
- Packing the pencil case and the books to the backpack.
- Leaving the sale on the teacher's order.

IDEAS FOR SHORT BREAKS

Most of the difficult behaviours results from boredom! Let our student remain „on task”!

- Watering the flowers
- Going for chalk
- Short physical exercises
- Gathering works
- Arrangement of books
- Wiping the board, tasks that have already been completed
- Assigning the role of teacher's assistant or duty assistant to the student

DIARY OF GRATITUDE

Keeping a "Diary of Gratitude" by a student under the control of a teacher allows him to build adequate self-esteem and faith in his own abilities.

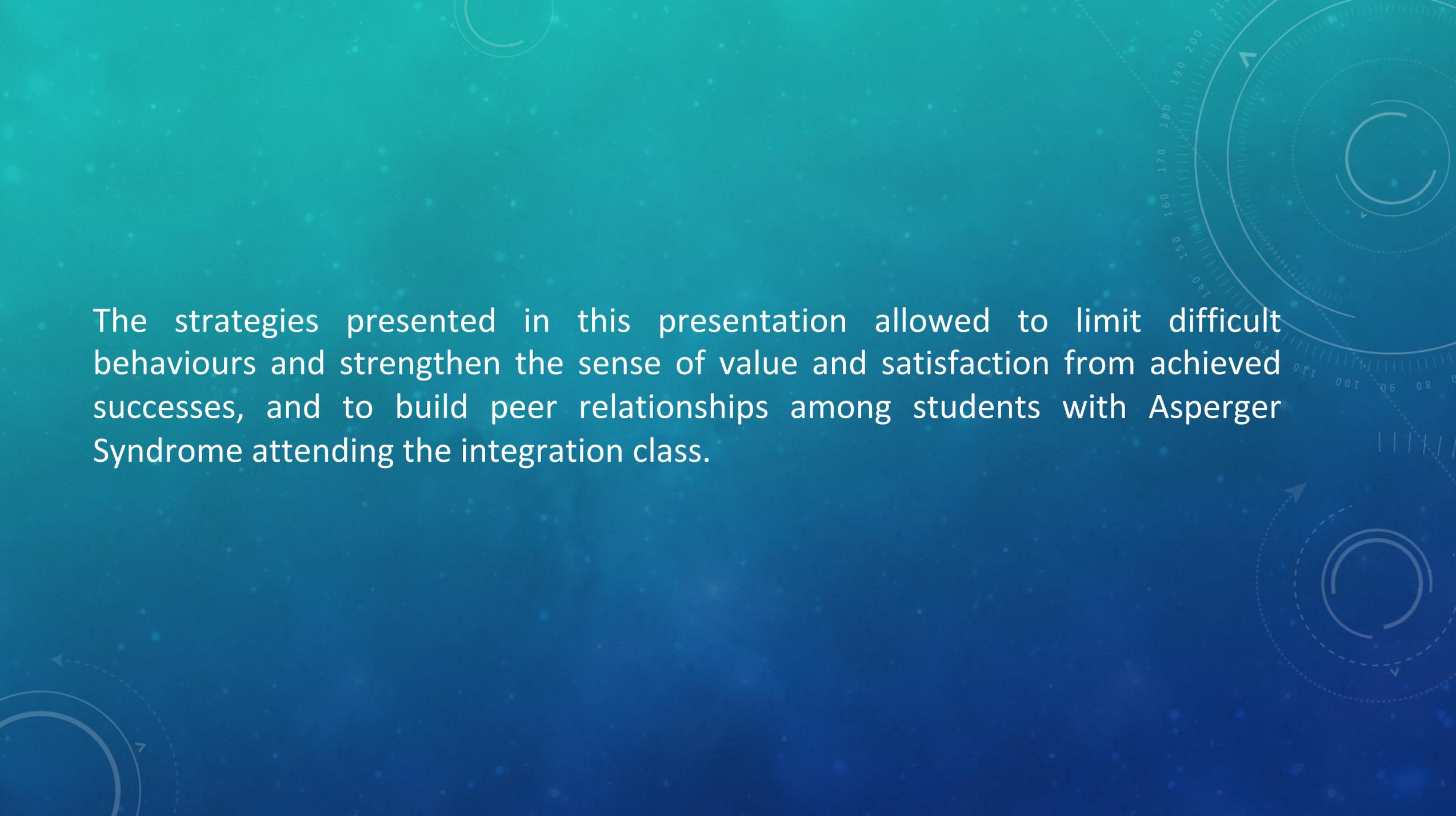
I am grateful for:	Date:
<p><i>(e.g. 5 in mathematics; that I did not get upset; that the teacher praised me)</i></p>	

DRAWINGS AGAINST ANGER

- The teacher and the student should discuss the difficult situation that has occurred. The student can draw the event that upset him, then crumple the paper and throw it into the bin, thus constructively overcoming his anger and aggression.

GOOD PRACTICE GUIDE:

- Reducing the amount of distracting stimuli
- The "clean desk" technique, removing unnecessary things from the desk at the beginning of the lesson
- Limitation of stimuli from the environment: bench near the teacher, closed window, sitting with a calm student
- Reducing the material to write down.
- Knowing what the child likes and working on reinforcements! (to prosto z translatora, bo nie do końca zrozumiałem po polsku)
- Hints, visual "reminders", for example, a photo of a mouse means "working quietly".



The strategies presented in this presentation allowed to limit difficult behaviours and strengthen the sense of value and satisfaction from achieved successes, and to build peer relationships among students with Asperger Syndrome attending the integration class.

BIBLIOGRAPHY:

- Artur Kołakowski, Agnieszka Pisula (2016), *Sposób na trudne dziecko*, Gdańskie Wydawnictwo Psychologiczne, Sopot.