

# How the teachers can manage the classroom environment to encourage jolies success...

[Environment](#), [Environmental Study](#)



Autism refers to an intricate developmental disability. Professionals deduce that autism manifests itself in the first three years of a child's life. Autism is an outcome of a neurological disorder which affects normal functioning of an individual's brain. This in turn affects the advancements in communication, social interaction and play skills of the affected child. Using a case study of Jolie, a girl who was diagnosed with autism in her earlier ages, this paper seeks to assess the social difficulties she may experience in school.

Additionally, the papers will propose ways in which the teacher can manage Jolie's situation in the class environment to encourage her participation.

Potential social difficulties Jolie may have at school due to her disability

Because of her disability, Jolie may experience various social challenges in her new school. First, Jolie may find it hard to interact with others in school.

Because of the disability, she may avoid social contact with others and even become distressed whenever confronted. Play activities usually enhance

children's learning skills. Jolie on the other hand, will join school without fully developing these skills from her childhood. Because of this, Jolie may again

experience difficulty in playing with other children in school since her play may involve repetitive deeds rather than a variety of skills. Other children

may not find it fun playing with Jolie in this case. Additionally, Jolie may

experience communication problems in school. Because of her disability, she may not have developed essential non verbal communication skills back at

home. This may make it hard for her to communicate with others in school.

In order to ensure that Jolie successfully participates in class, the teacher has a great role to play since the class environment can adversely affect her

learning process. The teacher can consider placing Jolie at the front of the

class near him or her. In this way the teacher can closely monitor her individual participation and progress even as the class continues. This is important because Jolie might have a slower learning rate than the rest of the students. Secondly, the teacher can consider using modified testing in class to help Jolie participate effectively. Rather than using general class assessment, the teacher can offer tests to be done individually in quietness and also in shorter time spans. This will assist Jolie to easily express her knowledge which she may be afraid of revealing in an open class session.