

Classroom practice for children with asperger syndrome in a mainstream school

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Children with Asperger Syndrome mostly portray peculiarities in speech and language and also have socially and emotionally inappropriate behaviors. Such children have “ an inability to interpret non-verbal communication” and hence have a problem interacting with other children (Ansell 15). They also exhibit motor uncoordination and are clumsy when walking.

Terry being a victim of the Asperger Syndrome is predisposed to emotional strains and depression that results from being “ separated into solitude during play and study times” (Ansell 13). However, as a classroom teacher, I can find solution for Terry by making an individual attempt that focus and emphasize on her strengths and helping her out on her weaknesses.

As a teacher, I have a responsibility of adopting an all inclusive approach towards ensuring that Terry gets the best out of class while at the same time being considerate to the other class members. The strategies would include; “ carefully structuring the seating arrangement, providing a safe haven, preparing for changes in routine, using available resources and making needed accommodations” among other things (Ansell 18).

Seating Arrangement and Group Work: I will avoid seating Terry close to bullies and aggressive students, but seat her next to her peer buddies.

However, this would be based on the analysis of where the Terry works most effectively. I will ensure that I avoid self selection when assigning student groups and teach students the importance of working as a team.

Safety: Terry being an Asperger Syndrome patient gets overwhelmed by crowds and social interaction thereby resulting in stress and anxiety. Instead of removing Terry from difficult academic tasks and the playground activities, I might consider offering an “ alternative to attending these

events” (Ansell 18). This can be achieved by ensuring that Terry has a trusted contact person with whom she feels comfortable. I will give Terry access to quiet and private places where she can have her free time, rest and refresh away from the hustles of trying to fit into social groups. As a classroom teacher, I would also consider giving Terry additional time to complete difficult class assignments and offer her extra tuition time to attain her academic potential.

Peer Interactions: As a class room teacher would create ways to connect Terry with empathic peers so as to promote social acceptance and friendships in her life. Ansell asserts that such measure can be achieved by introducing “ games where students share their feelings and listen to others” (16). Through this, I will have a glimpse into individual student strengths and gifts and be able to effectively tutor Terry appropriately. In addition, I would maintain the classroom as a safe, supporting and accepting community where students take responsibility for each other so as to make Terry feel loved and part of the community.

Whereas I may accommodate Terry by applying different teaching styles and presentations, I would also require external resources to manage such students as Terry. As such, I would consider keeping constant communication with Terry’s parents and the inclusion of special education parents and other teachers. I would achieve this through meetings, e-mails and telephone.

Works Cited

Ansell, Gill, D. Working with Asperger Syndrome in the classroom: An insider’s guide. Philadelphia: Jessica Kingsley Publishers, 2011. Print.

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