

Autism

	Knowledge	Skills	Competences
Level 3			
Learning Outcome	She/he describes the “triad of impairments”, which must be present in order to receive the diagnosis “autism”.	She/he puts individual education plans into practice and addresses special and complex needs of children who have difficulties with social behaviours.	She/ he is able to communicate with relevant others about ASD and clarifies individual needs of affected children.
Exercise	When the diagnosis is autism, what are the three categories labelled as ‘triad of social impairments’? Please describe them.	<p>Introduce a child who has difficulties with social behaviours. Please select an activity/object they struggle with, describe what strategies you can offer the child (e.g. concentration aid, negotiation ways, structuring aids, advice etc.)</p> <p>Do you know of situations where knowledge and strategies have been shared on the subject of children’s learning?</p>	What do you do when the behaviour of a child does something that irritates you, surprise/shocks or can at times be thoughtful? With whom and in what situation would you discuss your impressions? Which framework is helpful to you?
Level 4			
Learning outcome	She/he knows how to distinguish the most common three diagnoses of ASD (including etiology).	She/he is able to select effective interventions from an available pool of methods to address individual pedagogical needs of children with ASD.	She/ he is able to justify over others (e.g. parents), why positive reinforcement and consistency are important and supportive for the child.

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Exercise	Which are the most common three diagnoses for children with autistic spectrum disorder? Please describe them.	Pedagogues (Teacher) either follow an established approach or combine individual aspects to an individual listing. There are several ways of illustrating to a child what behaviour is appropriate and what is not. There are more ways to express themselves without additional verbal language to learn. Please tell a concrete example from your practice and describe what methods you use.	How do you justify over others (e.g. families), why consistency and positive reinforcement of desired social behaviour of the child are important and supportive? Within your practice how do you influence your points of view? How do you encourage colleagues and families to work in partnership?
Level 5			
Learning outcome	She/he outlines diverse types of approaches and interventions for children with ASD (including behavioural and pharmacotherapeutic approaches).	She/he knows about relevant criteria of observation and uses tools/aids like observation sheets for monitoring.	She/he evaluates educational processes by using reflective methods and tools.
Exercise	<p>Numerous approaches and concepts have been developed in relation to autism - therapeutic, psychological, pedagogical and medico-pharmacological</p> <p>Please consider what you know about approaches</p> <ul style="list-style-type: none"> • Promoting language and communication • How to regulate expected behaviours 	<p>If you suspect that a child may be affected by an autistic disorder, it is useful to observe the child specifically. Their observations may be useful for other professionals in the diagnostic development.</p> <p>Do you know of a tool / an aid for monitoring that you can recommend? What is different about it?</p> <p>Have you ever used an observation</p>	How do you and your team reflect and evaluate the educational process? Please introduce your tools and methods.

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	<ul style="list-style-type: none">• Organisation and structuring aids• Appropriate social learning behaviours• To diminish agitation, temper tantrums or sleeping problems	<p>sheet from the literature and changed and adapted it? Would you ask colleagues to trial it?</p> <p>Was it developed within your workplace or part of some other framework?</p> <p>In your view, what issues should be included on the observation sheet to facilitate the sheet to be purposeful?</p>	
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