



An investigation the area of play for young children with autism in special classes, and the extent to which Aistear: the Early Childhood Curriculum Framework (2009) can support it.

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- ▶ “play is a fundamental right of all children, and central to their wellbeing offers a powerful construct with which to legitimise and secure the place of play in the lives of young children.”

The question of play and children with autism is an important one.

- ▶ Though the difficulties with play for children with autism appear vast many theorists believe that it should nevertheless be a valuable and intrinsic aspect of each child's learning.



The Child with Autism at Play

“The whole area of play for children with autism is problematic.”

- ▶ Delayed
- ▶ Repetitive and inflexible
- ▶ Lack of ability to generate ideas and play
- ▶ Joint attention – the ability to shift attention between a person and an object
- ▶ Personal Interests rather than group play.
- ▶ “Influencing change in play behaviours is critical for young children with autism.”

- ▶ This research found that play is a crucial element of the education of children with autism because it teaches social skills which are a deficit in children with autism.

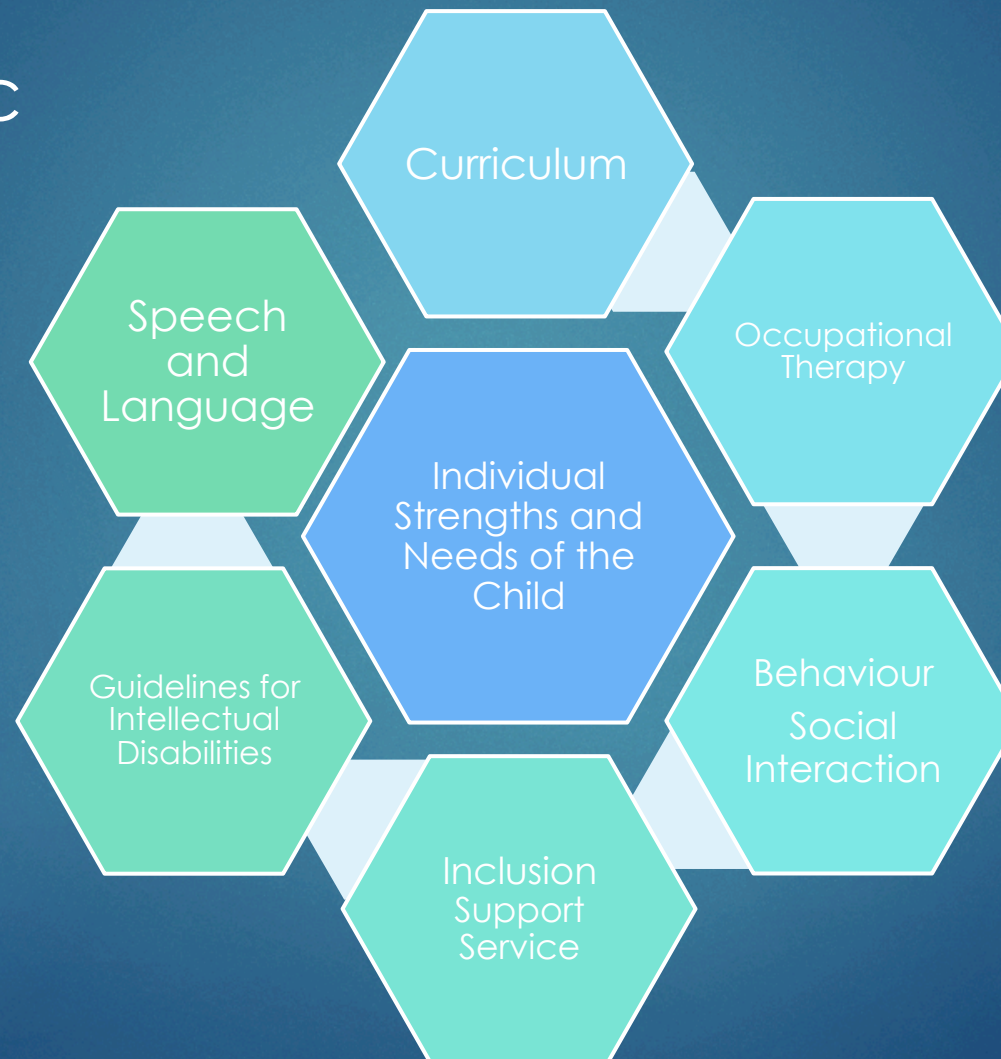




The research also found that

- Teachers reported worries and concerns about what to teach and how to teach it.
- Teachers in classes for children with autism engage in decisions on curriculum and methodologies based on a tessellation of the characteristics of autism, pedagogy, strengths and needs of the child, and department of education and skills recommendations.
- How these elements interact with each other to create a curriculum based on play is of paramount interest.
- How can Aistear full fill this role.

An Eclectic Education



Lets look at it in a different way.



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- ▶ In teaching children with autism we must focus on the individual child and their strengths and needs and therefore create a child-centred education
 - ▶ Can The Aistéar framework support this education through its themes by framing a child centred education provision for children with autism.

Aistear Framework and Autism.

Aistear

Wellbeing

Identity and Belonging

Exploring and thinking

Language and Communication



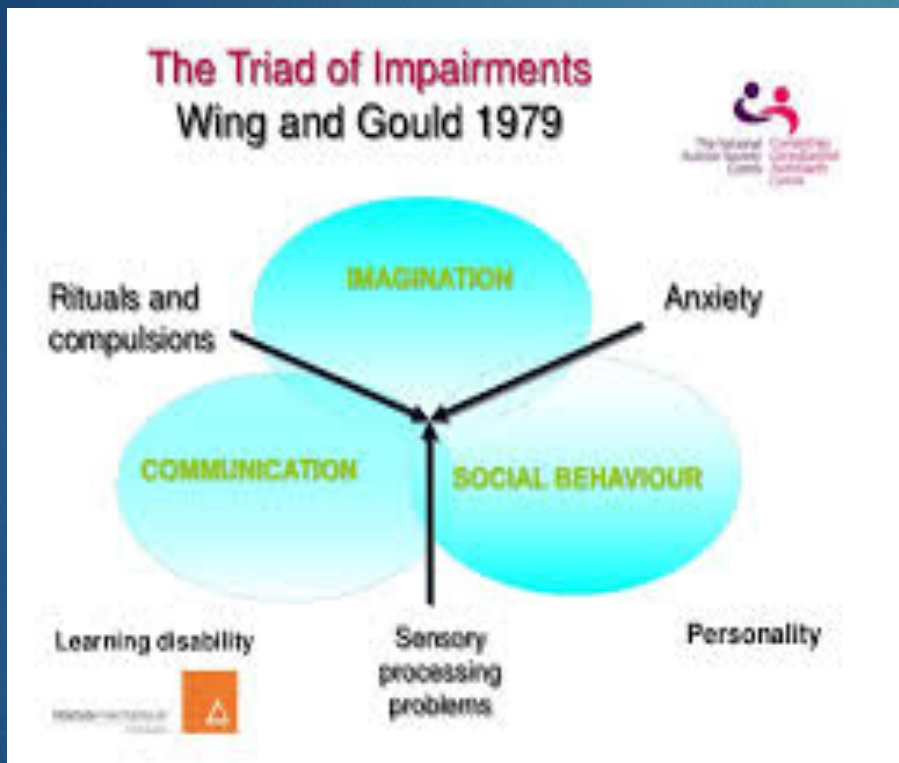
The Triad of Impairment

Social Interaction

Imagination

Communication





Assessment and Reporting.

- ▶ Start by keeping a diary of the lessons and where they fit with the Aistear themes.
- ▶ Differentiate within in the themes, look at the developmental stage of the child.
- ▶ Use the Aistear Themes to assess and report.
- ▶ Assessment wall
- ▶ Assessment portfolio for each child
- ▶ End of Year Reports that reflect the Aistear Themes

Its Not Easy !!

- But its worth in the end !!!!

