

Leerlingen met autisme effectief ondersteunen bij sociale interactie in de klas (thematisch overzichtsartikel)

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Thematisch Overzichtsartikel

Lectoraat Curious Minds – Diversiteit en Gedrag

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Praktijkrelevantie

- Wet Passend Onderwijs (2014)
- Leerlingen met ASS – moeite met sociale interacties
 - Transfer behandeling in de klas is lastig
- “Onzichtbare stoornis” Gevaar: uitval
- Hoe kan de leerkracht passende ondersteuning bieden?

State-of-the-art

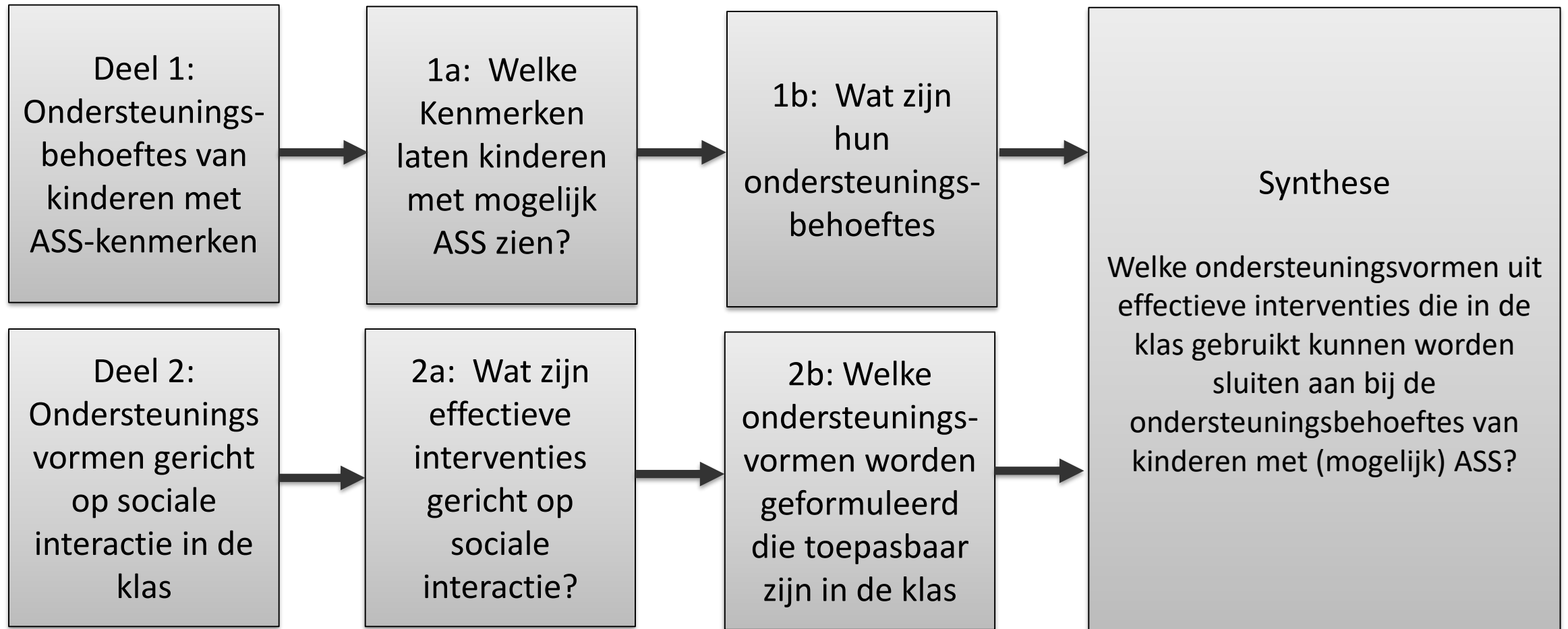
- Onderwijs sluit nog niet aan op de behoeftes
- Onzichtbare stoornis: te weinig kennis over tijdig signaleren van ondersteuningsbehoeftes
- Aanpak sociale vaardigheden minimaal effectief
 - Problemen met transfer; niet in de klas; dynamisch onderwijsleerproces
- Kortom: overzicht nodig van 1) ondersteuningsbehoeftes; 2) ondersteuningsvormen voor in de klas uit effectieve interventies 3) hoe passen 1 en 2 bij elkaar

Onderzoeksvragen

Wat is er in de literatuur bekend over de **ondersteuningsbehoeftes** van kinderen met een autismespectrumstoornis en welke **ondersteuningsvormen** uit effectieve interventies gericht op het verbeteren van de sociale interactie op school **sluiten aan** bij deze ondersteuningsbehoeftes?

Methode

Search string, selectie en analyse gericht op:



Domeinen ondersteuningsbehoeftes en -vormen

- Sociale vaardigheden
- Sociaal-emotionele wederkerigheid
- Non-verbale communicatie
- Relaties

Sociaal-emotionele wederkerigheid

ondersteuningsbehoeftes	interventies	ondersteuningsvormen
<ul style="list-style-type: none">• Sociale vaardigheden• Pragmatische vaardigheden• Sociaal-emotioneel begrip• <i>Taalvaardigheden*</i> <p>LET OP:</p> <ul style="list-style-type: none">• Camouflage/maskering• Comorbiditeit	<ul style="list-style-type: none">• Sociale vaardigheidstraining• Peer-mediated interventie• Adult-mediated interventie• Peer & adult-mediated interventie	<ul style="list-style-type: none">• Direct instructie• Modeling door klasgenoten• Modeling door volwassenen• Modeling door zichzelf• Videomodeling• Social stories

*Taalvaardigheden: geen interventie gevonden

Non-verbale communicatie

Ondersteuningsbehoeftes*	interventies	ondersteuningsvormen
<ul style="list-style-type: none">• Non-verbaal gedrag• Integratie verbaal en non-verbaal <p>LET OP:</p> <ul style="list-style-type: none">• Camouflage/maskering	<ul style="list-style-type: none">• Sociale vaardigheidstraining• Peer-mediated interventie• Prelinguistic milieu teaching	<ul style="list-style-type: none">• Modeling door klasgenoten• Modeling door volwassenen• Videomodeling

*Ondersteuningsbehoeftes: weinig ondersteuningsbehoeftes en ondersteuningsvormen gevonden

Relaties

ondersteuningsbehoeftes	Interventies**	Ondersteuningsvormen**
<ul style="list-style-type: none">• Relatie aangaan en ontwikkelen*• Joint engagement en spel• Sociaal wenselijk gedrag <p>LET OP:</p> <ul style="list-style-type: none">• Camouflage/maskering• Comorbiditeit en bijkomende problemen	<ul style="list-style-type: none">• Sociale vaardigheidstraining• Peer-mediated interventie• Adult-mediated interventie• Peer & adult-mediated interventie• Animal-assisted interventie	<ul style="list-style-type: none">• Direct instructie• Modeling door klasgenoten• Modeling door zichzelf• Videomodeling

*Relatie aangaan en ontwikkelen: wordt als enige echt door het kind zelf aangegeven


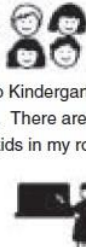








** Makkelijk toepasbaar in de natuurlijke setting

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Social story

Modeling - sociaal-emotionele wederkerigheid

Example Social Story

<p>Jack's Circle Time</p>	 <p>My name is Jack.</p>	 <p>I go to Kindergarten in the morning. There are many other kids in my room. My teacher is Mrs. Dahl.</p>	 <p>Sometimes we count or say our letters. Sometimes we sit in circle and listen to our teacher. The other kids sit on the floor and listen to Mrs. Dahl.</p>	 <p>When I sit in circle I will try to look at the teacher and listen to the teacher.</p>	 <p>I will try to sit in circle and not lay on the floor.</p>
 <p>Sometimes the teacher tells us directions. The other students follow her directions. I will try to follow the teacher's directions.</p>	 <p>Students raise their hand when they want to talk to the teacher. The teacher calls on them and then the student can talk.</p>	 <p>I will try to raise my hand and wait for my teacher to call on me before I talk.</p>	 <p>My teacher is happy when I sit in circle and look at her.</p>	 <p>Circle time can be fun. I like sitting by my friends in circle.</p>	<p>What will you do during circle time? Will you sit on the floor or lay on the floor? What will you do when the teacher tells you directions? What do you do when you want to talk to the teacher?</p>

Power Cards

Modeling - sociaal-emotionele wederkerigheid

Train conductors work hard to keep the train running.

Sometimes they have to follow directions from other people so that the train stays on track. The conductor also likes to have fun during play time. He likes to be the boss, but he follows instructions so that everyone can have fun at play time. When it is time to clean up, the conductor might say, "Can we play later?" or offer to help his friends. These are his rules for play time:

1. Play time is fun for everyone!
2. If someone asks to play with your toys, you can say, "Maybe later," or you can give them a turn.
3. Follow your teachers' directions.

When you follow these rules at play time, you can have fun like the train conductor does!



The train conductor's rules for play time:

1. When someone wants to play with you, you can say, "OK, let's play," or, "No, maybe later."
2. If you want someone's toy, you can say, "May I play with that?" You may have to wait for a turn. This is okay.
3. Follow your teacher's directions during play time and when it is time to clean up.

James's Power Card

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James's Power Card scenario

Prompt cards

Modeling – sociaal-emotionele wederkerigheid

The image displays six prompt cards arranged in a 2x3 grid. Each card features a blue border and a small cartoon pencil character in the top left corner. The cards are as follows:

- Top Left: Statements**
Statements are sentences which tell you something. They end with a period.
A rainbow has 7 colors.
They are beautiful to look at.
- Top Middle: Questions**
Questions are sentences that ask you something. They usually end with a question mark.
What did you have for dinner?
- Top Right: Statements**
Statements are sentences which tell you something. They end with a period.
A rainbow has 7 colors.
They are beautiful to look at.
- Bottom Left: Commands**
Commands are sentences that tell you to do something. They are often urgent or angry and can be very short.
Help me!
Go away!
Stop it!
- Bottom Middle: Exclamations**
Exclamations are sentences said with anger, amusement, shock or urgency. They end with an exclamation mark.
That's amazing!
I didn't see you come in!
- Bottom Right: Commands**
Commands are sentences that tell you to do something. They are often urgent or angry and can be very short.
Help me!

In the bottom right corner of the grid, there is a green banner with the text "ink saving" and "Eco" next to a leaf icon.

Speech-generating devices

Modeling - Non-verbale communicatie



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Secret Agent Society

Videomodeling – non verbale communicatie



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Superheroes social skills

Videomodeling - relaties



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Circle of friends

Peer-mediated intervention

'It was great to see the children accept difference more readily and support and prompt the child to look at their behaviour and offer ways to behave differently in a very child-centred way and not at the directions of an adult. Sometimes all it took was for the child to see the prompt card from a friend '

Recess Reporters

Modeling - relatives