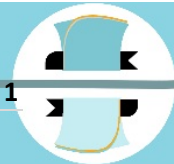


**Pedagogical diagnostic and Individual educational plan (IEP) to support autistic children in grammar schools**



September 20, 2017 | Melanie Schwarz

### Preliminary remarks:

1. Autism is not a disease and therefore not "curable".
  - Nevertheless, autistic people can learn to cope with a world characterized by non-autistic people.
  - In this context, IEPs constitute a helpful tool for teachers.
2. If you know one autistic person, you know ONE autistic person.
  - The characteristics of the autism spectrum disorder are highly individual.
  - Pedagogical observation sheets can help teachers to find out what the specific traits of their "autistic pupils" are and thus provide an important basis to develop a plan to support them.
3. Generally, autistic people do not show any obvious signs of being disabled. For this reason it is important to communicate and inquire with parents, colleagues and other experts (in addition to your own observations) to determine the scope of needs and specialties. The accumulated knowledge is the base to compensate for the disadvantages caused by the autism spectrum disorder and to ensure the best possible coexistence in the class (for everyone).  
→ Because of that, it is important to get exact and specific information about the specialties and needs of each individual child. In addition to the information, given by parents and other experts, it is necessary to observe the child during lessons<sup>1</sup>.

**Target group:** Teacher, pre-service teachers and student teachers at grammar school

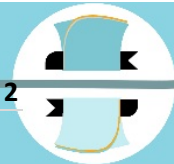
**Time frame:** Some hours during the first weeks of the new school year

What is new about this observation sheet?

- It considers the interdependence of behavior and setting (in school - during lessons)
- It also considers classmates and teachers
- It avoids stigmatizing language

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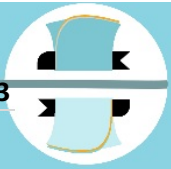
<sup>1</sup> The observation sheet was developed for pedagogical diagnostic. It is inappropriately for medical or psychological diagnostics



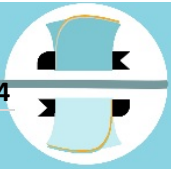
## Pedagogical observation sheet for pupils with autism in grammar schools<sup>2</sup>

Observe, if possible, with a concretization based on an example	Consequences of the observed behavior for the child concerned	Effect/s of the observed behavior on the classmate/s	Effect/s of the observed behavior on the teacher
1. <b>Strengths of the pupil</b> (e.g. loyalty, honesty, fairness, reliability, conscientiousness, conscientiousness, detailed perception, accuracy, special interests, imagination, ...):			
2. <b>Perception</b> (e.g., seeing, hearing, feeling, smelling, tasting ...):			
3. <b>Motor skills</b> (e.g., in sports and writing, coordination.):			
4. <b>Cognition</b> (e.g., ability to engage in alternative solution strategies, ability to classify individual results into the overall context, ability to take up perspectives ...):			
5. <b>Communication and language</b> (e.g., communicative use of language, expressiveness, understanding of metaphors and irony, monologues, adequate verbal participation, ...):			

<sup>2</sup> German Version → Schaefer, Schwarz, Steib (2017), „Praxishilfe Autismus am Gymnasium“ (Tübingen)



<p>6. <b>Social behavior / emotionality / integration</b> (e.g., reactions to / dealing with pupils and teachers, understanding of "unwritten" rules, expression of emotions and needs, dealing with difficult situations, contact with peers, friendships within / outside the class, bullying ...):</p>			
<p>7. <b>Learning and working behavior</b> (e.g., concentration, attention, organizational and planning skills, dealing with open forms of teaching / group work / partner work, working environment, dealing with complex work orders, striving for perfection ...):</p>			
<p>8. <b>Special behavior in the classroom</b> (e.g., dealing with changes / routines, dealing with rules ...):</p>			
<p>9. <b>Dealing with unstructured situations</b> (e.g., activities in break times, in free time, during events such as excursions, excursions, class trips ...):</p>			
<p>10. <b>Dealing with assessments</b> (e.g. tests...):</p>			
<p>11. <b>Other</b> (e.g., peculiarities relevant to a specific subject):</p>			



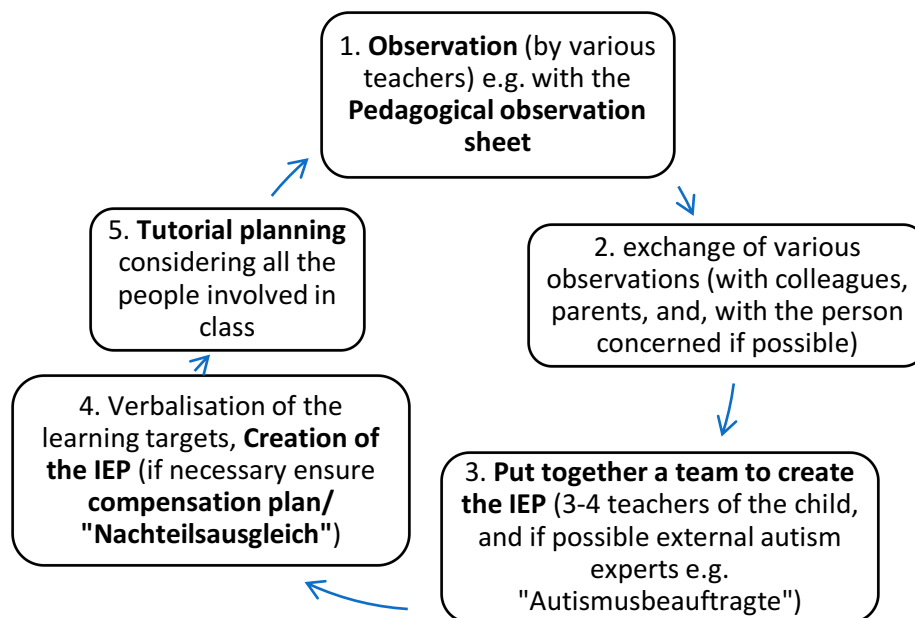
## Support plans<sup>3</sup>

are actually a tool from the field of special needs education. (They proved to be so helpful that it was just logical to try them out in different forms of schools.)

IEPs document and systematize all the plans and decisions to support the autistic pupils.

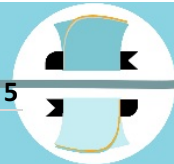
- Teacher cooperation is encouraged and becomes mandatory.  
Cooperation needs structure, formally distinct and reliable procedures, clear information paths, responsibilities and agreements.
- Support plans provide continuity. Communication and agreements are simplified (even in the case of a change in teachers).
- If the learner and his/her parents are involved in the IEP, different expertises complement each another, responsibilities are shared, and in a best case scenario this is helpful for everyone.
- Learning is an individual process:
  - IEPs foster the individualization of learning.
  - IEPs must focus on what the student needs most urgently.
- This way a possible stigmatisation through deficit orientation is prevented and an attitude of goal-oriented encouragement is attained.
- The awareness for essential things is increased.
- Success and failure of the support plan become more easily visible (monitoring the effectiveness of a method)
- Working with IEPs facilitates the ability to make pedagogical diagnoses.

Initial notes (Diagnosis, parents ...) →



<sup>3</sup> based on ideas in: Höhmann, K. (2004) Förderpläne – Texte gegen das Vergessen in Zukunft Bildung Friedrichverlag Jahresheft 2004

<sup>2</sup> It is the class teachers and the principal that decide on a compensation plan for the pupil („Nachteilsausgleich“) entscheidet die Klassenkonferenz unter Vorsitz der Schulleitung based on observation sheets and IEPs.



## Individual educational plan (IEP) for:

(Name)

Special abilities / potentials of the child:

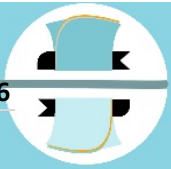
Targets of the IEP:

Support already provided / former IEPs (effectiveness of the aid / IEP):

### Documentation of external measures

(Please fill in the appropriate form if parents / therapists etc. want to provide this information → this information is voluntary!!!):

Extracurricular measures/procedures	details	person responsible	time frame
Agreements for disadvantage compensation			
school assistant			
Special support by parents			
Therapy			
Consultation of a specialist for medicine			
ASKO / Autismusbeauftragte			
School psychological counseling center			
miscellaneous			

**Planning of internal arrangements**

e.g. special arrangements in regular lessons, opportunities for retreats especially during breaks, cooperation with parents, other cooperation agreements, class conferences, special tasks for the autistic pupil, special teaching organization, special forms of assessment, etc.

Description of the internal school procedures	Person responsible	Time frame

- **The next evaluation of the effectiveness of the IEP (with all stakeholders) will take place no later than:**
  
- **Signatures:**