

MODULE 4

Absenteeism and drop out prevention in ASD

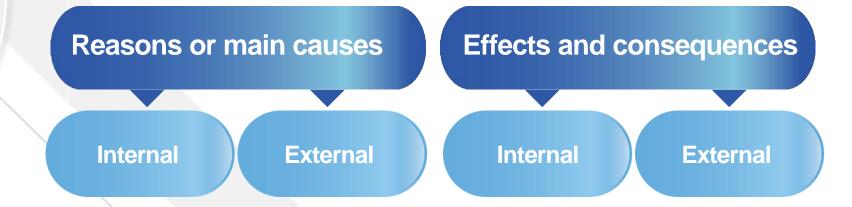
Skills needed to be addressed in preventing school failure and absenteeism



SECTIONS
OF THIS
MODULE:

Teaching strategies with students with ASD has its own basis in the education principle of learning from success.

You can click on the following techniques to know more about them or see examples









The student doesn't show interest in the subjects, neither in homework



Internal causes: first signs



Passive attitude in class



Not actively participating



Avoid collaborate in working groups







Patterns in absences



Internal causes: first signs



Delay or being late to school



Escape from school



Reluctance to attend school trips







Leave question blanks in exams



Internal causes: first signs



They take longer than peers to do an activity



Evidence under achievement



Lack concentration







Isolation in the class group



Internal causes: first signs



Avoidance of class mates



Intimidation or fear of being bullied



Low self esteem and lack of confidence





History of anxiety within the family



Internal causes: first signs



Episodes of self harm



Physical changessomatic feelings



Challenging behaviors





ASD MAIN IMPAIRMENTS



Social communication and non verbal codes



ASD DROP OUT VULNERABILITY:

Sensitivity and diffences in cognition



Restricted interests and cognitive rigidity





Hyper-hypo sensitivity and anxiety







EDUCATIONAL STRATEGIES:

Specific effective strategies for students with ASD

EFFECTS OF ABSENTEEISM



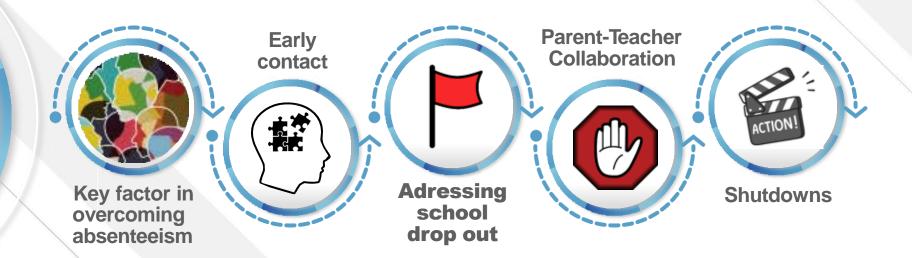
















ASD students may have problems to ask for help or even express their own feelings about overwhelmed situation

HOW YOU CAN
PERCEIVE ANXIOUS
SITUATIONS FOR
ASD STUDENTS

Any unexpected situation has happened?

Isolate during breaks?

Irritation with a particular issue











CLEAR EXPLANATIONS



Involve pears to create support circles on the break routines

PLAYGROUND PROGRAMS



Organising a range of social activities

TIPS AND AGENDA



Giving tips to understand and planning lessons and homework EMOTIONAL SUPPORT



Peer mentors, form tutors, support staff COORDINATION

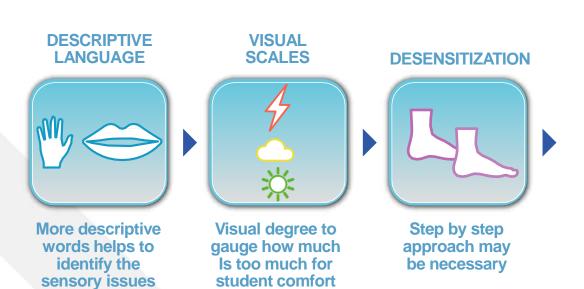


Strong communication with families and mental health professionals

















Make explicit the underlie information





TIME IS BACK

Give time to process information





Don't assume that they have understood, ask

SIMPLIFY LANGUAGE



Use visual clues and videos



Drop out

Helping autistic students not to drop out School non attendance in students with autism

☐ Test anxiety

Exam stress. Tips for students

The stressed out infographic

How to cope with stress during exams

The impact of stress during exams

How to cope with exams anxiety

Test anxietyÂ

Stress vs anxiety

☐ Teaching Strategies

Teaching Strategies to promote deep learning

Strategies to take into account in students with Learning Disabilities

Beyond the test. How teaching soft skills

Differentiated Instruction

Cope with test anxiety, students assistance











BIBLIOGRAPHY

- Totsika, V., Hastings, R. P., Dutton, Y., Worsley, A., Melvin, G., Gray, K., ... & Heyne, D. (2020). Types and correlates of school non-attendance in students with autism spectrum disorders. Autism, 24(7), 1639-1649. https://journals.sagepub.com/doi/pdf/10.1177/1362361320916967
- Munkhaugen, E. K., Gjevik, E., Pripp, A. H., Sponheim, E., & Diseth, T. H. (2017). School refusal behaviour: Are children and adolescents with autism spectrum disorder at a higher risk?. Research in Autism Spectrum Disorders, 41, 31-38. https://www.duo.uio.no/bitstream/handle/10852/61197/manuscript_full%2Btext_3%2Brevision-Munkhaugen-et-al.pdf?sequence=4





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