

# LEARNING WITHOUT LIMITS & SUPPORTING STUDENTS WITH AUTISM ROUTE MAP

## FOCUS OF THE SESSION

HOW INCLUSIVE IS YOUR CLASSROOM?

EXPLORING: INCLUSION  
LEARNING WITHOUT LIMITS  
AN OVERVIEW OF AUTISM AND THE IMPACT THIS HAS UPON LEARNING AND TEACHING  
APPLICATION OF IDEAS TO YOUR OWN PRACTICE



<https://www.bowdeneducation.org/autism-secondary>

**PASSWORD: SABAEUSTATIVS**

## INCLUSION

"a unified system of public education that incorporates all children and youths as active, fully participating members of the school community; that views diversity as the norm; and that ensures a high-quality education for each student by providing meaningful curriculum, effective teaching, and necessary supports for each student."



**Inclusion Audit**  
For a truly meaningful inclusion or co-existence, think about how you meet the key drivers of the Inclusion Index. As you do this think about how you do this and where this leads. Use it to practice and refine your classroom.

Lesson/Subject/Group:

Inclusion Index	Driver	Class	Outcomes	Notes
1. All students (and staff) really				
2. Increase the participation of students in, and reduce their exclusion from, the values, attitudes, and customs of the classroom.				
3. Remove barriers to learning and participation for all students, not only those with identified needs but also those who are marginalised or excluded.				
4. Reduce barriers to learning and participation for all students, not only those with identified needs but also those who are marginalised or excluded.				
5. Give all students the opportunity to participate in the values and customs of the classroom.				
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9. Give all students the opportunity to participate in the values and customs of the classroom.				
10. Give all students the opportunity to participate in the values and customs of the classroom.				

INCLUSION IN EDUCATION IS ABOUT VALUING ALL CHILDREN AND THE ENVIRONMENT THAT BEST SUITS THEIR LEARNING EQUALLY.

## LEARNING WITHOUT LIMITS

STUDENTS AREN'T STUPID. THEY WILL UNDERSTAND THAT THEY ARE BEING LABELLED IN SOME WAY, AND ALL THE ATTEMPT TO SAY 'THIS LOOKS JUST AS INTERESTING' WON'T WASH.



## AUTISM DEFINITIONS AND STRENGTHS

AUTISTIC STRENGTHS

·SOCIAL COMMUNICATION.  
·SOCIAL INTERACTION, AND  
·SOCIAL IMAGINATION.

·SOCIAL COMMUNICATION.  
·SOCIAL INTERACTION AND  
·THE PRESENCE OF RESTRICTED AND REPETITIVE BEHAVIOURS AND INTERESTS.



SPELL PHILOSOPHY

## STRATEGIES AND PEDAGOGIES

RESOURCES THAT SUPPORT AUTISTIC LEARNERS SUPPORT ALL LEARNERS

**Typical Inclusion in the Classroom**

Typical Inclusion in the Classroom	Working with Individual Needs	Working with Individual Needs	Working with Individual Needs
1. All students (and staff) really			
2. Increase the participation of students in, and reduce their exclusion from, the values, attitudes, and customs of the classroom.			
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APPLICATION TO PRACTICE

8 PRINCIPLES OF GOOD PRACTICE

PRIORITIES

8 Principles – priority list

- What do you feel are the top three principles the school needs to focus on?
- What would be the priority for this academic year?
- Thinking about your own practice, how will you address this principle in your own work?

