



PROGRAM 2: THE SCHOOL YEARS

EDUCATIONAL NEEDS ANALYSIS OVERVIEW – STUDENT PERSPECTIVES

AIM



The aim of the survey was for key participants to identify, from their perspective the educational needs of students on the autism spectrum (5-18 years) within school settings.

WHO TOOK PART?

 **1,468**
people took part

 **248** educators

 **179** specialists

 **107** students
on the autism spectrum
(aged 11-18 years)

 **934** parents
of a child on the autism spectrum
(aged 5-18 years)

HOW WE DID THE RESEARCH



1,468 people did a nationwide online survey



40 people took part in follow-up interviews or focus groups
(educators, specialists, parents, students)

ACKNOWLEDGEMENTS



Autism CRC and the research partners in this study sincerely thank the participants in this study for their time and their willingness to share their opinions and ideas. Without these contributions, this study would not have been possible.

WHO WERE THE RESEARCHERS?



WHAT STUDENTS TOLD US

1. THE MOST CHALLENGING SCHOOL TASKS INCLUDED:

- Planning for assignments.
- Working as part of a group.
- Handwriting – being neat; fast enough, copying from board, homework.
- Coping with change (e.g. changes in the teacher, or timetable).
- Coping with bullying or teasing.
- Staying calm when other kids annoyed them or classroom was busy.

3. THE TOP THREE HIGHEST RANKING SENSORY ISSUES FOR STUDENTS ON THE SPECTRUM AT SCHOOL WERE:

- Noise
- Touch
- Staying still

2. STUDENTS WERE ASKED TO IDENTIFY SOME OF THE THINGS THAT HELPED THEM AT SCHOOL. THE TOP FIVE RESPONSES WERE:

- Being able to use technology to help with my school work (eg: iPad or laptop).
- Being able to take a break or time away from others when I need it.
- Being reminded of pending changes.
- Using special interests to do projects.
- Help with organising themselves.

4. THE TOP FIVE COMORBID CONDITIONS THAT HAD THE MOST IMPACT ON STUDENTS ON THE AUTISM SPECTRUM AT SCHOOL WERE:

- Anxiety disorder
- Learning difficulties
- Auditory processing disorder
- Attention deficit/hyperactivity disorder
- Language disorder

FIND OUT MORE

You can get the full report of this study and an executive summary via the Autism CRC Knowledge Centre at www.autismcrc.com.au/knowledge-centre/reports/australian-education-needs-analysis.

You can contact the researchers about this study via the study's Project Leader:

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5. TEACHERS NEED TO CONSIDER STUDENT PREFERENCES FOR SUPPORT INCLUDING:

- Using technology to support learning.
- One-on-one support inside and outside the classroom.
- Executive function skills (e.g., planning, organisation, time management skills).
- Social aspects of schooling (e.g., working as part of a group, getting along with others, teasing and bullying).
- Staying calm and being able to access time away when it is needed.
- Handwriting.
- Sensory needs.
- Times of transition or pending change.