

Use of Structured Teaching Strategies to Support Students on the Autism Spectrum to Stay On-Task in Mainstream Classrooms



School Years

Aim

There were 3 aims:

1. To refine a structured teaching intervention package for use in mainstream classrooms, and to pilot a method for evaluating its effectiveness.
2. Investigate the effect of visual schedules and work systems on the on-task behaviours, productivity and independence of students on the spectrum.
3. To obtain feedback from mainstream primary school teachers on the utility of visual schedules and work systems in their classrooms.

How we did the research

The intervention package was refined through case-study with one autistic student within a mainstream primary classroom. The package was then trialed with four autistic students in mainstream classes, using a research design that detects changes in individuals. 41 teachers then completed a survey about the package, with four also being interviewed.

Who took part?

- 4** autistic students within mainstream primary classrooms (trial of intervention package)
- 41** teachers of mainstream primary classrooms (survey about intervention package)

What did we find?

- Visual schedules and work systems could be effective in supporting students on the spectrum to stay on-task during activities within their mainstream classrooms.
- Teachers who accessed the toolkit found it to be helpful and suitable to use in their classrooms.

Find out more

Download the full report and executive summary on the Autism CRC Knowledge Centre: autismcrc.com.au/knowledgecentre.

Contact Autism CRC for more information:

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Thank you

The research team would like to thank the teachers for generously sharing their time and teaching practices.



Project participants

