



STEPPED APPROACH TO INTEGRATION FROM THE ASD CLASSES

The primary aim of the ASD classes is to provide an education to children with autism which includes integration with mainstream classes. The purpose of integration is:

1. Social interaction, communication and social imagination
2. Curricular access

There will be agreement between the ASD class teacher and the mainstream class teacher on educational purpose of the integration. Class teachers are involved in the IEP process and SNAs will be given clear guidance to their role in relation to specific children by the relevant class teacher. The level of SNA involvement will vary according to the changing needs of the child at the discretion of the teachers involved along with the Principal / Deputy Principal in consultation with the parents.

Levels of Integration

The school has identified six levels of integration:

1. Social Integration
2. Curricular Integration – structured activity
3. Curricular integration – less structured activity
4. Reverse Integration
5. Time non-specific integration
6. Full integration

Children may progress through the levels according to their ability and current need. Sometimes it may be appropriate to reduce integration dependent on the needs of the child. The ASD class teacher, mainstream teacher principal/deputy and parent will have input in regard level of integration.

1. Social Integration

- Going to the main yard for play integration
- Lining up with the mainstream class in the morning and afternoon
- Having lunch with the mainstream class
- Attending structured play with the mainstream class

2. Curricular Integration Structured Activity)

The focus here is on a structured activity which is short in duration with a high success rate.

3. Curricular Integration (Less Structured Activity)

The child visits the mainstream class to access a less structured curricular activity for a designated time period and returns to the ASD class once the activity is finished. The activity is short in duration and a high success rate is anticipated.

4. Reverse Integration

The integration of mainstream class students into the ASD class has benefits for all pupils. Students visit for structured play, activity work in groups or as individuals and for social skills lessons.

5. Time Non-Specific Integration

The child accesses the mainstream class without time parameters. The child may return to his or her ASD class at the discretion of the class teacher according to their need at that time.

6. Full Integration

The child is fully integrated into the mainstream class and can continue to receive support from that level's support teacher or special intervention teacher.

Reviewing Integration

Class teachers and ASD class teachers should meet at least once a term to review levels of integration.



Bunscoil Chríost Rí

Integration Policy

Children based in Ri Na nOg - 6 levels of integration into mainstream.

1. Social Integration
2. Curricular Integration – structured
3. Curricular Integration – less structured
4. Reverse Integration
5. Time non-specific integration
6. Full Integration

The Primary aim of the ASD classes is to help the child with autism reach his/her own potential; this includes integration with mainstream classes.

Class teacher should be included in the IEP process with the ASD class teacher (documentation and meetings).

Level of inclusion is child dependant, and a stepped approach should be used when transitioning a child. A child may progress through the levels as appropriate or there may be a requirement to reduce integration dependent on the child's needs.

Number of elements required in order to facilitate inclusion:

Visual Schedules and Guidelines in both ASD Class and Main Class

Role of the SNA as a facilitator in the transition and/or integration of the child in the mainstream classroom is invaluable.

Adherence (insofar as is possible) to timetables/schedules. When changes do occur both teachers should communicate same in advance to avoid unsettling the child.

Differentiation where possible in the main classroom.

Teachers (Special Class teacher, Main Class teacher and Support teacher) should meet in June to discuss the plan for the New Year; then once a term to review levels of integration.

Signed: Chair of BOM: _____

Date: _____

Review Date: _____