

Investigation into primary school exclusion exploring the differing perspectives of the child, the parent and theschool

University of Birmingham - Distraction, distress and diversity: Exploring the impact of sensory processing differences on learning and school life for pupils with autism spectrum disorders



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Curriculum The participants in this study welcomed the choice of subjects available at secondary school.

A Preliminary Investigation of the Spence Children's Anxiety Parent Scale as a Screening Tool for Anxiety in Young People with Autism Spectrum Disorders

Children's experiences at transition have been found to have an enduring impact on their social and academic performance and potentially their success or failure at secondary school.

Distraction, distress and diversity: Exploring the impact of sensory processing differences on learning and school life for pupils with autism spectrum disorders

Results Despite considerable heterogeneity in the experiences perceived as enjoyable or distressing, parents and teachers reported that sensory experiences at school were frequently negative.

Shyness, Parent

There is a dearth of research in an Irish context regarding the transition experience of Irish students with ASD.

Frontiers

You know, to get people thinking the same and getting the school to a place where change or disruption does not knock you off . . . I mean, it takes years to get people on autopilot where inclusion is part of what we do here. Hartshorn and colleagues conducted a two-group randomized controlled trial RCT to examine the effects of movement therapy see evidence table for description , compared with no intervention.

A Preliminary Investigation of the Spence Children's Anxiety Parent Scale as a Screening Tool for Anxiety in Young People with Autism Spectrum Disorders

Development and Psychopathology, 21 3 , 815—838. Psychophysiological and behavioral evidence for varying forms and functions of nonsocial behavior in preschoolers. Despite this sustained interest, current understandings have derived almost exclusively from adult conceptualisations of wellbeing, contributing to the implicit and explicit exclusion of children's voices in child wellbeing research, policy, and practice.

Social communication skills in the classroom

Parents explained that when teachers or staff took the time to understand the child and their needs, it preempted issues before they arose.

Undoing systems of exclusion: exploring inclusive leadership and systems thinking in two inclusive elementary schools

Including the perspectives of children on their transition experiences can help inform practitioners of the appropriate supports required at transition. Provide quiet spaces and keep them quiet. Taken together, the evidence for direct skills training must be considered preliminary.

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