

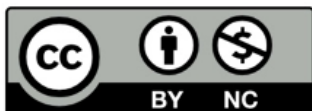
Support and Assessment Strategies for Students on the Autism Spectrum

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**Co-funded by
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



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Preamble

It is crucial to recognize that the needs of individuals on the Autism Spectrum are diverse and unique. Each adjustment and support should therefore be tailored to the specific requirements and preferences of each individual. Our measures aim to create a flexible and inclusive environment that accommodates all participants.

Learning guidance

Clear Structuring and Predictability

Detailed agenda with fixed times and activities. Use of diagrams and timelines to visualize processes and tasks.

Adapted Communication

Clear, simple instructions. Regular, concrete feedback.

Workspace Environment Design

Low-stimulus, quiet, and orderly atmosphere. Fixed teams with clearly defined roles and tasks.

Flexibility in Teamwork

Individual roles tailored to the strengths and preferences of students on the autism spectrum. Various communication channels such as written discussions or digital tools.

Specific Support

Support persons or mentors for personal assistance. Regular breaks to prevent overload.

Inclusive Practices

Training all participants in diversity and inclusion. Actively collecting feedback from students on the autism spectrum to improve measures.

Flexible Learning Locations

Option to choose the learning location within and outside the workshop space. Establishment of quiet retreat spaces for breaks or when feeling overwhelmed. Flexibility to switch between locations without negative impacts on evaluation.

Assistance with Choosing Problem Statements

Support in selecting problem statements with clear, understandable descriptions of options. Offering an alternative, more predefined scenario to ease decision-making and reduce pressure.

Online Materials and Hybrid Participation

All materials are provided online to facilitate access. Possibility of hybrid participation, allowing participants to choose whether to attend on-site or remotely, depending on their individual needs or preferences.

Feedback and performance

Individual Performance Criteria

Development of adapted evaluation criteria that consider individual strengths and challenges.

Portfolio Assessment

Use of portfolios to document progress and achievements over an extended period.

Continuous Assessment

Utilizing formative assessments regularly during instruction to gain a deeper understanding of learning progress.

Alternative Presentation Forms

Providing alternatives to standard tests, such as project work or practical demonstrations.

Adaptation of Test Conditions

Adjustments during testing, such as allowing aids, providing tasks in simpler language, or conducting tests in a quieter room.

Feedback Systems

Developing a systematic feedback system that includes constructive and regular feedback to help students understand and meet their learning goals.

Differentiated Goal Setting

Setting individual learning goals based on the specific developmental stage of the student and incorporating them into performance evaluation.

Inclusion of Peer and Self-Assessment

Integrating peer reviews and self-assessment methods to help students understand their own and their peers' learning processes.

Flexibility in Deadlines

Providing flexible submission deadlines for tasks to give students adequate time to perform their best without undue pressure.