

## **The role of the Educator**

The educational intervention and integration in educational and social contexts are an element of fundamental importance for the treatment of children/adolescents with autism spectrum disorders (ASD) because of the specificity, complexity and variability of its symptoms and manifestations.

The educator is the key figure of the educational project meant for them because the educator is responsible for consolidating the achievements of the child and to extend them in the family and social context, that is, constant and conscious educational action that aids and supports to:

- Generalize the skills acquired;
- Understand the different social situations;
- Decode the emotional states and intentions of the people around him;
- Acquire communicative and emotional ways that are understandable to others.

## **Where do you start?**

- Observation**
  - Observational materials**
  - Systematic descriptions**
- Active construction of the relationship**
  - First with reference teachers and educators**
  - Other teachers and classmates**
- Structuring school environment**
- Identify and individualize goals**

- Identify and individualize the contents**

### **What is meant by Relationship?**

**We mean an emotional exchange between two people who share even a minimal glance. It's a process of specific knowledge in which the educator follows the subject in his actions, enhancing them and attributing an emotional meaning to the behavior.**

**The relationship with children with ASD is not stable and can be affected by the anxieties and tensions of the subject but also the operator / educator.**

**Attention: We should not be attributed to an action or behavior of a child with ASD a meaning that comes from experience with children with typical development.**

## **Relationship:**

- It is a goal in working with children with ASD**
- Initial and final point of every educational process**
- Frame in which the educational process is completed and sustained**
- Crucial aspect to give security and to allow exploration of the environment, to experience the pleasure of acquiring knowledge and a support to regulate the expression of emotions and behaviours**

## **Construction of the relationship**

- Sharing attention**
- Imitation**

- Shifts**
- Motivation and intentionality**
- Anticipation of behaviours**
- Expression of affects**
- Emotional regulation**

### **The contents to teach**

**Very often the contents to teach do not specifically concern school subjects.**

**The main problem of a person with ASD is to find an appropriate channel to communicate, learn strategies to reduce atypical behavior and develop more appropriate social skills.**

**The goals are different for each child and change year by year.**

