

ALTERNATIVE EDUCATIONAL METHODS AND TECHNIQUES

1. Educational methods:

- Demonstration, the child monitors the action taken;
- By way of common action;
- Joint moves to mimic;
- Impressions;
- Self-fulfillment.

2. Structured education - a consistent, vivid presentation of the daily activities and tasks structure, the organization of an individual agenda and its application at home and at the educational institution.

On the agenda items are marked with objects, pictures, pictures or symbols, they are placed from the top to the bottom or from left to right.

3. A system of individual work, consisting of visual means, completion of work and teaching of the result.

Teach your child to see and understand:

- What will he need to do?
- In what place he will need to work, play;
- What tasks he / she will have to perform?
- What will be done after work.

The task must be marked with child symbols (things, numbers, letters, tasks in separate boxes, etc.).

When performing the task, it is necessary to praise, encourage the enjoyment of activities, favorite toys. Task to provide with visual instruction.

4. Clearly defined zones for each activity: joint activities, individual work, rest and games, eating, etc. Limit the borders to carpets, furniture, figurative symbols, pictures, colored landmarks.

5. Sensorically limited environment, reducing the amount of environmental stimuli - fewer things. The small space gives the child a sense of security and reduces the amount of pulses.

6. The basic instructions are clear and short. Actions are accompanied by verbal instructions. Speak a few, accurate sentences of the incantation.

7. Communicating skills through visual means and language. Communicate with gestures, facial expressions, motion, using things, pictures, symbols and language, teaching you to ask for the desired item or meal. Teaching to ask is to encourage the child to take the item, picture or symbol corresponding to the object or deed desired.

8. Clearly defined starting and ending "start", "finish". Choose the most suitable for a joint activity situation: - the child is sitting at the table behind his back or near the teacher, in front of the child; - the tools on the left are the start of work, on the right side the end of work. - extend the time of operation by using tactile stimuli.

9. Awards, honors with his favorite toy, activity or food. Oral briefings are concise and brief: "great", "runner", "good".

10. Restrict your language, use words that your child already knows. Use the same words every time in the same situation. Modify voice, change voice intonation. Speak clear, calm tone.

11. Physical and musical exercises are calming, helping to concentrate on the subject, giving you new movement experiences.

12. Sensory stimulation using a variety of tools: materials (fur, shawl, rough surfaces, sponge, mats, various household items, water, sand) to touch the body gently and firmly. In the house, there is a corner for children, with a rough surface covered with the floor, to help as many different surfaces and objects as possible in the room, the more touching the child on different surfaces.

13. Environment - pastel colors, mild natural light, vanilla, cinnamon scents.

Sources:

1. Notbohm, E. (2012). Kiekvienas autistiškas vaikas norėtų, kad jūs žinotumėte dešimt dalykų. Vilnius: Tyto Alba.
2. Ivoškuvienė, R., Balčiūnaitė, J. (2002) Autistiškų vaikų ugdymas. Šiauliai: VŠĮ Šiaulių universiteto leidykla.
3. East, V., Evans, L (2008). Vienu žvilgsniu. Praktinis vaiko specialiųjų poreikių tenkinimo vadovas. Vilnius: Tyto Alba.