

New learning about teaching autistic pupils

These three years, intense as work but exciting on the professional level, have been very useful especially because we have come to understand which are the best ways to work in class with students with autism.

The pillars on which to build an organic training approach, respectful of the peculiar needs of these people, have been specified and explained to the teacher who from the earliest moment has to express himself in a formal setting (school) to the training experience, in a interpersonal relationship between a pupil and a, adult full of educational intent and respectful of the dignity of the person.

In the scholastic setting, the educational practice arises from the needs of individuals with autism, all based on the actual competence of the teacher to master the various teaching techniques to be used respecting and answering the on the peculiar needs of each student.

It is useless to deny it: with pupils with autism much depends on the teacher's capabilities, his/her professionalism and ability to play a competent educational process.

Work with British and Greek colleagues has brought us to the knowledge that different educational cultures can come to a real synthesis that can signify meaningful ways. Collaborative work, partnerships, and ideas have been very important and will certainly have a real impact on our country.

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