Continuing education for children with autism spectrum disorders: methodological guidelines

Introduction. The organization of continuing education for people with autism is becoming increasingly relevant. The goal of which is to prepare for further life, and subsequently to help maintain and improve its quality.

Method. We create the model for continuing education for autistic children in a separate institution from the level of preschool education to pre-vocational training (with the common teacher’s ideology, continuity and consistency in the implementation of educational and support programs, variability of environmental conditions, allowing to prepare the child for external integration).

Results. We identified a number of methodological guidelines: humanization; adaptation of education to the psychophysical and personal characteristics of autistic students, taking into account their special educational needs; the equivalence of all branches of education; pedagogical inversion, expressed in constant readiness to change pedagogical tactics.

A number of key principles have been tested: phased organization of training; special organization of the environment; dynamics monitoring; complicity of parents.

The model is based on a process approach, which implies diagnostics, training, education, development, correction and socialization.

Discussion. Model quality is determined by intellectual, human, financial, material and technical resources.

The priority of the methodology for the continuity of the principles of education (over the continuity of educational programs and the continuity of methods) is determined, which is associated with the absence in many countries of the world a unified infrastructure to help people with autistic spectrum disorders, a unified state program for working with autistic children.