

State of the Art of Educational Methods in Autism

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Abstract

Autism is a severe and early developmental disorder in children appearing before the age of 3. It is associated with learning difficulties. It is characterized by limitations in communication, social interaction, stereotyped and repetitive behaviors.

People with autism vary from one to another depending on the intensity and severity of the disorder, which is why we now use the term autism spectrum disorder (ASD) to account for the various forms that can take.

There are many interventions and educational programs that provide these improvements.

Our problem is to establish an inventory of the educational care of people with autism (ASD) in Morocco.

The first phase of our work is a qualitative study based on direct interviews with professionals and parents of autistic children. The objective of the study is to identify the different educational methods used in Morocco and their evaluation techniques that help these individuals to progress in a considerable way. In order to carry out the project, we wanted to answer the following questions:

What are the main educational and evaluative methods used? What are their objectives?

Results: Regarding the structures of care, there are more than 62 associations in all regions of Morocco. There are several training courses for the preparation of specialized educators in Morocco which are present in the different cities of Morocco.

For the methods used in Morocco, we find the Social Scenario, Makaton, ABA, PECS and TEACCH.

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