

Title of presentation

Models for supporting children with ASD in school settings and predictors of school outcome

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Abstract

A number of different approaches to educational service delivery for children with ASD in regular schools are available, based on different conceptual and theoretical reasoning. Nevertheless, there has been little comparative research examining outcomes and predictors of outcome success under different models. Two approaches to the support of children with ASD in primary schools are the Consultative model used by Autism SA and the Satellite Class model used by Aspect in NSW. The results of a 4-year pragmatic trial in these two Australian states, comparing models of service delivery for children with ASD, will be reported. Outcomes across the models and predictors related to several primary outcome variables will be presented. Primary outcomes for school staff and parents relate to satisfaction with service delivery and perception of the success of placement in regular class. The primary child outcomes relate to continuity of placement, social behaviour, school engagement and adjustment. In addition, qualitative data addressing factors that appear to facilitate or act as barriers to successful inclusion in regular classrooms will be presented. Consideration will be offered of some of the pragmatic issues in conducting such research.