

Developing Inclusive Classrooms: the 'Star-Bus' Inclusion Intervention Programme (SIIP)

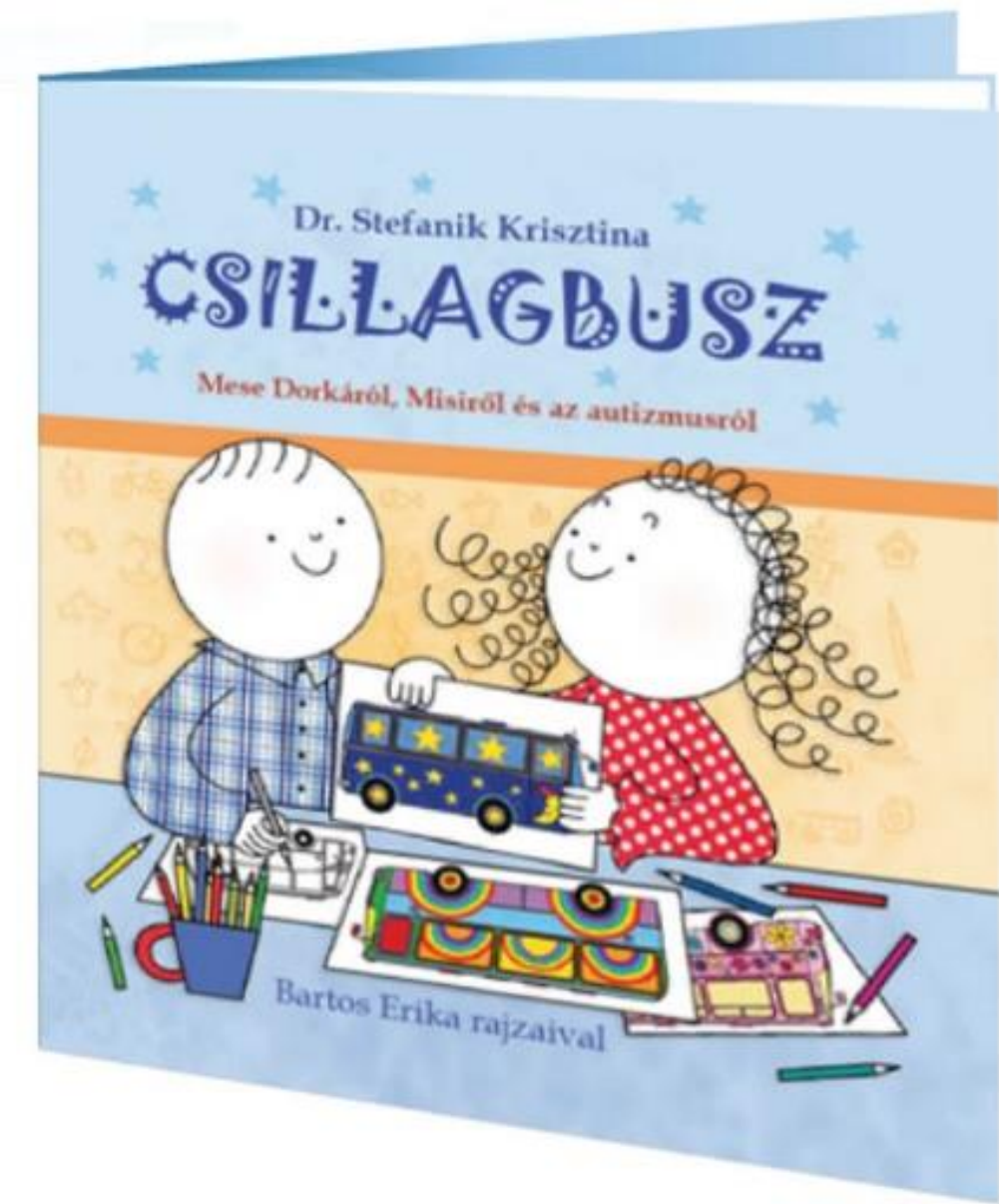
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Autism | Inclusion | School-Based Interventions | Classroom Activities



INTRODUCTION

- Well-organized school inclusion of autistic children benefits all stakeholders
- Poorly implemented inclusion may have significant risks (*Jordan et al., 2019; Roberts & Webster, 2022*)
- A key element for successful inclusion is peer understanding and acceptance of autism (*Zakai-Mashiach, Dromi & Al-Yagon, 2021*)



OBJECTIVE

- The HAS-ELTE 'Autism in Education' Research Group developed a comprehensive, autism-focused school program: 'Star-Bus' Inclusion Intervention Programme (SIIP)

DEVELOPMENT PROCESS

- Extensive literature review
- Expert consensus group sessions to define the program's principal foci
- Activities design based on a specific picture book, the "Csillagbusz" ('Star-Bus'; Stefanik, 2016)
- Pilot studies on the applicability of the book and activities

THE SIIP

- Target group: children aged 6-11
- 25 engaging classroom activities guided by the class teacher
- Curriculum-aligned activities
- Universal design
- Written guidelines for implementation
- Two-day preparatory training for class teachers
- Brief training for the entire school staff
- Implemented over one school term (14–16 weeks)
- At least one activity per week

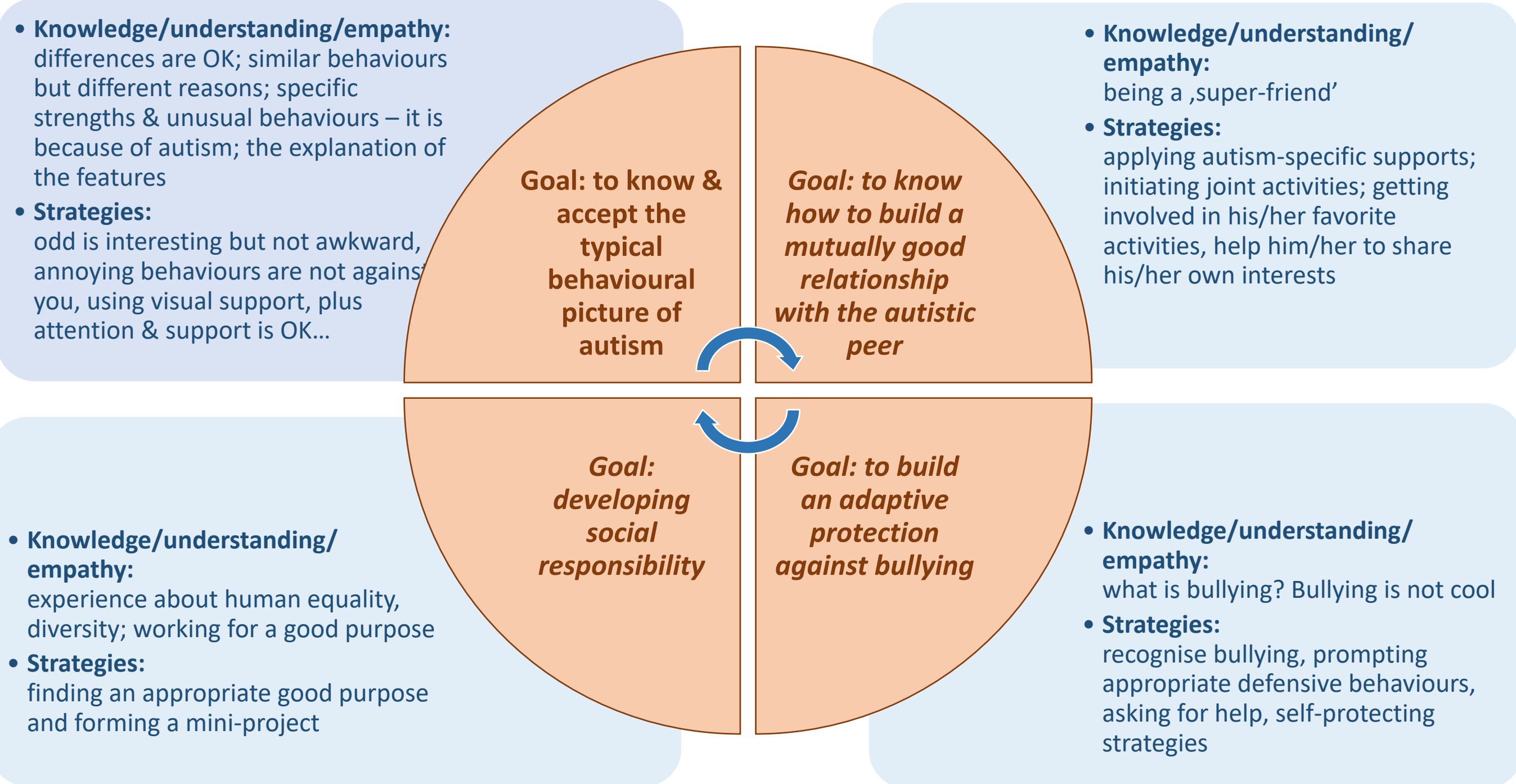


Figure 1. Goals of the SIIP

STUDY DESIGN

- Mixed-method, prospective controlled research design
- 14 second- and third-grade mainstream classes: 8 intervention classes and 6 control classes (14 autistic children; 269 non-autistic children; 14 teachers; 14 parents with autistic child; 86 parents with non-autistic child)

FOCUS	PARTICIPANTS	INSTRUMENTS	PRE/POST
Background information (e.g. age, diagnosis)	Teachers; parents	Questionnaires	PRE + POST
Behavioural profiles of autistic children	Parents	Questionnaires (including: SCQ: Rutter et al., 2003)	PRE + POST
Quality of life / Well-being at school	Students; parents	Interviews; Questionnaires (including: Kidscreen-10: The Kidscreen Group, 2004)	PRE + POST
Agression & victimisation	Students	Interviews; Questionnaires (including: OBVQ-R: Olweus, 2001; hungarian version: Bácskai et al., 2012)	PRE + POST
Attitudes towards autism	Teachers; students	Interviews; Questionnaires (including: AAST: Olley et al., 1981; CATCH: Rosenbaum et al., 1986)	PRE + POST
Knowledge on autism	Teachers; students	Interviews; Questionnaires (including: PAKQ: Stefanik et al., 2019)	PRE + POST
Position in social network of the community	Students	SMETRY (Horváth & Szekeres, 2023)	PRE + POST
Evaluation of SIIP	Teachers; students; parents	Interviews; Questionnaires	POST

Table 1. Design and Methods of the Study

APPLICABILITY AND AFFECTS OF THE SIIP

- The SIIP has a positive, statistically significant impact on autism knowledge and attitudes
- Children enjoyed the activities
- Parents and teachers gave positive feedback
- Teachers found the SIIP useful and adaptable to everyday school routines

„I think it was a very well-thought-out and built-up program, I also liked that these activities were built on each other, and that there were a lot of instructions during carrying them out (...)” (from a teacher's interview)

„(...) now we understand better what makes autistic people sad or what bothers them. And also how we can help them.” (from a student's interview)



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