THE BARRIERS OF EDUCATION: ISSUES, WAYS AND CONDITIONS OF OVERCOMING (THE EXPERIENCE OF TEACHING THE CHILDREN WITH AUTISM SPECTRUM DISORDER)

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ABSTRACT
The barrier is understood in the article as the motive preventing the pupil from learning and communicating as the reason of inner conflicts; the problem of overcoming is being actualized for the children with autism spectrum disorder (barriers of contact, novelty, oversatiation, acceptance of the educational task, planning, educational activities, sense); the reasons the barriers appear and exist are identified. The authors investigate the ways of overcoming the barriers and transforming them into skills, which help the autists to develop life functions and allow them to be fully involved in the educational process. Methods of research: experimental psychological method, methods of mathematical statistics, dynamic standard observation of pupils' behavior, the analysis of the results of psychological and pedagogical consultations, analysis of the correlation of the "true" and "false ego". The results presented: the pupils of the first grade have the most significant difficulties connected with the barriers of novelty and contact manifested as anxiety and fear. The creation of a barrierless educational environment allows the pupils to form the skill of contact, which is set at the third or fourth effort for the pupils of the second grade. Still the increased amount of information creates the barrier of novelty and the barrier of oversatiation and only the timely correction of the sequence of the educational activities allows for the skill of planning to be formed. The methods of comfort, positive support, structured education, and discreet trials, life situations simulation used in the third or fourth grade allow supporting the intellectual tension of the autists and focusing their attention on the sense of educational activity.

Keywords: pupil with autism spectrum disorder; model; barrier; educational barriers; way; conditions.

INTRODUCTION
The number of children with autism spectrum disorder has grown significantly during last years. This counts about 15-20 children of 10 000 (V. M. Baglina, N. V. Simanikowa (2001), D. Voldo, E. Mash (2003), O. S. Nikolskaya, N. B. Lavrentyeva (2005). 80-95% of children with autism have some sort of mental defectiveness (K. Gilbert, 2005; E. S. Ivanov, 2004, 2005; T. Peterе, 2003; P. Ferrari, 2006). Modern researchers treat autism as a group of syndromes, which are manifested in social interaction, communication and stereotypical behavior (Wing L., 1976 and 1985). Thus, the problem of education of children with limited abilities is one of the crucial ones alongside with the search for the new education based on the nurturing relationship, constant help and support of the group.

It means that the analysis of the educational problems of children with autism spectrum disorder, the barriers of education and the estimation of the ways of their overcoming is extremely important and has to be performed as a part of pedagogical experience of the teacher training college n.a. N. K. Kalugin (Orenburg, Russia). Such analysis will give the opportunity to study the following: the realization of the autists' educational demands, their educational barriers, the way the barriers are being transformed into
skills, which help them in forming the essential functions and let them be involved into educational activity. The technology of barrierless education is supposed to drastically change the modern system of education for the children with autism spectrum disorder.

The educational needs of the children with autism spectrum disorder (individual involvement into the situation of the work with the group, the accompaniment of the tutor in case of behavior issues; special work of the teacher aimed on setting and development of the emotional contact, which helps to understand what is going on; creating the sensor and emotional comfort of the environment; dosing when introducing new and difficult things; dosing of teaching load concerning the tempo and working capacities of a pupil; clear and ordered structure of the educational environment; constant help during the lesson to understand the new knowledge and skills not allowing to use them mechanically; individual programs of education; psychological guidance optimizing the interaction of the pupil with the teachers, classmates and family while broadening the educational environment) are realized as a part of pedagogical experience of the teacher training college n.a. N. K. Kalugin, Orenburg by overcoming the barriers.

If any kind of physical discomfort does not allow the pupil with autism spectrum disorder to be fully involved in the educational activity because the way of life activity is being changed, the overcoming of the barrier of comfort is required. Therefore, there is necessity to create the favorable environment for psychological and physiological functions of the pupil were in the situation of the least tension possible. For the pupil this creates physiological comfort as the coordination of the cycles of the work of the functional organs. Such pupil really needs the pleasant feelings in his body. It is impossible to not only organize the educational activity but also set the contact between the teacher and the pupil without them.

The psychological comfort of the children with autism spectrum disorder was created by making them understand the purpose of the communication, collaboration and interaction with the others and the participation in the educational activity. Besides, there were many unknown people; this was the main deacclimatizing factor leading to fear, anxiety, negative attitude, fast exhaustion and oversatiation with the activity. This led to the loss of attention and conscious perception of the information and the tasks given by teacher. Thus, the violations of the physical and psychological comfort led to barriers being created and the overcoming of these barriers was the main part of the teacher's activity.

If the pupil with autism spectrum disorder did not want or could not contact the others. This is because the majority of autists do not feel comfortable in social situations and prefer to be left alone. Some just see no sense in following social rules and regulations and thus refuse to follow them. Other autists try to get the recognition of the others but they cannot understand the rules of majority and they come across scorn and denial mainly because of speech problems.

The basis for definition of the barriers of education is the understanding of the barrier according to K. K. Platonov [p. 13] as a motive preventing from studying and interacting with the teacher and the group of pupils. The educational barrier is one of the main reasons of inner conflicts in the process of education of the children with the autism spectrum disorder.

The barrier of contact is manifested in the following way: there is no eye contact, there exist difficulties in facial gesture and gesture understanding, for such pupil it is also difficult to express his or her own emotions; he or she has issues with accepting the rules of social behavior; the pupil is eager to be close but not together with the others, he observes the interaction without being involved; the pupil also has issues with connecting his or her feelings and what is going on outside.

Thus, the teacher has first to understand the emotional state of the pupil. This is possible during the initial discussion with the parents before the educational process begins and when observing the pupil as well. Secondly, the teacher needs to create the vocal comfort, pronounce in whisper, with singing accent and use a soft emotional manner of speech, say instructions with distinct pauses. Thirdly, the teacher needs to
use gestures and state their meaning. E.g., "High five!" - "It’s a greeting"; "a raised thumb" - "well done!" 
» Then, it is important to help the pupil formulate the requests with the help of PECS cards or alternative 
means of communication. This can help change the barrier of the contact into the skill of contact.

The results of our study allow us to state that the formation of the skill of contact is possible by 
interaction, which is manifested as the wish of the pupil to follow the instructions of the teacher and the 
desire to share his feelings. The skill of contact helps in the formation of the important activities such as: 
communication with peers and grown-ups on different topics; expression of feelings and emotions in 
speech; the use of social expressions in speech (excuse me, please, you are welcome); acceptance of social 
rules and regulations. The overcoming of this barrier is one of the main conditions of the successful 
involvement of the pupils into the educational activity.

The cases when the pupil does not accept the new (action, subject, person, etc.) this means that there is a 
barrier of novelty. This is an intensified instinct for self-preservation. Thus, the introduction of one aspect 
that has no crucial meaning is very difficult for a pupil with autism spectrum disorder ruining the well-
known course of action. The feeling of foreboding and withdrawal, aggression, auto aggression and the 
desire to continue the routine are the features of this barrier.

Thus, the teacher has to use a fixed manner of greeting and saying farewell (timetable, plan of the lesson, 
plan of the task). It is necessary to warn the pupils if there are unexpected changes in the plan: "Now we'll 
go to the canteen for lunch and then we will continue according to our timetable". If there are any 
questions, the teacher must answer carefully, with patience and detail. If the pupil is fixed on one subject, 
e.g., he is drawing with a blue pencil only; we put two more pencils in front of him thus offering them. We 
also should use the specific interests (of this very pupil in particular). For example, while drawing the 
Kikorikis it is important to ask the following questions like "Let's count how many Kikorikis have you 
drawn", or "Show, where are Nyusha's eyes, where is her mouth" etc. This leads to overcoming the barrier 
of novelty.

Besides, the overcoming of the barrier of novelty helps to form such important life functions as: 
knowledge and understanding of the purpose of the things; the ability to classify the objects basing on 
different qualities using general words; understanding (using notions) what is going on in the world, 
treating the fear of the new things, being ready to accept the new information.

If the pupil does not want to continue the activity, this means the barrier of oversatiation. This is due to the 
low mental activity tone because of short phase states in the cerebral cortex leading to fast 
exhaustion of the cognitive processes. Thus, the oversatiation comes after some mental effort. It is 
manifested as lower interest, selective attention, and fatigue after similar tasks, impatience and the desire 
to stop the activity. It means that the main aims of the teacher are the following: do not allow the barrier of 
oversatiation to come; stop the educational activity if the pupil is already in the state of oversatiation; 
alternate academic and developmental tasks; change the activities; have several similar tasks with different 
ways of solving prepared. For example, the adding can be done orally, in written form or with the help of 
additional materials.

It helps to prevent the barrier of oversatiation thus allowing the pupil to be longer involved in the 
educational activity making it more effective. Parents should also take these measures for preventing the 
oversatiation into consideration. This will support the forming life functions.

It has been proved that the educational activity of pupils with autism spectrum disorder has several stages: 
from elementary form (passive performing of the actions) to a well-developed form (more independent). 
The well-developed form of educational activity is a conscious activity of the subject when the pupil 
realizes the aims of study, accepts the task set by the teacher, possesses all the necessary skills of 
educational activity, sees his or her own mistakes, controls and evaluates the activity.
It needs to be stated that the barriers correspond to the stages of the educational activity (see Table 1).

**Table 1. Barriers in the educational activity**

<table>
<thead>
<tr>
<th>Name of the stage</th>
<th>Name of the barrier</th>
<th>The meaning of the barrier</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivational</td>
<td>The barrier of acceptance of the educational task.</td>
<td>Difficulties of perceiving and interpreting the educational task</td>
</tr>
<tr>
<td>Organizational</td>
<td>The barrier of planning</td>
<td>The issues of realizing the functions of performing manifested as lack of ability to organize his or her own activity.</td>
</tr>
<tr>
<td>Comprehensive</td>
<td>The barrier of educational activities</td>
<td>The main difficulty is that the pupil cannot easily pass from the mechanical actions to conscious ones.</td>
</tr>
<tr>
<td>Reflexive</td>
<td>The barrier of revision</td>
<td>Difficulties in correlating the process and the result of the activity with the pattern.</td>
</tr>
<tr>
<td></td>
<td>The barrier of sense</td>
<td>The issues of using the skill in any life situations</td>
</tr>
</tbody>
</table>

If the pupil does not accept the task, it is the manifestation of the barrier of acceptance of the educational task.

According to the theory of developmental teaching of V. V. Davydov, the organization of process of solving the educational tasks starts with acceptance of the task. In case the pupil does not accept the task, there is no straight contact between the teacher and the pupil, he or she does not understand the task, he or she is not interested in it and it has no meaning because there is no connection between the task and his or her everyday experience. While the information is considered of no value, it weakens the attention control.

The barrier is because the pupil sees the task with anxiety, discomfort, auto aggression, lowered interest, lack of attention and he even might ignore the task completely.

One of the ways of dealing with this barrier is the elimination of difficulties step by step when attracting the pupils' attention to the task: attention focusing; understanding of the task; raising the interest by making the task personal.

For example, the attention should not be paid to the ignoring of the task; the result is to be stated: "Well, then you will not learn today...", "find out", "we will probably do ... without you" and so on, besides the teacher can use any significant stimuli (toys, signs, anything that the pupil likes). Or the tasks should be formulated in a short and simple form, using the words the pupil knows; the illustration can also be added (scheme, table, picture), the task can be divided into small and simple steps; the teacher should bear in mind that pupils with autism spectrum disorder perceive the information fragmentarily thus leading to wrong structure of the mental image. They understand the information literary without the context. The
method of "theatricalization" helps in this situation: collective analysis of the educational task by dramatizing the events given as the part of the task.

According to the theory of activity by S. L. Rubinshtein and A. N. Leontyev, the educational task must become the main motivator for the realization of the other components of the educational activity. It is possible if the educational task has a life-oriented value and the process of solving allows forming the life-oriented skill. Thus it is necessary to make the pupil pay attention to his own interests; demonstrate how he or she can use the new knowledge in life.

While overcoming the barrier of acceptance of the educational tasks the pupil can come to the next stage of learning without any discomfort and this makes his activity during the lesson much easier. The skill of overcoming the acceptance barrier helps to form important life functions: the ability not to "capitulate" when facing the unknown, the urge to understand the offered task.

If the pupil cannot plan his or her educational activity, this is the barrier of planning.

The planning is performed as the process of selecting the suitable means and course of actions, the duration of each stage and the solution procedure. Nevertheless, the autists often do not know what they can or what they should do. Moreover, even if they know and understand, they have serious difficulties with the organization of their own actions. In the process of the educational activity, many pupils pay attention to the smallest details and components but they have no understanding how to combine them together. The others have difficulties with fixing their attention at one subject; the third ones cannot keep the information while changing activities relatively fast. They all experience the barrier of planning the actions and thoughts.

The reason the barrier of planning appears is the performing dysfunction manifested in the following way: the pupil with autism spectrum disorder has planning skills developed on a low level, has difficulties with self-regulation and planning the course of actions.

The barrier of planning is manifested as not knowing how to begin the action, what steps should the pupils take and in what order and when should they finish the actions. This also has a great impact on the memory organization thus leading to the difficulties of keeping the attention during long periods.

The barrier of planning could be passed by visual support including visual plan for the lesson, visual plan for the task, now and after. There should be the exact instruction how to solve the task with clear visual directions. This visual basis helps to understand how to begin the work and focus on the solution procedure. Secondly, color, pictures, letters or numbers («visual precision») should indicate the important information.

If the pupil could not identify the course of actions and select the means of solving the task, we presented all the steps with the help of pictures in the necessary order. These visual instructions helped us to support the attention and indicated the order of the actions and the quantity of the remaining tasks. Besides, we used the method of "discreet trials", the instructions included several trials. Each trial included the instruction of the teacher, the reaction of the pupil, consequences as per the plan and the pause before the next instruction.

If the pupil could not understand when he or she needed to complete the action or did not understand that the task had been solved, we helped him by using a special method with a double name: the method of box or a portfolio. This method means that the completed steps of the instruction or timetable are put into the box or portfolio.

When the barrier of planning is done with, the pupil gets the skill of planning his or her educational activity. If this skill is used in his or her everyday life, this helps the pupil to plan the actions to achieve
the desired result.

If the pupil does not perform the task or performed it mechanically, it means that he has the barrier of educational actions. The main difficulty is that the pupil cannot easily pass from the mechanical actions to conscious ones. Thus, the cognitive functions were distorted, what led to issues with attention, paralogical results of thinking, selective involuntary memorizing and reproduction. It was difficult to concentrate the attention on the same object as the teacher; the pupils could not understand the course of actions necessary. Thus, when performing voluntary actions the pupil showed clumsiness, could not remember the sequence of actions and perform the tasks, which he was able to do involuntary. Any failures in the activity made pupils refuse to perform the task. Only the elimination of difficulties arising when the pupil performs the activity (attention; algorithm; partial algorithm; inner plan; independent conscious performing) makes the barrier possible to overcome.

If the pupil could not focus his or her attention on any object because of inner (physiological, emotional) or outer issues, their reason was to be eliminated. For example: if the pupil wanted to drink, we gave him or her water, if the chair was not comfortable, we changed it.

To get the answer, we addressed the pupil with the pictograph indicating the call for attention.

If the pupil had difficulties with performing the action or could not see the image of the result, we showed him or her the picture indicating the planned result.

To attract the attention of the pupil, the teacher needed the emotional response. If the pupil understood the practical meaning of the action, this was much easier. We explained, why and what for do we perform any of the activities. For example: if we needed to teach the pupils to use the geographical map, we asked to find any object there. For example, their house or school.

If the pupil was not able to perform the action according to the given sequence, we used the pictographs to indicate the sequence of steps. Thus, the pictograph became the visual basis of the algorithm and performed the regulative function.

On the other hand, we could talk about all the stages thus creating the acoustic basis of the action. We avoided difficult logical and grammatical constructions. The sentences in the instruction were short and exact.

Sometimes the teacher performed the tasks together with the pupils to make them believe that they also could do everything. The pupil perceived the further training like improvement of what he or she was already able to do.

Besides we used some positive support for the actions important for the pupil: we allowed to do what he wanted even if this was not connected with the lesson (like peep into the closet); a sweet or else.

If the pupil could not perform the action following the partial algorithm, we taught him to do so.

For example, the teacher created a partial algorithm using the same logic as for the full one. The pupil worked with the same pattern with some elements missing. If the algorithm was completely different, the pupil came across the barrier of novelty.

If the pupil could not perform the requests on his or her own, the teacher gave him a tip (pictograph, picture) or asked a question.

If the pupil did not talk about the solution of the task, the teacher asked to repeat and name the actions together. The verbal regulation is necessary because it helps to understand and comprehend the new material. Therefore, the pupil could repeat and name the actions after the teacher.
4. The support of the pupil's actions.

If the pupil could not perform the action as per the inner plan, the teacher used the method of Recollecting and he offered the group of pupils recollect the first action of the algorithm together, after they named it, he offered to perform it. Thus, each stage of the algorithm was named and pronounced by the pupils. To make the task more difficult after recollecting the algorithm, the pupils were offered to continue on their own.

The overcoming of the barrier of educational activity leads to performing the actions by oneself with full conscious control. The result is important for forming the following functions: the pupil could count the quantity of objects, money, analyze the duration of the event, orient in space and identify the direction of the action, express one's thoughts in writing, find the necessary information in books and in Internet.

If the pupil could not correlate the sequence and the result of the educational task with the pattern there was a barrier of the revision.

The reasons for this barrier are different: the pupil has difficulties with understanding the purpose and keeping it while performing the educational tasks. He lacks the full image of the desired result. The pupil has difficulties in following the instructions, identify the sequence of actions and select the means of solving the tasks. He cannot compare the results with the pattern given, cannot correlate the result with the algorithm, cannot control each step of the actions performed.

To overcome this barrier the teacher needs to eliminate the difficulties step by step when the pupil tries to correlate the result of the action with the pattern: the pupil must understand the idea of the revision, correlating the result with the pattern; the teacher must help to analyze the correctness of the sequence of the actions, find the mistake, perform the revision as per inner plan, thus forming the ability to control the performing of the actions and estimating the result.

At first, the control was performed together. After the pupil performed the task, the teacher suggested performing the check of the correctness of the actions and the result. For example, he asked: "Look, did you everything like that?" or he suggested presenting the result according to the pattern (with the help of the teacher). If there is deviation from the pattern, the teacher asked the pupil to correct the result.

If the pupil could not check the correctness of his actions, the teacher suggested comparing the actions with the instruction using the methods of detailed elaboration and specification at the stage of overcoming of the barrier of planning, there should be systematic control of the actions comparing them with the pattern and correcting if necessary. With the help of tutor the pupil corrects the solution and the teacher comments upon the actions (suggests the pupil to comment if possible).

If the pupil was not able to find the deviation of the result from the pattern or find the mistake in his or her actions the teacher used the tips asking questions or showing the tasks solved in a correct way, suggesting that the pupil compared the results and the ways of solving marking the mistakes. Besides, the teacher could also attract the attention to the reason of selecting the way of solving the task. The teacher asked to compare the earlier and the current tasks paying attention to the change in task itself, using the cards with marked mistakes. Probing questions were also possible.

If the pupil could not control the performed actions and the results on his or her own, the teacher left the algorithm and created the conditions for self-control with substantiation of the selection of the ordered way of solving the task.

As a result, the pupils acquired the ability to estimate and control the performing of the educational actions and the result. This is important for the formation of the functions - the analysis of the results of the actions, behavior, finding and correcting the mistakes.
If the educational skills were not reformed to a life function this led to the barrier of sense. It is important to lessen the risk of social isolation and improve the abilities of communication.

The reasons of the barrier of sense in our experience (the pupil could not identify the situation where it is possible to use his skill, sometimes he or she can use the skill but only according to the pattern without taking the real conditions into consideration) are due to mistakes at the previous stages of educational activity. For example, the pupil could not perceive the skill emotionally; the skill had a formal character being formed without any creative elements or the situation of choice.

The overcoming of the barrier of sense is possible by transforming the skill into the function (forming the axiological attitude, the ability to analyze the situation where the skill is required, and the use of the skill in a non-standard situation in any non-educational activity) systematically.

The pupils with autism possess some stereotypical interests thus it is important to show how the new skill can be used.

If the pupil does not recognize the situation where it is possible to use his or her skill, it is important to form the understanding of how the skills can be used in life. For example, the teacher can show and tell how other people use skills in their life indicating the situation where the child can use the skills himself. The pupil can be asked to give the situations where he can use the skills in real life.

If the pupil does not use the skills in everyday situations then it is necessary to create the situation to actualize the skill in the non-educational activity (use the opportunities of the environment; give the tasks which require the use of the skills outside the school).

Having overcome the barrier the pupil with autism spectrum disorder gets the ability to use the acquired skill in the everyday situations - the skill of transfer. The transfer skill improvement is important for using the results of education in real life.

The material for the research was based on the theory of personal relations (V. N. Myasischev, 1957, 1960); clinical-and-psychological descriptions of children with autism (E. S. Ivanov, 2004, K. S. Lebedinskaya, O. S. Nikolskaya, 1991, I. I. Mamaytchuk, 2007), ideographic approach. Secondly, we used the results of use of the experimental psychological method and the methods of mathematical statistics, surveys, tasks, observation at lessons, and both group and individual as well as diagnostic ones. Thirdly, we used the results of analysis and the reports of the monthly psychological and pedagogical consultations. To estimate the emotional personal development of the children with autism we compared the "true" and "false ego" identifying the ways of regulating the emotions, relations with the world of things, personal identification at levels of symbols and behavior as well as the ability to symbolize own experience.

While overcoming the barriers we identified that the pupils of the 1st grade having changed their way of life and having come to the situation with lots of people they do not know came across the barriers of contact and novelty manifested as anxiety, fear. Besides, the pupils with autism have difficulties because of lack of time and space orienting, the educational surrounding like class, desk, beginning and end of lessons were new and this led to functional discomfort. The creation of the comfortable educational environment helped the pupils perceive the teacher, being essential for the skill of making contact.

Short and clear tasks connected with the sphere of interests worked to activate the cognitive activity and helped to form the skill of accepting the task. The active participation of the teacher in the process of planning and realization of educational activities compensated lack of attention, issues with fine motor skills and speech problems. As a result, the pupils of the 1st grade learned to react at the teacher's stimuli: perceive, understand the information and process it with teacher's guidance - these are the characteristics of having overcome the barrier of acceptance, planning and educational activities and forming the necessary skills.
The 2nd grade pupils have formed the time and space orienting at school; they possess a clear idea of a class, desk, and activity room. They got used to seeing other people and the contact with the teacher caused no fear or anxiety. The personal relations between the pupil and the teacher had been set as well as the relations between the pupil and the classmates - this is a manifestation of the contact skill. Still each of them exists independently not seeing each other, the contact is possible only after the third or fourth address.

Because the pupils have the skills of reading, writing, counting, they have some information of the environment; this is the manifestation of acceptance skill leading to the formation of the skill of planning and educational activity.

As there is more new information, the focus is shifted to the barriers of novelty and oversatiation. The pupils showed fast exhaustion leading to the loss of comprehension of the tasks and information. The skill of acceptance of the educational tasks was still important during this stage. The tasks were performed as per detailed algorithm with active verbal teacher's guidance. The timely correction of the actions sequence led to the formation of the skill of planning and educational actions. There were some cases observed when the pupil worked independently without teacher's help but with the visual tip.

By the time of the 3rd-4th grade the most important skills are already formed, there is some degree of awareness in social interaction and individual social behavior is beginning to form. The main barriers of the educational process were formed on the ground of cognitive function distortion as well as performing function issues. This was manifested as lack of attention, selective fixation, involuntary memorizing and reproduction. This leads to the difficulties in setting the sequence of actions and joining the actions together as a whole.

Our observations have shown that the most effective at this stage were the special methods of education: comfort, positive support, structured education, discreet trials and life situations simulation. These methods did not just sustain the intellectual tension but also indicated the quality and meaning of the work done.

According to the results of the social functioning estimation as per GAF scale we made the conclusion that the process of the systematically organized education helps the children with autism spectrum disorder improve their social functioning while forming the necessary skills and the ways to use them (Chart 1).

![Chart 1. The estimation of the autism severity as per CARS scale](chart.png)

In conclusion, we would like to mention that the technology of the barrierless education of the pupils with autism spectrum disorder could help in forming their educational skills and using them in different...
situations.

The correction of the psychological functions of the perception, emotional regulation allows to develop the communicative skills (contact barrier overcoming, acceptance/refusal to accept the educational task, novelty).

The results allow the pupil's self-identification and the initial stages of forming the self-consciousness to be formed (the barriers of oversatiation, revision, estimation and evaluation, sense of consequences) thus leading to the development of higher personal characteristics like needs, motivation, values and determining the formation of the social competence. The effectiveness of the barrier-overcome technology can be proved only in case of systematic use of the stated methods in the educational process when teaching children with autism spectrum disorder.

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