

The objectives of the session are to:

- (1) share with the participants how and why students with special needs may be supported in your capacity;

### Characteristics

#### **1. Visual Learner –**

- sit right in front and middle (reduce distraction)
- Teaching verbally, from time to time check without he has picked up the point.

#### **2. Lack of organisational ability to create order**

- When working on a maths problem, may need help to organise the space on paper (Left rough working, right the answers to the problem).
- The way students organise knowledge determines how they use it.

#### **3. Make explicit the steps needed to solve a problem, do not assume or skip steps**

- For example, in maths (what is given, what is asked, what can be worked out, steps to solve)

#### **4. Writing leaves much to be desired – Untidy**

- Teachers to be patient and help him improve (ugliest paragraph instead of all)

#### **5. Verbal Instructions that are too long will be truncated or based on interest**

- Teaching verbally, from time to time check without he has picked up the point.
- Instructions make sure he jots it down.

#### **6. Lack ability to understand context in situations,**

- e.g. during literature lesson, he was ask to role play a teacher on what he should advise a boy who saw a girl kissing the tadpole. He answered that the girl

#### **7. Introvert, timid can be easily bullied –**

- May not be able to express himself clearly for others to understand what is going on – Need prompts

### **Work out Practical Partnership (School, Teachers and Parents )**

- My wife, myself have gone through training to help special needs children
- Some parents may need your help
- Do not become Overwhelm, do what you are practically do.

### **Empathy, not sympathy**

Treat them as **normal children** not as special children and with kindness and grace. Children did not ask to be with special needs, they are born with it. So need more grace and kindness

SP. Tan Tze Hwa, Cerebral Palsy – circle of friends small, a burden,  
**Close monitoring without interfering**, smooth inclusion

### **School – appeal to their understanding**

Adults are more approachable

Inform teachers how they can help. Sharing betw teachers to help in transition.

Thanks to MOE, **transition** to Secondary school is facilitated. Principal is aware. Saw School counsellors, form teacher to help him integrate , not to highlight Foundation OK. Principal, teachers and **thank God for help** to help him.

- (2) give participants some examples of how teachers may collaborate with other professionals in the school to support the student(s) with special needs

Check out with School Counsellor, MOE Educational Psychologist for their programs to help.

## **THEORY OF MIND RESEARCH AND INTERVENTION STRATEGIES FOR CHILDREN WITH AUTISM IN MAINSTREAM SCHOOLS IN SINGAPORE**

**ALJUNIED Mariam, Ministry of Education, Singapore**

**CHUA Angelia, Ministry of Education, Singapore**

**PAYAMAL Lian Thomas, Ministry of Education, Singapore**

**Ng Andrew, Anglo-Chinese Primary School, Singapore**

Cognition and Understanding

Symposium

Theory of Mind –

Theory of mind is the understanding that persons have mental states, such as thoughts, desires and beliefs, that represent or misrepresent the world, and the ability to use these mental states to predict and explain people's behaviour (Baron-Cohen, Leslie & Frith, 1985). In one of the classic theory of mind tasks, the child sees a doll (Sally) hide a marble in a basket and leave the room, after which another doll (Ann) moves the marble from the basket into a box. The child is asked, "Where will Sally look for the marble?" followed by the control memory question, "Where is the marble really?" A child with theory of mind will answer that Sally will look in the basket because, even though it is a false belief, the child recognizes that Sally believes the marble is where she left it. A child who does not yet have a fully developed theory of mind, however, will answer that Sally will look in the box, because that is where the marble really is. Research employing such tasks indicates that theory of mind usually develops around the age of four (Baron-Cohen et al., 1985; Leslie & Frith, 1988; Perner, Frith, Leslie, & Leekam, 1989; Wimmer & Perner, 1983).

Two intervention approaches related to theory of mind and the development of social cognition will be shared, namely **Circle of Friends** (Newton, Taylor and Wilson, 1996) and **Social Stories** (Gray et.al, 1993).