

# Chapter 12

## Integration Education of a Student on the Autism Spectrum Through Participation in a Theatrical Performance: An Action Plan for Internal Evaluation

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### **ABSTRACT**

*In this study, we focused on a student with Autism Spectrum Disorder (ASD) who has difficulties in speech and social interaction, using a case study method. A theatrical performance was chosen as the specific action for the process, and the structure of the pedagogical tool TISIPfSENs (Targeted, Individual, Structured, Integrated Program for Students with Special Educational Needs). The research*

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*questions were: 1. To what extent do difficulties in speech and social interaction of the individual with ASD constitute barriers a) to their participation in school life and the learning process and b) to school integration? 2. How can a) the school, b) the family, and c) the student's "circle of friends" contribute to overcoming these barriers? The results of the study documented the effectiveness of TISIPfSENs in removing the barriers caused by the coexistence of autism characteristics with the demands of the educational system during the school integration of a student with ASD in the general school.*

## **AN ACTION PLAN FOR INTERNAL EVALUATION AT GENERAL HIGH SCHOOL**

The goal of Special Education and Training is the integration of individuals with Special Educational Needs (SEN) into the community (family, school) and consequently into the wider society (Drossinou Korea, 2023a). According to Synodinou (1999), parents and educators believed that the effective education of individuals with SEN mainly depended on the educational programs implemented both at school and during the extracurricular activities of their children, supported by expert scientists. This perception has now broadened to include various other interventions beyond educational and teaching ones (Drossinou Korea & Avramidi, 2021), thus distinguishing Special Education from Special Training (Drossinou-Korea, 2024, 2022a, 2020). Simultaneously, the perception that the incapacity of individuals with SEN causes their educational difficulties has receded, while it is now accepted that the inadequacy of the educational system to meet these needs necessitates its revision (Christakis, 2011, 2023). This is related to school integration, i.e., the qualitative provision of education to all students, including individuals with SEN, and their targeted integration into the general school (Drossinou Korea, 2023b). The quality education of individuals with SEN requires the rigorous selection of appropriate human resources, the updating of methods, the appropriate design of the building environment, learning accessibility, and the modernization of equipment to equally support the right to education and ensure their progress in all areas (Drossinou, Korea, 2024).

### **Autism Spectrum Disorders (ASD)**

The Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, Text Revision (DSM-5-TR) defines ASD as a spectrum of neurodevelopmental disorders diagnosed based on two criteria: a) social communication/interaction and b) obsessive and monotonous activities along with repetitive movements. Happé

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