

O3 Summary of Research Results



Co-funded by the
Erasmus+ Programme
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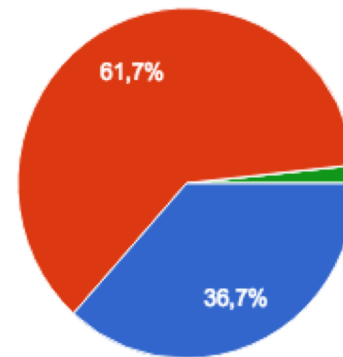
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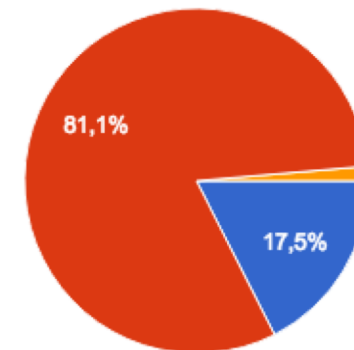
Overall data

- Sample size: 629 students (60 from UK, 129 from Spain, 440 from Turkey)
- Average age: 10 years old
- Average time the child has been in the school: 2 years and 8 months
- Average time the child is expected to continue in the school: 3 years
- Average time the professionals know the child: 1 year and 8 months

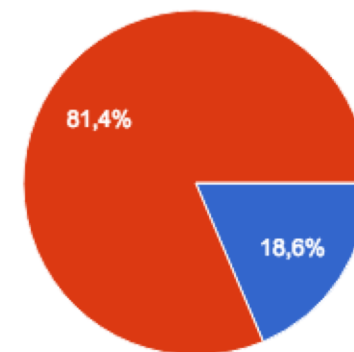
Child's Sex



- Female
- Male
- Not Defined
- student does not identify with either gender

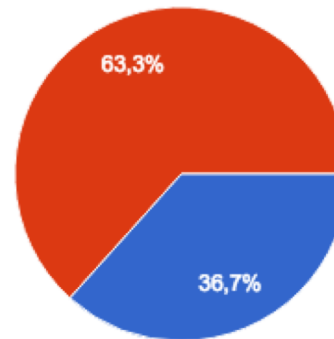


- Kız
- Erkek
- Belirtilmeye gerek yok

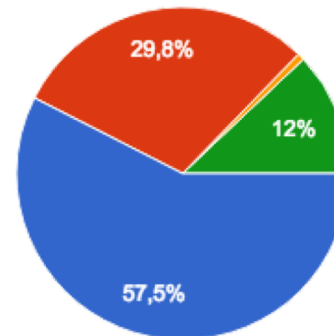


- Femenino
- Masculino
- No definido

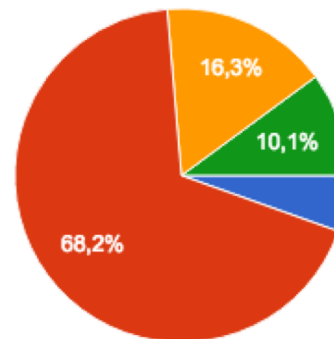
Type of school the child is in



- Mainstream school
- Autism-specific unit within a mainstream school
- Autism-specific special school
- General Special Educational Needs / Disability school



- Genel okul
- Genel okulda otizm alt sınıfı
- Otizm okulu
- Özel eğitim ihtiyacı olan bireylerin okulu / Engelli okulu



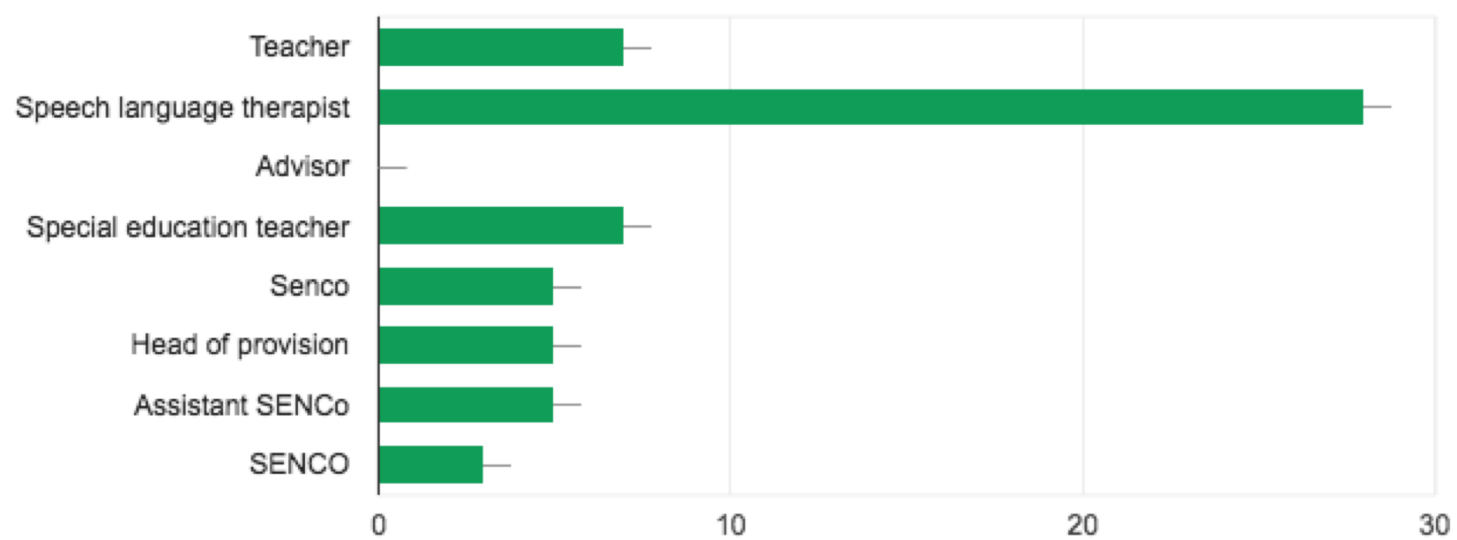
- Escuela ordinaria
- Aula específica de autismo dentro de escuela ordinaria
- Escuela de educación especial específica de autismo
- Escuela de educación especial general

Your role:



Your role:

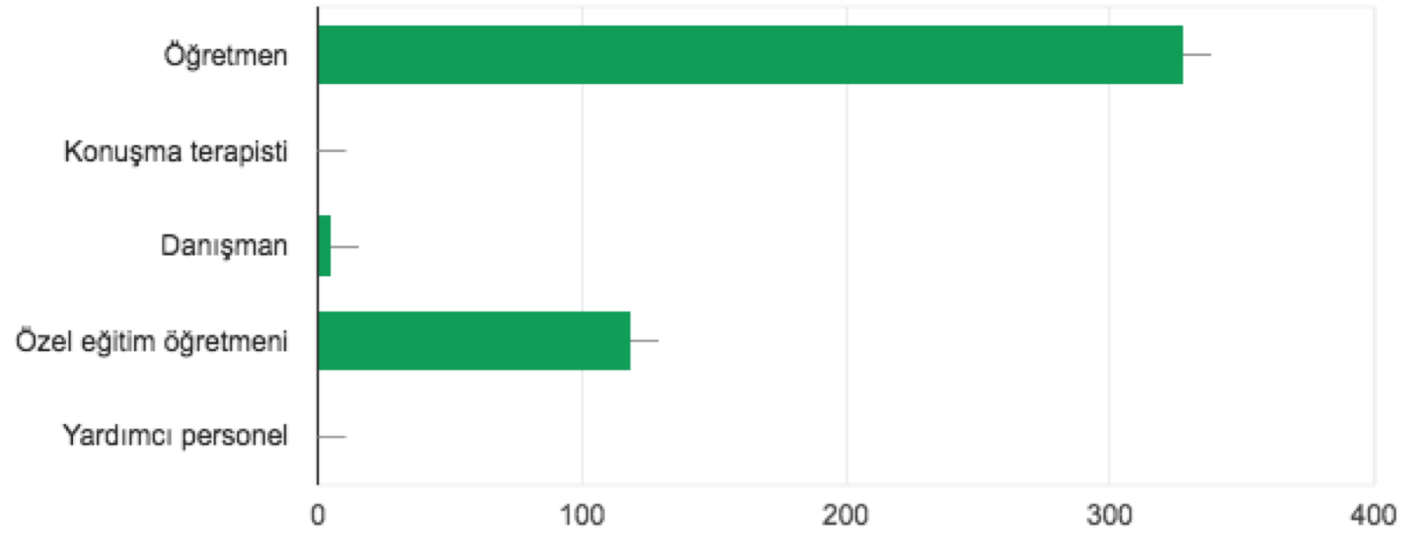
60 respuestas





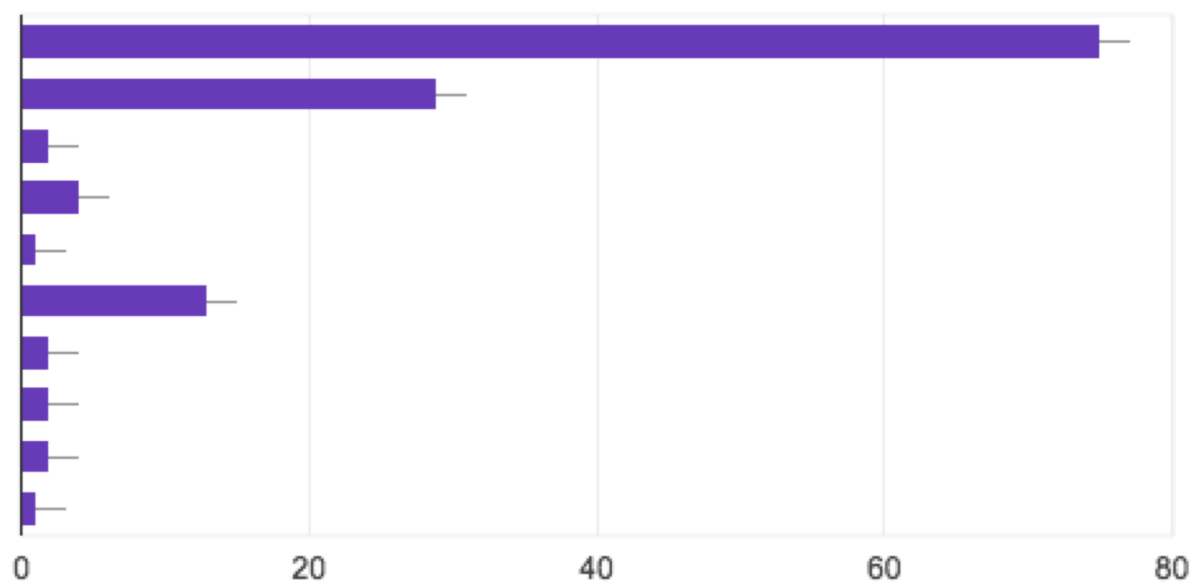
Sizin göreviniz:

440 respuestas

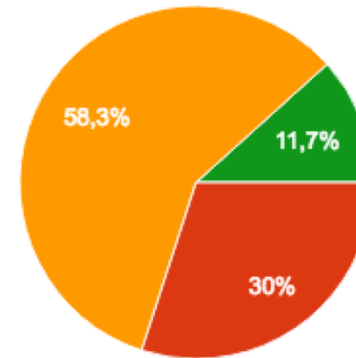


Su papel o función

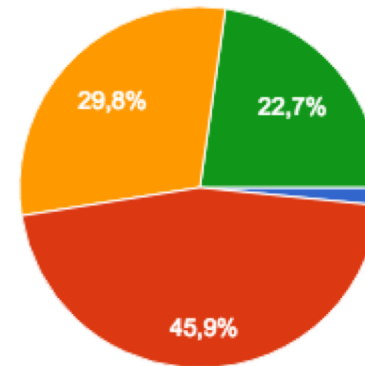
129 respuestas



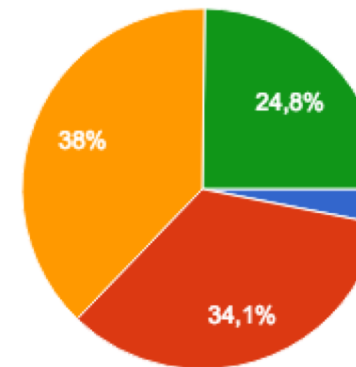
Level of Autism



- None
- Mild
- Moderate
- Severe

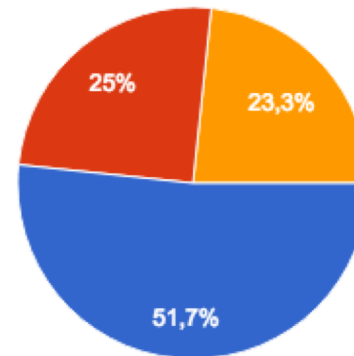


- Hiç
- Hafif
- Orta
- Ağır

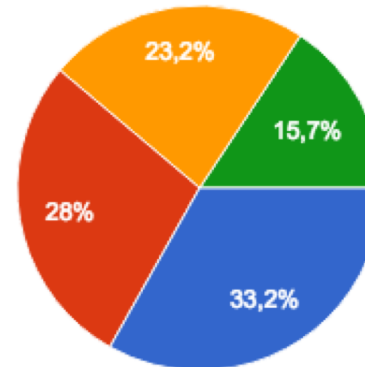


- Ninguno
- Leve
- Moderado
- Severo

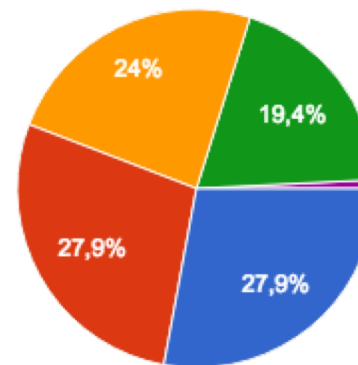
General Cognitive Ability (intellectual functioning, IQ)



- High or average
- Mild impairment
- Moderate impairment
- Severe impairment

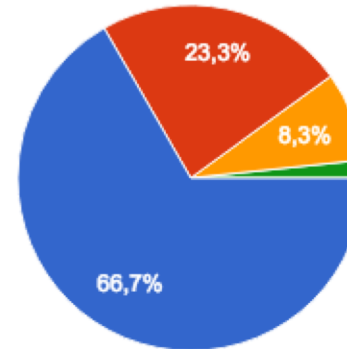


- Genel bilişsel düzeyi iyi seviyede
- Hafif zihinsel engel
- Orta zihinsel engel
- Ağır zihinsel engel

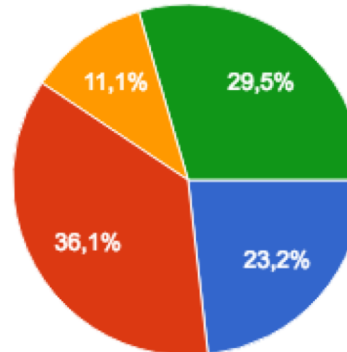


- Superior o en la media
- Discapacidad intelectual leve
- Discapacidad intelectual moderada
- Discapacidad intelectual grave
- En la media

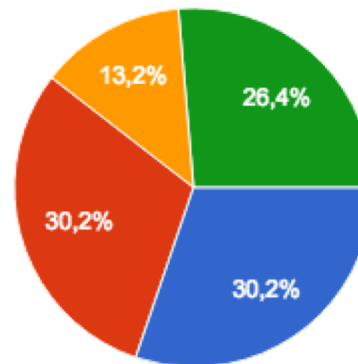
Expressive
language. Child
can talk in:



- Full sentences
- Short sentences
- Single words
- Non verbal or minimally verbal

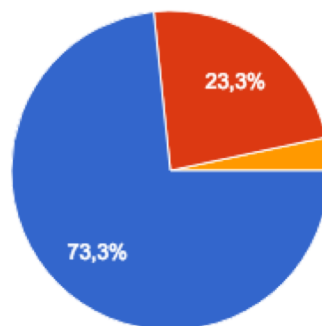


- Tam cümleler kurabilir
- Kısa cümleler kurabilir
- Tek kelime kullanabilir
- Sözsüz iletişim kurar veya minimum düzeyde sözel ifadeler kullanabilir

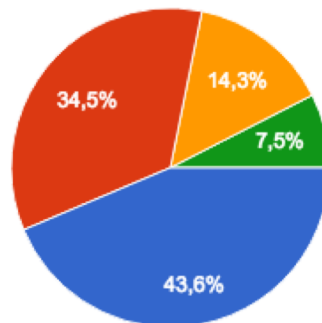


- Frases completas
- Frases cortas
- Palabras sueltas
- No verbal o mínimamente verbal

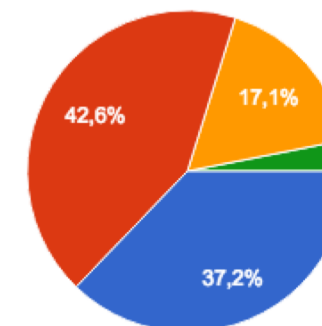
Receptive Language skills. Child can understand:



- Conversations
- Simplified short sentences
- Single words or symbols
- No single words or symbols

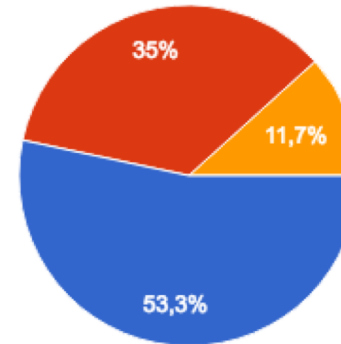


- İletişimleri anlayabilir
- Basitleştirilmiş kısa cümleleri anlayabilir
- Tek kelimeleri veya sembolleri anlayabilir
- Tek kelimeleri veya sembolleri bile anlayamaz

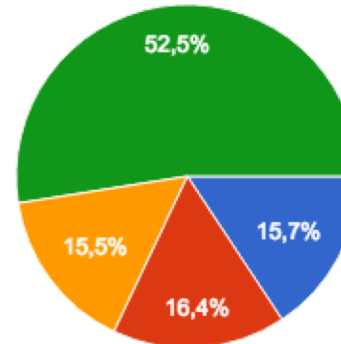


- Conversaciones
- Frases cortas simplificadas
- Palabras sueltas o símbolos
- Ni palabras sueltas ni símbolos

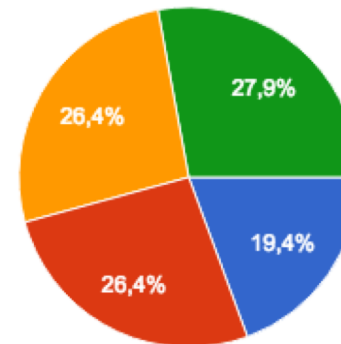
Reading skills:



- High or average – fluent reader
- Limited - some skills, but not fluent
- Low - beginning/pre-reading skills
- None – no reading skills

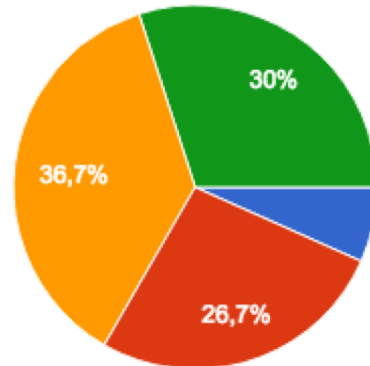


- Üst düzey veya orta – akıcı bir şekilde okur
- Sınırlı – bazı okuma becerileri vardır ama akıcı değildir
- Düşük – başlangıç seviyesinde/ön okuma becerileri
- Hiç okuma becerisi yoktur

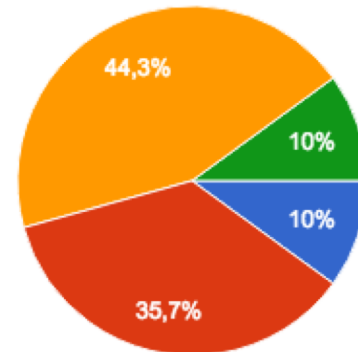


- Alta/en la media – lectura fluida
- Limitada – algunas habilidades, pero lectura no fluida
- Baja, básicas o de pre-lectura
- Ninguna – sin habilidades de lectura

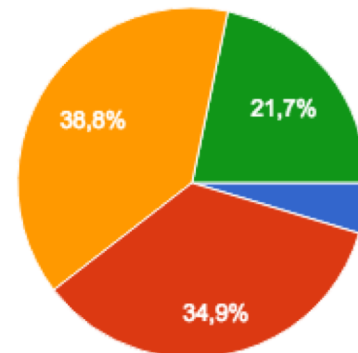
Level of challenging behaviors:



- High— engages in dangerous behaviours
- Moderate— engages in disruptive behaviours
- Low— engages in tolerable behaviours
- None – no challenging behaviours

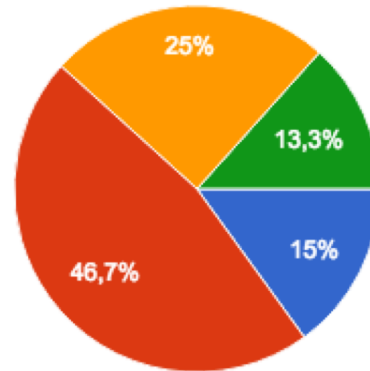


- Üst düzey – tehlikeli davranışları vardır
- Orta – rahatsız edici davranışları vardır
- Düşük— makul karşılanabilecek problem davranışları vardır
- Hiç – problem davranışı yoktur

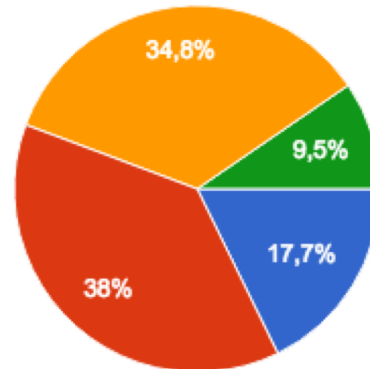


- Alto— realiza conductas peligrosas
- Moderado— realiza conductas disruptivas
- Bajo – realiza conductas tolerables
- Ninguno – no presenta conductas problemáticas

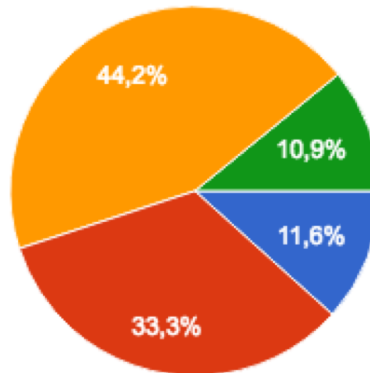
Sensory difficulties:



- High— shows sensory difficulties with most senses and situations
- Moderate— shows sensory difficulties with several senses and situations
- Low – shows sensory difficulties only occasionally
- None – does not show any sensory difficulties

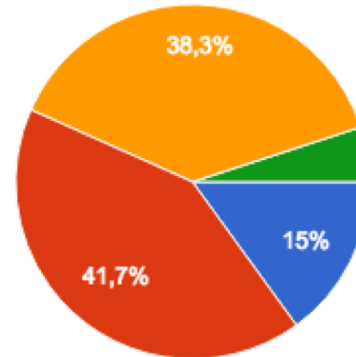


- Üst düzey— çoğu duyu ve duruma karşı duyuusal zorluklar gösterir
- Orta— bir kaç duyuya ve duruma karşı duyuusal zorluklar gösterir
- Az – yalnızca ara sıra duyuusal zorluklar gösterir
- Hiç – hiç duyuusal zorluk göstermez

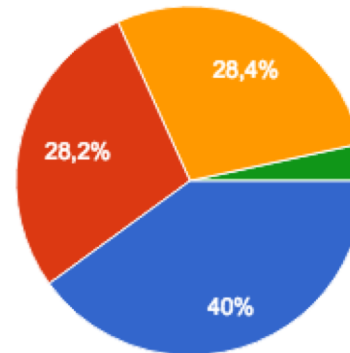


- Altas— presenta dificultades sensoriales con la mayoría de los sentidos y situaciones
- Moderadas— presenta dificultades sensoriales con varias situaciones y sentidos
- Bajas – presenta dificultades sensoriales de manera puntual y al...
- Ninguna – no presenta dificultades sensoriales

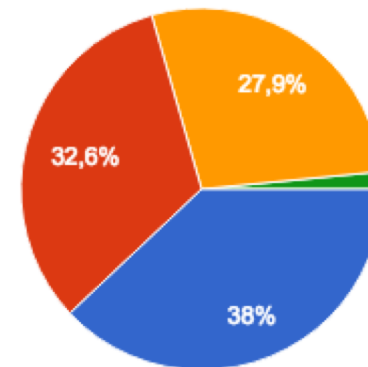
Planning and organization difficulties:



- High— always needs support to plan and organise his/her actions
- Moderate— often shows difficulties to plan and organise his/her actions
- Low – sometimes show some difficulty to plan or organise his/her actions
- None – does not show any difficulty to organise and plan his/her actions

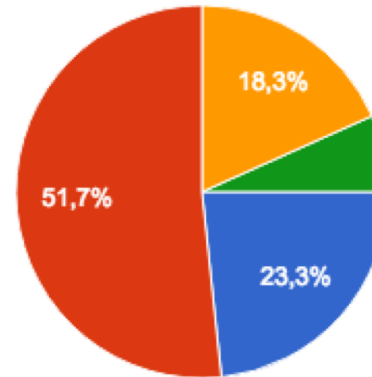


- Üst düzey— yapacağı işleri planlamak ve düzenlemek için daima yardıma ihtiyacı vardır
- Orta— yapacağı işleri planlamak ve düzenlemek için sık sık zorluklar gösterir
- Az – yapacağı işleri planlamak ve düzenlemek için bazen bazı zorlukl...
- Hiç – yapacağı işleri planlamada veya düzenlemede zorluk göstermez

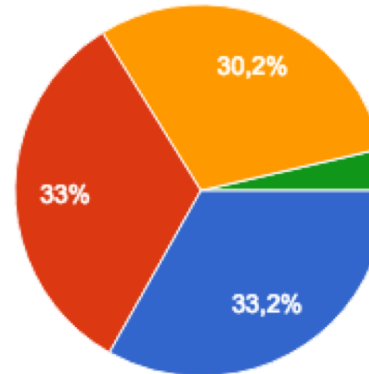


- Altas— Siempre necesita ayuda para organizar y planificar sus acciones
- Moderadas— Suele tener dificultades para organizarse y planificarse
- Bajas – En ocasiones presenta alguna dificultad para organizar o planificar sus acciones
- Ninguna – No presenta dificultades para organizarse y planificar sus acciones

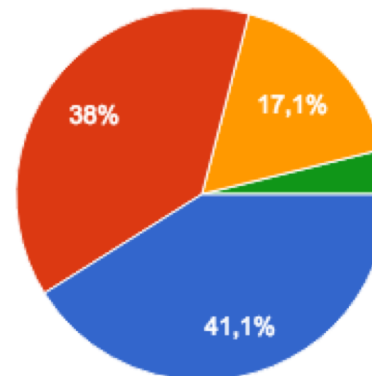
Difficulties with social skills:



- High— has difficulties relating to others in most context and with most people
- Moderate— has difficulties relating to others in an important number of contexts and with an important num...
- Low – has difficulties relating to others only occasionally
- None – has no difficulties relating to others

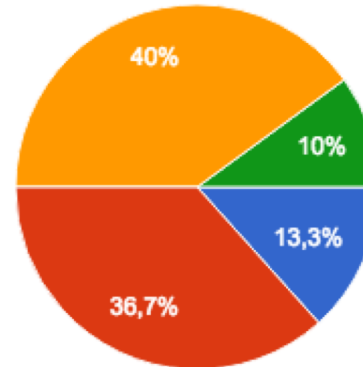


- Üst düzey— başkalarıyla ilgili çoğu kavramda ve pek çok kişiyle yaşadığı zorluklar vardır
- Orta— başkalarıyla ilgili bir dizi kavramda ve bazı kişilerle yaşadığı zorluklar vardır
- Az – başkalarıyla ilgili yalnızca ara sıra yaşadığı zorluklar vardır
- Hiç – başkalarıyla ilgili yaşadığı herhangi bir zorluk yoktur

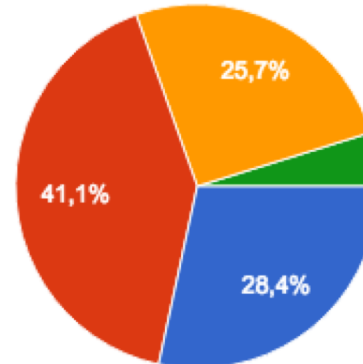


- Altas— Tiene dificultad para relacionarse en todos los contextos y con la mayoría de las personas
- Moderadas— Tiene dificultad para relacionarse en un número importante de situaciones y con muchas perso...
- Bajas – Tiene dificultad para relacionarse únicamente en alguna...
- Ninguna – No presenta dificultad para relacionarse con sus iguales

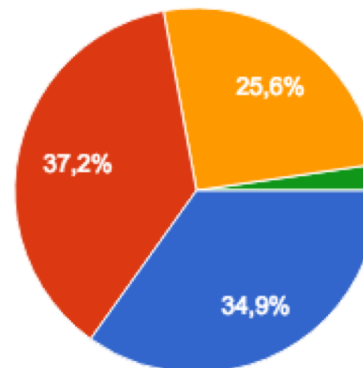
Difficulties in adaptive skills (self-care, home tasks, community participation, health and security)



- High— has difficulties in most adaptive skills
- Moderate— has difficulties in a significant number of adaptive skills
- Low – has difficulties only in a few adaptive skills
- None – has no difficulties in adaptive skills



- Üst düzey— çoğu uyum becerilerinde zorluk yaşar
- Orta— bazı belirli uyum becerilerinde zorluk yaşar
- Az – yalnızca bir kaç uyum becerisinde zorluk yaşar
- Hiç – uyum becerilerinde hiç bir zorluk yaşamaz



- Altas— Presenta dificultades en la mayoría de habilidades adaptativas
- Moderadas— Presenta dificultades en un número significativo de habilidades adaptativas
- Bajas – Presenta unas pocas dificultades
- Ninguna – No presenta dificultad en las habilidades adaptativas

What are the differences between children in mainstream school, autism-specific units and special school?

Country child is in: ✓

Child's Sex:

Level of Autism:

General Cognitive Ability (intellectual functioning, IQ): ✓

Expressive language. Child can talk in: ✓

Receptive Language skills. Child can understand:

Reading skills:

Level of challenging behaviors:

Sensory difficulties:

Difficulties with social skills:

Difficulties in adaptive skills (self-care, home tasks, community participation, health and security):