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Using the short film 'Broken' to support teacher understanding of autism: a follow-up report

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Conference Themes

showcase and develop powerful innovative pedagogies for teacher education

Presentation

Evaluation or Research Presentation

Abstract

Although teachers play a vital role in acting as instigators of social change towards an inclusive education for autistic pupils (Galosy et al., 2018), their knowledge of autism remains poor (Gómez-Marí et al., 2022; Anglim et al., 2018) and their sensitivity to autistic modes of communication underdeveloped (Wood, 2020). Improving teacher understanding relies on 'intensive training, continuing professional development and improving ... knowledge' (Galosy et al., 2022 p.1), not least in supporting teachers to appreciate altered communication in autism (Coppala, C. and Smith, 2018).

The short film 'Broken' was created in collaboration between Dr John Rimmer and a young autistic adult who uses the pseudonym 'Fauxparl'. It gives an autistic perspective of a pupil's experience in the classroom and is used as a teacher education tool in our PGCE programme. Feedback on the pilot study to explore its effectiveness was reported in the TEAN Journal (Lawrence and Rimmer, 2020) with Fauxparl's perspective further explored in an article in *Disability and Society* (Fauxparl, Mahon, Rimmer and Lawrence, 2020).

The film has been revised and reviewed in light of feedback from the pilot study. This short presentation reports on the creation of teacher training resources to support autism understanding and on the development of further co-created resources to support teacher understanding.

The session will include a showing of the film *Broken* (6 minutes), report and discussion.

Key References

Coppala, C. and Smith, L., 2018. Disfluencies in Autism Spectrum Disorder (ASD).

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Gómez-Marí, I., Sanz-Cervera, P. and Tárraga-Mínguez, R., 2021. Teachers' Knowledge Regarding Autism Spectrum Disorder (ASD): A Systematic Review. *Sustainability*, 13(9), p.5097.

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Wood, R., 2020. The wrong kind of noise: Understanding and valuing the communication of autistic children in schools. *Educational Review*, 72(1), pp.111-130.