

# **Support for a Child with Autistic Spectrum Disorder (ASD) in a Regular Classroom**

Observation of social interaction with a class teacher during class

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development of self-recognition

This study examined how interaction is achieved between a child with ASD and a class teacher in a regular classroom setting, in order to contemplate forms of support for children with ASD.

The participant of the study was a child with ASD in a regular classroom. He has the same ability as a 5.5-year-old child. I observed interaction between him and the class teacher during class, along with interaction between him and his therapist during play therapy.

I argue that he could allow his imagination to become richer, could share topics with others, and could increase interaction with others when others interacted with him using characters and roles. However, he did experience difficulty in understanding the goals of others, and he had difficulty when he interacted with others one-sidedly when using his own imagination. As a result, it is possible that he could deviate from the class program. Also, I argue that he valued himself in the face of ostensible relations with others; for example, when understanding the evaluations of a teacher and when receiving his score. Because of this, it is important for him to develop self-recognition. I suggested that the teacher compare him with his old self and to show him his value in many ways.