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## Socratic Dialogue in Education of Children Diagnosed with Autism Spectrum Disorder (ASD)

An overview on the potential contributions of dialogic learning for teaching the  
autistic brain

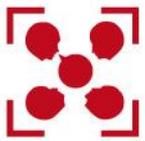
Assistant professor Ali Nouri, Malayer University, Iran

Dr. Ann S. Pihlgren, Ignite Research Institute, Sweden



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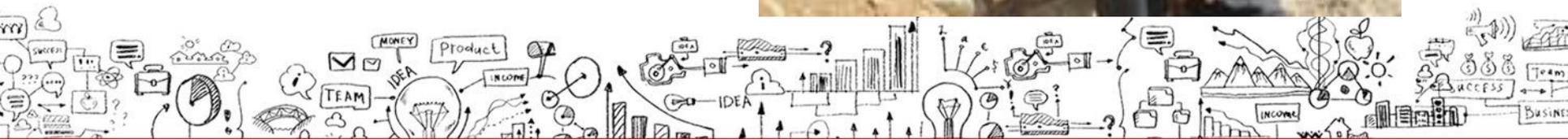
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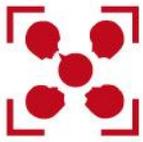
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# My colleague

Assistant professor Ali Noori, Malayer  
University, Iran

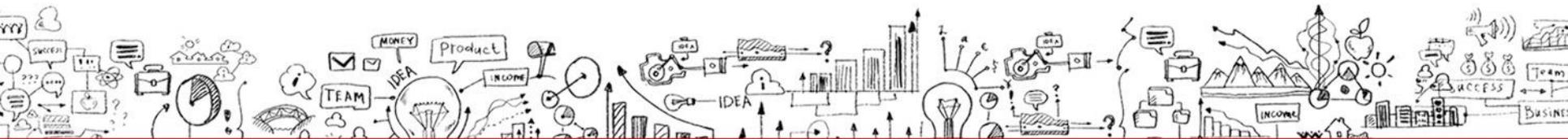
Neuro-  
cognitivist

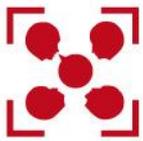




# A forthcoming project

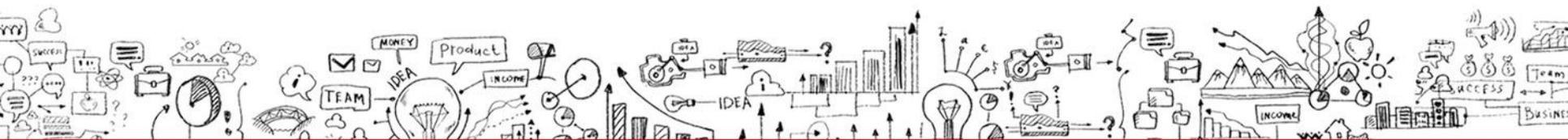
- Outline and examine the possibilities of Socratic dialogue when teaching students with autism
  - ASD children with social and communication difficulties, but without severe communication or cognitive deficits, primarily including children diagnosed with Asperger's Disorder
- This paper: Integrative research review and a model for remedial classes
- Main study next year





## Autism spectrum

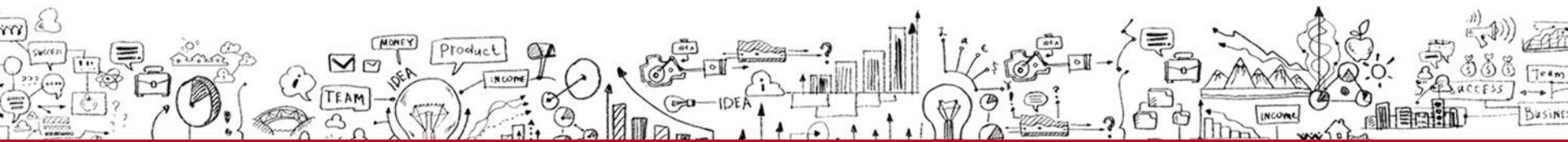
- Hard to define
- Differences within a large spectrum
- Not known cause
- Some recurrent behaviors observed:
  - Problems in social and emotional communications
  - Need structure, repetition, and limited impressions
  - Movements and ticks

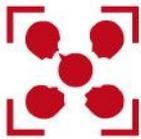




# Current programs

- Three categories:
  - Educational/behavioral (stronger research basis)
  - Pharmacological
  - Biomedical-neuroscience
- Evaluations often rely on single case or on case series studies
- Availability is low for most children
- Built on behaviorist theories



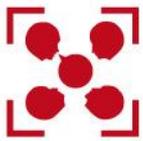


# Education characteristics

according to Snell (2002)

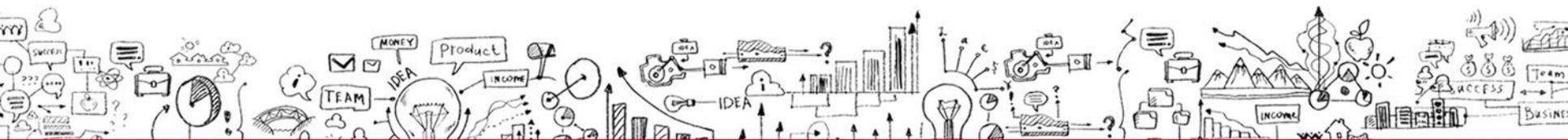
1. Behaviorally based
2. Carefully planned and monitored instruction
3. Ongoing opportunities for interaction with peers
4. Supports and intervention for families
5. Different settings to promote generalization
6. Broad curricular content
7. Proactive use of positive behavior support

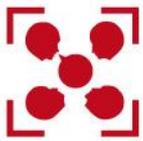




## seminars in regular classes:

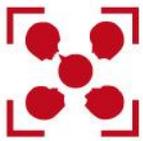
- Social and emotional abilities
- Self-esteem and higher awareness of self
- Language skills, expressing and motivating a viewpoint
- Critical thinking, see differences between personal and idea conflicts



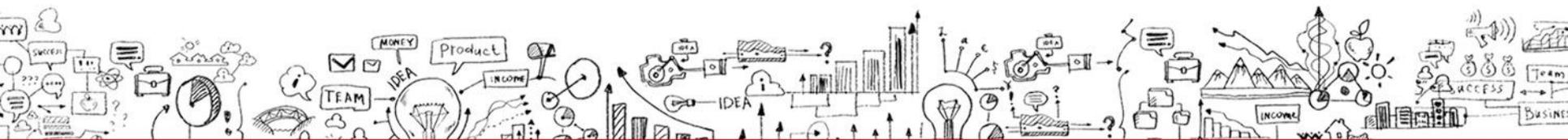


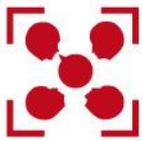
- Structure helping to keep on track, and to navigate into problem solving and deeper thinking by hearing other students' thoughts
- Emotional involvement through engaging questions
- Work through modeling and imitation towards respectful and critically examining mode of interaction (young children)
- Setting and evaluating interactional goals helps visualizing how to perform
- The questioning nature shift students' attention to actively engage in interaction



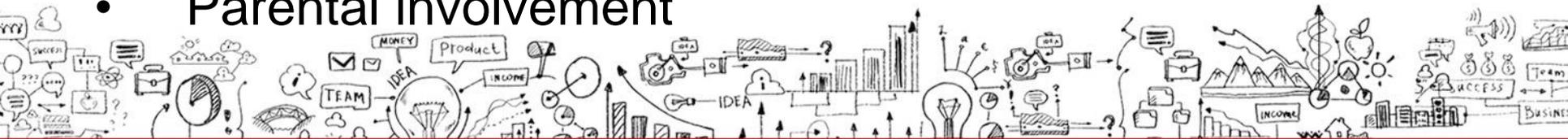


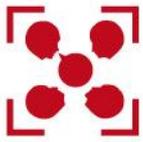
- Social communication behavior through recurrent and methodical training
- Emotional regulation through emotional involvement
- Imagination and imitation through role-modeling and evaluation
- Problem solving through working from focus on parts to seeing the whole
- Attention and motivation through concentrating on a mutual problem or idea





- Recurrent weekly Socratic seminars in remedial classes
- 6-8 students
- Materials discussed:
  - Age appropriate
  - Addressing emotions, social interaction
  - No obvious answers
- Facilitator asks questions
- Individual formative assessment
- Parental involvement



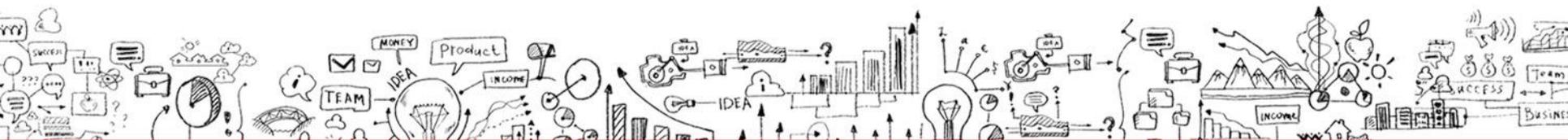


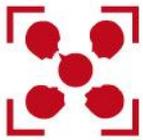
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# Diablo baby by Marianna Gartner

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Humans are social beings who are innately preprogrammed and biologically wired to communicate with others and themselves

