

**LEARNERS WITH ASPERGER'S SYNDROME:
GUIDELINES FOR TEACHERS IN INCLUSIVE EDUCATION
SETTINGS**

by

DEBBIE ANNE SANDERS

submitted in fulfilment of the requirements for
the degree of

MASTER OF EDUCATION

in the subject

SPECIAL NEEDS EDUCATION

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: MRS C GERICKE

NOVEMBER 2003

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“The Asperger’s Syndrome community gives us much cause to celebrate. Never, I think, should we expect or want them to be carbon copies of the most socially adept among us. We should only suggest whatever they need to insure they have opportunity of leading productive, rewarding and self-sufficient lives. We would lose too much and they would lose even more, if our goal were anything more, or less” (Willey 1999:15).

DECLARATION

Student number 715-382-1

I declare that **LEARNERS WITH ASPERGER'S SYNDROME:
GUIDELINES FOR TEACHERS IN INCLUSIVE EDUCATION
SETTINGS** is my own work and that all the sources I have used or
quoted have been indicated and acknowledged by means of complete
reference.

Sanders D A

Date

SUMMARY
LEARNERS WITH ASPERGER'S SYNDROME:
GUIDELINES FOR TEACHERS IN INCLUSIVE EDUCATION
SETTINGS

Learners with Asperger's Syndrome are educated in inclusive education settings. As a result of the recent trend of 'inclusion' all teachers may be required to educate all learners in their regular classrooms. This research attempted to explore the nature of Asperger's Syndrome as well as inclusive education in order to develop practical guidelines for teachers of learners with Asperger's Syndrome in regular schools.

The interview responses of eight parents of learners with Asperger's Syndrome as well as the observation of these learners are reported. The results of the interviews and observations, were corroborated with the literature study in order to outline guidelines which would ensure that teachers will cater for the needs of these learners and support their inclusion in the inclusive settings successfully.

Results of this study indicated that knowledge of Asperger's Syndrome and guidelines for accommodating the impairments of these learners is the first step towards successful inclusion.

KEY TERMS

Asperger's Syndrome

Learners with Asperger's Syndrome

Inclusive education

Impairments

Social model

Support networks

Attitudes

Curriculum

Teachers of learners with Asperger's Syndrome

Practical guidelines

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- Karlien DeBeer – for her numerous literature searches.
- The eight parents interviewed – for their honesty and openness when conveying extremely sensitive information.
- The Asperger's Syndrome support group – for their openness and willingness to share valuable information.

DEDICATION

This work is dedicated to each and every member of my very special and unique family. You have all always shown such care towards me and supported me in all my endeavours.

To my wonderful sister, Helen and brother, Selwyn whose undevoted love and concern is always evident. You have always, and I know will always be there for me.

To my very special mother without whose help this work would never have been accomplished. Words cannot express how grateful I am to you for all the sacrifices you have made and everything you so willingly do for me.

Finally and most significantly this work is dedicated to the memory of my father whose love for studying and admiration for all those who succeed has inspired me throughout the journey of my studies. I know that he would have been so proud of my achievements.

