

Report on Staff Development Programme

Date- 24th April 2026

Title: Autism – Supporting Every Learner in the Classroom*

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A staff development programme on ‘Autism – Supporting Every Learner in the Classroom’ was conducted at St. Edmund’s School as part of the ongoing staff meetings. The session aimed to build awareness, sensitivity and practical strategies among teachers to support students with Autism in inclusive classrooms.



The programme commenced with a prayer followed by an introduction to Autism Spectrum Disorder, highlighting that April is observed as World Autism Month, which formed the context for selecting this theme. The presenters spoke about notable individuals with Autism, helping teachers appreciate the strengths and potential of neurodivergent individuals.

A brief explanation of how neurotypical and neurodivergent brains function differently was shared, reinforcing the idea that in an inclusive school environment, success extends beyond academic achievement. The segment concluded with the powerful message: “Children with Autism are different, but not less.”

An interactive activity followed, designed to help teachers experience and understand the challenges faced by children with Autism in classroom settings. This activity sensitized participants to issues such as sensory overload, communication barriers and social difficulties.

The core segment of the programme focused on understanding the Autism Spectrum. Teachers were introduced to what Autism is and the four primary areas affected: communication, social interaction, sensory processing, and patterns of thought and behaviour. The presenters elaborated on sensory overload and how it can lead to stimming behaviours and meltdowns. The school environment, being highly social in nature, was discussed as a potential challenge for students with Autism. The session also addressed behaviours often labelled as “difficult,” explaining that these arise due to differences in social cognition, communication, and learning styles. Teachers were encouraged to view such behaviours not as defiance but as forms of communication, concluding with the key takeaway: ‘Behaviour is Communication’

The next segment was an interactive quiz in the form of multiple-choice questions, focusing on commonly observed behaviours and their possible interventions. This segment encouraged active participation and practical thinking among teachers. It concluded with the important principle: ‘Connection before Correction.’

This was followed by a practical session offering tips for teachers. Strategies were discussed on how to respond to behaviours, communicate effectively, adapt the curriculum, and make appropriate accommodations during tests and examinations to support students in the spectrum.

The programme concluded with key reminders for all participants ending with, ‘Autism is not a choice; acceptance is’. Teachers were then invited to reflect on their own practices using a self-assessment scale and were encouraged to identify one change they could make to better support students with Autism in their classrooms and foster a more inclusive learning environment.