

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mohamed Essadik Ben Yahia, University of Jijel
Faculty of Humanities & Social Sciences
Department of Psychology and Educational Sciences and
Speech Therapy



National' symposium 10th December 2024 Education and teaching methods for children with ASD

Sponsorship

University Psychological Assistance Centre, CAPU-Jijel

Honorary chairman of the symposium :

Pr Nourredine Benali-Cherif,
Director of the University

General Supervisor :

Dr. Farrache Rabia, In charge of the faculty

Conference coordinator:

Prof. MEJIDER Bilal

Chairman of the conference and of the Scientific

Committee: Prof. BÉHTANE Abdelkader

Chairman of the Conference Organizing Committee:

Dr. BOUDIB Salah

PREAMBLE

'Autism' means "self", and in Greek it corresponds to the term "autos". Bleuler (1911) used it to describe the symptoms of schizophrenia characterised by social withdrawal with introversion of the self (Cacciali, 2006; Faudif and Gepner, 2007), described by Kanner (1943) as behavioural disorders, manifested mainly by language delay, interaction difficulties, communication disorders, narrow interests, stereotyping, early disorders, social isolation and the need for perseverance. Other studies confirm that most children show warning signs before the age of two and that children with autism are detected in the early stages. (APA, 2015; Cruveiller & Crespín, 2017) it is therefore useful to have indications that allow early detection of the autism 'syndrome'. (Cacciali, 2006; Magerotte, 2002) with the aim of taking charge of the child as early as possible in order to reduce the disabilities caused by the disorder.

Through Algerian studies, some researchers confirm the existence of various signs of autism spectrum disorders: abnormal responses, developmental disorders, communication disorders, relational disorders, rejection, withdrawal, avoidant appearance and stereotyped behaviours. (Behtane, 2018, 2021) In this regard, researchers have already developed lists of signs to alert to the presence of autism, including, but not limited to: lists of signs to alert to the presence of autistic disorder (Le Couteur et al., 1989; Lord et al., 2015; Robins et al., 2001; Schopler et al., 1988), a modified list (MChat) of autism in children (Robins Fein, Barton & Green, 2001), and a modified scale (CARS-2) for estimating autism in children (Schopler, Van Bourgondien, Wellman & Love, 2010).

The term 'Autism Spectrum Disorder' (APA, 2013) was introduced in the fifth edition of the Diagnostic Statistical Manual of Mental and Psychiatric Disorders (DSM-V). To date, despite the existence of in-depth studies, this disorder is considered among the complex disorders that are still the subject of hypotheses, particularly with regard to its direct and indirect causes, the means of treating it, as well as the problem of education and confrontation.

Homes and centers for people with autism spectrum disorders have spread, but this spread has been accompanied by a 'dilution' of certain therapeutic, psychological, counseling and educational practices. There has also been confusion with practices that are less intransigent than

'commercial'. This is far from the meaning of nobility.¹ Or that the lack of knowledge on the part of practitioners as 'real specialists' may have increased the confusion of the child's parents, or their teachers, about how to care for and teach them in particular.

Through this 'first' national colloquium, we aim to study exhaustively the various approaches to caring for patients with autism spectrum disorders. Notably, medical, psychological, relational and educational, through awareness of the nature of autism spectrum disorder, its diagnoses, its treatments, and the problems of institutional practice with this disorder. Above all, to take a closer look at clinical practice in general in our Algerian environment with regard to this disorder and its educational problems. Perhaps the aim is to raise awareness of the seriousness of the lack of comprehensive care and its effects on the person with the disorder, their family and society, and to draw attention to the need to avoid the semi-clinical and parasitic practices that have swept through the country.

So we're trying to answer questions about what autism spectrum disorder is? What is the diagnosis and overall care process like at individual, family and institutional levels? Are ASD individuals included with normal children? Or in specialized institutions? And how are they brought up and educated in relation to their peers?

OBJECTIVES OF THE CONFERENCE

Identify the precise concepts of autism spectrum disorders through:

- In-depth diagnostic methods
- In-depth methods of care, treatment and education
- Gain access to the reality of institutional, clinical and educational practice in Algeria and compare it with international experience
- Review the most important care and education problems in order to find solutions.
- To study the roles of the specialists involved in the care of children with autistic disorders, as well as the multidisciplinary 'crisis' units and their role in care, treatment and education.
- To develop adaptive education methods for children with autism spectrum disorders.

¹ These are noble professions simply because their owners devote their lives to helping and saving others, even if this requires everything they have, and not for narcissistic purposes at the expense of the injured. Or rather, the certificate obtained in no way reflects the 'personality of the profession'

THE IMPORTANCE OF THE CONFERENCE

The importance of the symposium lies in understanding the psychological impact of autism spectrum disorders using various approaches, individually or in combination: developing constructive bases for understanding autism spectrum disorders, their diagnoses and consequences, then looking at multiple methods of care and adaptive teaching methods, and institutional work with this disorder.

FIELD STUDIES AND/OR MODERN THEORY

Axis1: The notion of autism spectrum disorder (ASD) between formal and informal (different approaches, family conceptions of disorder, ...)

Axis2: Diagnosis and assessment methods (psychoneurological, socio-pedagogical approaches: in-depth approaches)

Axis3: Care and treatment of autism spectrum disorders (psychoneuropsychosomatic and educational approaches: in-depth approaches)

Axis4: Clinical practice in a school setting for a child with an autistic spectrum disorder.

Axis5: Institutional therapy (public or private institutional work in Algeria, or discussion of international experiences).

Axis6: Problems of patronage and possible solutions for developing clinical, educational and educational practice towards autistic spectrum disorders.

Axis7: The role of contributors from different disciplines (psychologists, educators, arthropomians, doctors, ...) in the care of the injured child.

Axis8: Educational and educational methods adapted for the affected child.

MEMBERS OF THE SCIENTIFIC COMMITTEE

Teacher	University	Teacher	University
Pr BAKIRI Nadjiba	Jijel	Dr KAABAR Djamel	Jijel
Pr SIFFOUR Salim	Jijel	Dr MECHRI Zoubida	Jijel
Pr MEJIDER Bilal	Jijel	DR ALLOUTI Souhila	Jijel
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ORGANISING COMMITTEE

Teacher	University	Teacher	University
ABEYDIA Ahlem (MCA)	Jijel	Dr YASAAD Fouzia	Jijel
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Dr BOUCHEINA Salah	Jijel		

CONDITIONS

The need to adhere to the recognized scientific method in research and scientific interventions; Ensure that realistic field studies are submitted, and that the research has not been previously published or presented in a journal or in the activities of a conference; Conference language Arabic, font *SakkalMajala*, font size (14)

English, French, Times New Roman font, font size (12) Line spacing 1.15. Marginalization at the end of the article: References are marked using the following method: (APA)

- The author of the reference and the Date are mentioned in brackets in the text (*author, year, p. ***)
- References recorded in the text are written out in full in the list of references.

Presentations included in one of the conference themes are accepted, as are presentations (individual or in pairs), with the need to attach the presentation in the form of a 'Powerpoint'.

FORM

Foundation affiliation, e-mail, telephone, research focus and title of intervention, Abstract (contains elements of the scientific method, in two languages on one page, size 12 Arabic, 10 foreign) Keywords (five, undefined)

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IMPORTANT DATES

Article in summary: 28/10/2024; answer: 30/10

Article in full: 30/11/2024

Answer: 05/12/2024

Date and place of the conference: 10/12/2024, Faculty SHS, 'Tassoust', University of Jijel.

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