

**THE 7 CORE PRINCIPLES OF WALDORF EDUCATION FOR
CHILDREN WITH AUTISM SPECTRUM DISORDER (ASD)**

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Abstract

Waldorf education provides a developmentally appropriate, experiential, and academically demanding educational approach. It seeks to stimulate lifelong learning in all students while also allowing them to fully utilize their individual abilities. Hence, the objective of this study is to establish how the seven core principles of Waldorf education will assist children with Autism Spectrum Disorder (ASD) to flourish. The Waldorf method, according to Priyanti and Warmansyah (2021), is utilized to help children attain a delicate blend of genuine experience, which leads to a strong level of confidence in their abilities. This applies the acquired abilities to use especially for ASD children. Furthermore, the significance of this paper can also assist the educational system in identifying the methodological underpinnings that will benefit these special kids. This study is a review of the literature to determine how the seven key principles of Waldorf education support children's moral growth and encourage free and independent thought, which promotes self-discovery. ASD children benefit greatly from educational philosophies that encourage the development of successful social-emotional behaviors and academic skills. Waldorf education, an educational philosophy that emphasizes developmentally appropriate hands-on learning, has been shown to improve social and academic outcomes for children with disabilities such as ASD.

Keywords: Waldorf education, principles, autism spectrum disorder, ASD

Discipline: pedagogy

Absztrakt

A WALDORF-PEDAGÓGIA 7 ALAPELVÉNEK ALKALMAZÁSA AZ AUTIZMUS SPEKTRUM ZAVARRAL ÉLŐ GYERMEKEK ESETÉBEN

A Waldorf-pedagógia a fejlődésnek megfelelő, tapasztalati alapú és tudományos igényű oktatási megközelítést kínál. Arra törekszik, hogy minden tanuló esetében ösztönözze az egész életen át tartó tanulást, miközben lehetővé teszi, hogy a tanulók az egyéni képességeiket teljes mértékben kibontakoztassák. Jelen tanulmány célja annak bemutatása, hogy a Waldorf-pedagógia hét alapelve hogyan segíti az autizmus spectrum zavarral élő gyermekek boldogulását. A Waldorf-módszert Priyanti és Warmansyah (2021) szerint arra használják, hogy segítsék a gyermekeket a valódi tapasztalatok elérésében, mely a képességeikbe vetett erős bizalom kialakulásához vezet. A Waldorf-pedagógia alkalmas arra, hogy ezt a képességet az autista gyermekekben is megerősítse. Ezen túlmenően, a tanulmány segítheti az oktatási rendszereket abban, hogy meghatározzák azokat a módszertani alapokat, amelyek előnyösek lehetnek a különleges bánásmódot igénylő gyerekek esetében. A tanulmány szakirodalmi áttekintést nyújt a Waldorf-nevelés hét alapelveinek alkalmazásával kapcsolatban, bemutatja, hogy mindez hogyan támogatja a gyermekek erkölcsi fejlődését és hogyan ösztönzi a szabad és független gondolkodást, az önfelfedezést. Az autista gyermekek fejlesztésében nagyon hasznos az olyan nevelési filozófia, amely a sikeres szociális-érzelmi viselkedés és a tanulmányi készségek fejlesztését ösztönzi. A Waldorf-oktatás, egy olyan pedagógiai filozófia, amely a fejlődésnek megfelelő tapasztalati tanulást hangsúlyozza, mely bizonyítottan javítja a szociális és tanulmányi eredményeket a sajátos nevelési igényű diákok esetében is.

Kulcsszavak: Waldorf-pedagógia, elvek, autizmus spektrum zavar,

Diszciplína: pedagógia

Waldorf Education Background

The history of Waldorf education began in 1919 when Rudolf Steiner, Austrian philosopher, accepted an invitation to give lectures to the employees of the Waldorf-Astoria cigarette factory in Stuttgart, Germany. Correspondingly, Emil Molt, the owner of the firm, requested Steiner to build and oversee a school for the kids of the factory workers (Rawson, 2021). Steiner agreed with the establishment of the school under the following four conditions: (1) the school must be open to all children; (2) it must be coeducational; (3) it must be a unified twelve-year school; and (4) the teachers, who would be working directly with the students, must take the lead in running the school with the least amount of interference from governmental or financial concerns (The Marin Waldorf School Diversity Statement, 2017). After a period of preparation for the aspiring instructors, Molt consented to the terms, and on September 7, 1919, die

Freie Waldorfschule (the Free Waldorf School) was inaugurated. 2020 (Paull and Hennig). According to Lamb (2012), the first Waldorf school started with 256 students in eight grades, 191 of whom came from manufacturing families and the remaining 65 from Stuttgart-based interested families. The number of students increased to 420 in the second year, with around half coming from Waldorf families and the other half from outside. In contrast to the children from outside homes, the number of industrial children remained roughly steady throughout the ensuing years. Thus, the factory that served as the first school is where the name "Waldorf" originates (de Souza, 2012)

The concept of Waldorf education rapidly spread as the movement toward its growth gained ground in several European nations. By the time Steiner's death on March 30, 1925, Waldorf schools were opened in several countries such as Dornach, Switzerland (1921), King's Langley, Hertfordshire,

England (1922), The Hague, Netherlands (1923) and also in London, England (1925). Several more Waldorf schools were opened in 1926 in Basel, Switzerland; Oslo, Norway and Budapest, Hungary while Switzerland opened the first Waldorf school in Zurich in 1927. The first Waldorf school in America was opened in New York in 1928. The development of Waldorf school happened so rapidly that in 1962, there were 66 Waldorf schools opened while the number of students studying in Waldorf schools in 1973 amounted to 40,000 children. This number continued to increase to more than 100,000 children who studied in Waldorf schools in 1975. According to statistics by Waldorf World List (2022), until September 2022, there are 1270 Waldorf and Rudolf Steiner schools in 80 countries and 1928 Waldorf Kindergartens in more than 70 countries.

In Waldorf education, Steiner strongly believed that education should be comprehensive and integrated. The philosophy of Waldorf education, or also known as Steiner education refers to the learning process that engages head, heart, and hands which refers to thinking, feeling, and doing (Worrell, 2022). It also describes situations in which children learn best when they actively investigate and interact closely with their surroundings in the natural world (Bransby and Rawson, 2021). Steiner stresses that children between the ages of five and fourteen are particularly sensitive to the internal images and messages contained in stories. Imagination and multiculturalism are fostered by Waldorf education and it is associated with the study of myths, lore, and fairy tales (Strickland and Johnson, 2020). Drama, storytelling, visual arts, rhythmic movement, and music are all incorporated into the daily work of elementary school teachers. It incorporates an experience that makes topics come to life in children's emotions, motivation, and thoughts (Koca, 2022). Children in a Waldorf classroom do not spend the entire day sitting at their desks and chairs; rather, they walk throughout the classroom

under the teacher's supervision to learn about art, play, cooking, music, and outdoor adventure.

Waldorf schools place a strong emphasis on experiential learning, which means that rather than having children memorize knowledge from textbooks or lectures, they learn through completing practical tasks like gardening or woodworking (Rawson, 2019). According to Cerna et al., (2021), experiential learning is the process through which students are immersed in an experience and then encouraged to reflect on that experience in order to develop new knowledge, talents, or attitudes. Apart from focusing on experiential learning, in addition to regular classroom instruction, Waldorf schools offer a variety of extracurricular activities, such as theater performances (Stabel, 2022), music lessons (Honkonen, 2021), work projects (Sun, 2020) and also sports clubs (Duncombe, 2019). This coincides with the Waldorf education's main goal of developing a person who has a high level of spiritual awareness and ethical ideals in addition to someone who is compassionate, creative and independent. It also aims to create someone who can think critically and has knowledge about a variety of subjects, as well as someone who has developed their physical well-being through good health habits (Michaelis et al., 2022). By nurturing a child's lifelong love of learning and helping them think creatively and independently, Waldorf educators aim to help children discover their inherent love of learning and to prepare them for life in the real world (Binetti, 2020).

Furthermore, Waldorf teachers, according to Rawson (2022), attempt to promote and engage every student through a curriculum and pedagogy that blends academics, the arts, and practical skills. By offering children a rich and varied curriculum that fosters innovation and creativity, teachers will combine academic, creative, and practical instruction throughout the curriculum. In order to ensure that students have ownership over the learning process, teachers actively encourage them to use

their imaginations while developing classes and projects. Meanwhile, in contemplation of providing students independence in the classroom, teachers also encourage them to choose activities based on their own interests (Far et al., 2023). By enabling the employment of arts and activities in the service of academic education, the establishment of an internal drive to learn in students eliminates the need for competitive testing and grading. Aljabreen (2020), asserted that teachers will urge students to be active participants in their learning process rather than passive users of knowledge, concurs with this.

Autism Spectrum Disorder (ASD) Overview

Autism Spectrum Disorder (ASD) is a broad term intended to signify a group of complicated developmental disorders that affect people's communication, socialization, and behavioral abilities (Eckes et al., 2023). According to Glossary of Autism Spectrum Disorders Related Terminology, (n.d.), some related terminology of ASD are Autism, Autistic Disorder, Asperger's Syndrome and Diagnostic and Statistical Manual (DSM-5). The American Psychiatric Association defines ASD as a complicated developmental syndrome characterized by persistent difficulties with social communication, limited interests, and repetitive conduct. Although autism is a lifelong disorder, the degree of functional impairment caused by these challenges varies between individuals with autism (Jadhav and Schaepper, 2021). Statistics from Global Prevalence of Autistic: A Systematic Review Update (Zeidan et al., 2022) states that 1 in 100 or 100 out of every 10,000 children worldwide have an autism spectrum disorder diagnosis. In the Autism Rates by Country 2023 released by the World Population Review (2021), Qatar recorded the highest number of autistic children with 1 in every 66 children suffering from ASD while France was the country with the lowest record of 1 in 144.

To elaborate on ASD further, two common concerns that frequently occur simultaneously in people with autism are difficulties with social interaction and communication, which is referred to as a dyad of impairments (Flis et al., 2020). The term "dyad" refers to interconnected and interacting areas of impairment that have a major impact on an individual's capacity to communicate and interact with others (Sotiropoulou Drosopoulou et al., 2022). The Dyad of Impairments, often known as the Diagnostic and Statistical Manual of Mental Disorders, was established in 2013 alongside the DSM-5 to account for sensory impairments when assessing and diagnosing autism (Samadi et al., 2022). Individuals with autism spectrum disorders frequently struggle to engage in social interactions and express themselves properly. This can include problems with eye contact, nonverbal communication like facial expressions, and social cues and conventions like taking turns in conversation (Almehmadi et al., 2020). Furthermore, ASD people may also struggle with empathy and understanding the perspectives of others (Mendoza, 2022). Isolation and difficulty building relationships with others can result from communication hurdles. The second half of the dyad is characterized by constrained and repetitive activities and interests (Iversen and Lewis, 2021). This can include stereotyped and repetitive behaviors like hand flapping or back-and-forth rocking, as well as preoccupations with specific interests or sensory stimulation. These actions and interests can be self-stimulating and give the individual with ASD with a sense of comfort or regularity (Thompson, 2023). These habits, however, can interfere with daily functioning, such as social relationships and academic or occupational performance. Making friends, interpreting body language, knowing social rules, speaking, listening, and understanding what others say can all be difficult for autistic people. People with autism may struggle to connect with others and understand social settings due to these

limitations. It can also make it difficult for people to express themselves and communicate their requirements. Although this can be difficult, people with autism can develop strategies to improve their social interaction and communication skills and lead fulfilling lives with the help of support and therapy. A doctor or healthcare provider diagnoses a dyad of impairments by assessing the presence of two health conditions and their impact on the individual. Making a diagnosis often involves a thorough medical evaluation and assessment of symptoms. Some people may struggle more with social interaction and communication, whereas others may exhibit more restricted and repetitive behaviors and interests. The dyad is just a method of comprehending and identifying the two primary areas of difficulties that can affect people with autism.

There is no known cure for ASD at this time; rather, treatment for a dyad of impairments will differ according to the exact impairments and the individual person. Medication, therapy, and lifestyle modifications, as well as various types of support and rehabilitation, may all be used. The goal is to assist the individual in managing both impairments and achieving the best potential outcomes. It's crucial to note that the dyad of impairments isn't a one-size-fits-all notion, and the intensity and combination of the two areas of impairment can vary greatly amongst people with ASD. There are numerous methods and treatments available to assist individuals with ASD in better navigating the dyad of impairments (Cohmer, 2014). Additionally, accommodations and changes to the individual's environment can be made to lessen sensory overload and provide greater structure. Individuals with ASD can benefit greatly from access to suitable resources and assistance. ASD is often diagnosed after a thorough evaluation by a team of clinicians that specialize in Autism Spectrum Disorders. This examination comprises a comprehensive review of the patient's medical history, developmental

assessments, and behavioral observations. ASD diagnosis can be difficult, and it frequently necessitates repeated exams and evaluations over several months.

Early intervention is important to help ASD children in their daily life and this may enhance cognitive, communicative, and social abilities as well as underlying brain development (Ebert, 2020). Besides, early intervention also can be done by nutrition services (Banerjee, 2023), physical therapy (Cooper, 2022), speech training (Yan et al., 2021), family training (Rooks-Ellis et al., 2020) and audiology services (Rea et al., 2019). Play is frequently used as a kind of intervention, thus the child is often not even aware that they are learning. The Early Start Denver Model (ESDM), a behavioral therapy using Applied Behavior Analysis techniques for autistic children between the ages of 12 and 48 months (Cidav et al., 2017) and also the TEACCH program strives to improve the learning and development of autistic children by leveraging their current strengths to support the identity and academic growth of autistic children (Davis et al., 2022). Awareness of autism should be fostered among the community so that ASD children or adults will not feel left out. Thus, awareness about autism is implemented through the celebration of World Autism Awareness Day on April 2 each year.

Living with ASD can be challenging, not just for the individual, but also for their family. People with ASD require specialized care and support to help them fulfill their potential and lead a fulfilling life. It is essential to provide a structured environment with clear routines and schedules and to provide support with social interactions. Given the right support and care, people with ASD can thrive and achieve their full potential. Many studies have been conducted for ASD such as to learn more about methods of treatments and therapy (Czelej et al., 2023), symptoms of ASD (Doyle and McDougle, 2022), etiology and pathology (Sauer et al., 2021),

ASD children management (Hyman et al., 2020), possible causes and risk factors (Kim et al., 2019), and also ASD classification (Sharma et al., 2018). Based on these studies, researchers have concluded that the learning of autistic children is greatly influenced by experience and environment (Patrascoiu, 2022). Therefore, this article was written to see how the principles found in Waldorf education can help the development process of ASD children.

Autistic Children in Waldorf Education

A book published by Waldorf Publication entitled “The Seven Core Principles of Waldorf Education” (Pedagogical Section Council & Leibner, 2017) has elaborated on the 7 principles found in Waldorf education. Each of the principles will be explained in relation to how Waldorf education promotes the growth of autistic children.

Image of the Human Being

In the perspective of Waldorf education, the idea of the human being is frequently presented in terms of a harmonious balance between spirit, body and soul. The development of these three elements is a crucial element in the development of autistic children. Spirituality is the ability to exhibit awareness or understanding of the world around us by expressing amazement, compassion, and love for this world and everything in it (Robinson, 2019). Rudolf Steiner held spirituality to be innate in all people and that spiritual development needed to be encouraged. Children with autism gain awareness of and comfort with virtues like reverence and responsibility (Gul et al., 2019) by developing a passion for their environment and the ability to accept other people's uniqueness without being afraid. Meanwhile, from the body aspect, Steiner stated that the first seven years of a child's growth are the time when their will and desires begin to blossom. Thus, mental and physical growth and development affects the intellectual development

of autistic children (Pivina et al., 2019). In this stage of growth, environment and eating habits are crucial components. Eating disorders in autistic children frequently result in behaviors like eating very little food (Page et al., 2022), taking a long time to finish meals (Wheeler, 2022), or not being able to eat at school (Cormack, 2019). There is no doubt that this has an impact on how physically autistic children develop, and it is crucial for parents and schools to play a part in making sure that this does not happen. It is necessary to balance the development of the etheric body's vitality with the strong and healthy growth of the physical body and all of its organs. By soul, Steiner refers to the sympathies and antipathies that permeate every emotion in a person. The concept of sympathy and antipathy is the dependence on moral judgments being made based on feelings of conscience. Similar to adults, autistic children will determine whether a behavior is right or bad based on their feelings, intuition, or conscience. The feelings have a tendency to be inconsistent and need emotional application because they are subjective. Therefore, the opposing forces of thought will interact to produce our emotional life. The involvement of parents and teachers in particular can assist autistic children comprehend emotions by explaining how thoughts lead to feelings. Autistic children may need guidance to recognize, understand, and manage their emotions. This is consistent with a study by Salimi et al., (2019), which found that autistic children frequently need assistance learning how to manage and control their intense emotions.

The three-life stages in child development

The process of a child's development is their transition from dependency to growing independence as they mature from childhood into adolescence. Early childhood, middle childhood, and adolescence are the three distinct developmental phases that constitute Waldorf education's understanding of how human potential emerges.

According to Feiler and Tomonari (2019), early childhood starts from the time a child is born until they reach the age of 8. Meanwhile, for middle childhood, the age of children is from 8 years old to 12 years old and those in adolescence range in age from 12 to 18 years old. Bildiren et al., (2022) highlighted that Early childhood development comprises gross motor skills (crawling or running), fine motor skills (writing or drawing), speech and language, cognitive and intellectual (counting or identifying shapes), and also social and emotional skills (playing with other children). Nevertheless, issues such as delayed language, delayed cognitive or learning skills, or hyperactivity for autistic children under the age of 8 require parents and teachers to consider the most effective ways to support these children's development. There are 7 activities that have been suggested by PS Academy Arizona (2022) to assist children with autism who are having cognitive skill issues. Meanwhile, for children who are in the middle childhood age, this stage is linked to rapid cognitive growth and the improvement of social abilities as a result of interaction with peers. The children stop relying on their families for longer stretches of the day and begin making new friends in their new environments at school. During this stage, the children's physical development happens quickly as well. The development of middle childhood is influenced by a number of elements, which can be classified as environmental or hereditary (Yersel and Durualp, 2020). However, the developmental stages and changes that occur in middle childhood are very different for a child who has received an autism diagnosis. Children with autism may have trouble managing anxiety that is possibly related to their not knowing what to say in social situations. It is possible to avoid social situations as a result of anxiousness. This can lead to social isolation for the autistic individual, limiting their capacity to make new friends. The inability to understand body language, which includes a challenge to accurately

discern the tone and cadence of a voice and can result in errors in interpreting other people's conduct, is frequently a hurdle for children with autism (Minot, 2022). In a study conducted by Schuck et al., (2022), the solution to the issue of anxiety in the association and communication of autistic children is to surround the child with peers who share their interests in order to give them the confidence to continue interacting. Furthermore, teachers and parents should concentrate on using basic, easy-to-understand words when communicating as studies have shown that using simple words and language can help autistic children manage and calm (Wilson et al., 2019). When entering adolescence, autistic children will experience hormonal and physical changes like other children, however, puberty can be particularly difficult for autistic children. Thus, parents and teachers should play a role in helping autistic children in the puberty process such as by discussing the distinctions between a child's and an adult's bodies. Earlier explanations about puberty will help autistic children to be prepared mentally and physically. Holmes et al., (2019) stated that social stories, visual supports, and meaningful language can all aid in helping autistic adolescents comprehend how their bodies will change.

Developmental Curriculum

When Steiner decided to support the building of a school, he had thought of a school concept where the curriculum approach was compatible with the different phases of child development (Edmunds and Barton (2004). When there is a statement where you use a name, date, etc. you must cite Steiner also believes that from birth to age 7, children need to mimic their environment. Additionally, at this age, children learn best by doing and this process emphasizes play, oral language, practical tasks, and physiological intelligence. The surroundings and the child's imagination are key components in the development of

autistic children. By creating a conducive environment in the classroom, such as by setting up a suitable workstation that allows for a variety of activities, autistic children can learn effectively (Ghazali et al., 2019). A creative mind relies heavily on imagination. In the Waldorf curriculum, children will be given freedom for any art activity. Nevertheless, these imaginative encounters may occur in autistic children considerably later than in children with average development. According to Lee, (2021), due to their limited creativity, autistic children usually struggle with artistic endeavors. This causes autistic children to experience communication skills problems. However, the development of their imaginative and creative play may enhance their communication abilities. Besides, children engage in imaginative play when they compensate for their own stories, role-play, or use toys or everyday things in novel ways. Certainly, through imaginative and creative play, children learn socially, emotionally, vocally, cognitively, cognitively, and even physically (Bololia et al., 2022). Meanwhile, the curriculum in Waldorf education for students between the ages of 7 and 14 places a strong emphasis on idealism, in which teachers support students' innate potentials as they naturally grow. The teacher is given a specific position by idealism. It regards the teacher as the student's live role model and as a spiritual advisor. Waldorf educators believe that children are capable of attaining great things if they have the opportunity to explore their intellectual and creative potential. This approach is based on the belief that a child's development depends not only on what happens in the classroom, but also on what goes on outside it. Therefore, teachers at Waldorf schools strive to help their students develop a strong sense of personal responsibility and a sense of harmony with the world around them. In many ways, this emphasis on idealism is evident in every aspect of the curriculum. Idealism has been historically associated with the ideas of Transcendence

(Hart, 2014) and Universality (Dahlin, 2017), which are believed to be essential aspects of the Waldorf education. Thus, the development of autistic children between the ages of 7 and 14 incorporated into the Waldorf curriculum and will result in moral character. The belief of transcendence for children with autism has the power to rise above his/her physical limitations to become one with the higher forces in the universe. The universality in Waldorf education for the children with autism is the interconnectedness of all life systems such as humans, animals, plants, minerals and the fact that all things are interrelated through cycles of growth, transformation, and regeneration.

Freedom in teaching

In Waldorf school, teachers are a pedagogical artist who is empowered to share with the children their unique interests, experiences, and talents in order to make the lessons more engaging (Honkonen, 2021). It has provided teachers with a unique opportunity to provide freedom in teaching autistic children in Waldorf education. According to Nelson et al., (2017), academic freedom refers to a teacher's liberty to teach and discuss subjects without limitations or intervention from the school or government officials. Meanwhile, Barton (2020) stated that the unrestricted expression of ideas by teachers and students in the classroom, regardless of institutional, political, or religious barriers. This is very appropriate to be applied to children with autism because it is common knowledge that each autistic child is different in terms of accepting learning methods. Teaching in a Waldorf School is not confined to teaching from a set curriculum, but also encourages teachers to follow their intuition and creativity when it comes to imparting knowledge and developing their lessons. This freedom to create lessons that meet the needs of individual children provides teachers with an opportunity to connect deeply with each student, helping them develop their full potential. Additionally, Waldorf

education allows teachers to tap into a wide range of disciplines and interests that can be used to stimulate and engage students, including storytelling, music, art, drama and physical activities. Allowing teachers the freedom to create their own curriculum and engage students in a variety of disciplines helps foster an environment that is stimulating, supportive and enriching for all involved. Through this creative and flexible approach to teaching, Waldorf schools offer a unique learning experience that can be tailored to the specific needs of each student. These benefits of Waldorf education allow teachers to develop a deeper connection with each student, enabling them to truly get to know their individual strengths, weaknesses, and learning styles (Park-Cardoso and da Silva, 2021). This connection allows teachers to better adapt the curriculum to each student's individual needs, helping them to reach their full potential in the classroom.

Methodology of Teaching

Each learning approach has its own method of teaching. Skutil et al., (2016) stated that general guidelines, pedagogy, and management techniques applied during classroom instruction are referred to as methodology of teaching. In Waldorf education, there are several methodologies used in the learning process where each of these methodologies can help the development process of autistic children. Among the methodologies used in Waldorf education are (i) Teaching using images allows teachers to assist students in growing their ability to think synthetically in living pictures as opposed to only in terms of abstract analytical principles. The process of learning through images genuinely helps autistic children to increase the clarity of their communication by giving a visual representation of their feelings, thoughts, goals, or demands (Omar and Bidin, 2015). In addition, Autistic children are very sensitive to certain colors and every color seen in the image can affect their

learning process. The next methodology is (ii) Echolalia which refers to the repetition of speech, which is very common in school-aged autistic children. By incorporating rhythmic and repetitive language into the learning environment, educators can harness this natural inclination to help students develop communication skills. Prior research has found that individuals with echolalia use their repetitions to engage in communicatively functioning speech (Ryan et al., 2022). To capitalize on the potential of echolalia, teachers should focus on repeating information with a rhythm and refrain from using questions that would require an answer, as it can become overwhelming for the student. In order to create an optimal learning environment, teachers can also leverage the student's echolalia to build their receptive language skills. By prompting the student to repeat back what they heard, teachers can help strengthen their understanding of spoken language and encourage them to explore different vocal inflections. Subsequently, the third methodology refers to the artistic transfiguration which means when the teachers are teaching autistic children, they can offer a safe environment where they can explore and understand their artistic talents while also communicating their thoughts and feelings in a non-verbal way. The term "artistic" may not necessarily refer to the traditional arts like singing, drawing, or sculpture but rather to the perceptually evident, which, like those arts, uses perceptible media to expose the invisible. Therefore, a math issue or science endeavor can be just as aesthetic as a storyline or an artwork. Through art experiences, children with autism can express their inner thoughts and feelings that would otherwise be hard for them to communicate in words. In addition, art-based activities can help children with autism increase self-confidence and gain the skills to succeed in their social lives (Park, 2022). Autistic children can improve their motor skills while creating art utilizing equipment to draw, paint, or learn an

instrument through a controlled procedure. The satisfaction of finishing an artistic project can boost self-assurance and self-worth (Gopal, 2023). Among other methodologies that are stressed in Waldorf education is (iv) educating not instructing. This is regarding how the teacher will educate autistic children about the concepts, ideas, theories, or history rather than giving the children a set of tools or tasks to do something specific. A teacher simplifies the meanings of the content by educating, which means by giving explanations, and providing examples related to the topic being studied. Besides, the analysis and explanation of the topic simplify the difficult things, making it easier for autistic children to learn. Educating helps the students to understand the content quickly, giving them clarity of thought and providing them with a more complete view of the subject matter. By carefully analyzing and explaining a problem, teachers can ensure that their students have a greater understanding of the concepts being taught. Furthermore, explanations can help teachers to keep their students engaged in the lesson by prompting them to think deeply about the problem and encouraging them to ask questions. Explanation is an important teaching way as it helps students to gain a better understanding of the material being taught.

Teacher-Student Relationship

Waldorf education supports each child to build healthy relationships to their own body, to other people and to the world. It does this within the framework of its overall aims of enabling children especially the autistic children in their socialization, qualification and individuation. In Waldorf Education, teachers often remain with their classes and because of this effective concept, the teacher-student interaction is the bedrock of classroom dynamics and the growth of each individual student. As teachers periodically spend time with a group of students, teachers get a unique understanding of each student's strengths and

weaknesses. This understanding alters how learning occurs in the class. In many Waldorf schools, the child stays with the same teacher from 1st up to 8th grade (Dorfman and Fortus, 2019), therefore, it's crucial to put relationship quality at the center of schooling.

Children are more likely to be engaged and perform at a high level of learning when they feel that their teachers genuinely care about them. According to Losh (2022), for children with autism, strong bonds with teachers are key to success. Taking an attentiveness in student interests had a saliency score substantially higher than that of other categories, both within and across prompts. Occasionally failure among students can be attributed to their anxiety, sense of unease, or even fear in the classroom. The necessity of having a physical safe, comfortable area or quiet corner within the classroom, as well as being consistent and predictable, was affirmed by teachers as a way to help autistic children feel safe and trusted (Bolourian et al., 2022). Esqueda Villegas et al., (2022) stated that to establish a solid rapport with autistic children, teachers might employ a variety of strategies. Making it clear that the instructor cares about the children is one technique to build a positive student-teacher connection. It can be accomplished by conversing with the students and getting to know them better. Another approach is to listen to the children. Teachers may do this by learning about their individual learning methods, hearing their comments, and taking into account their interests. The close relationship between teachers and autistic children definitely makes these children feel more comfortable to interact and trust the teacher. Teachers are also dedicated to maintaining positive working connections with both their colleagues and the parents of the students in their classes. By fostering these connections, the school community's social life is improved, and the students' socio-emotional learning is further enhanced.

Anthroposophy (the wisdom of human development)

The term “anthroposophy” derives from the Greek word “anthropos-sophia” which translated into English means human wisdom (Von Gleich, 1998). The human being is a complex creature, with many different characteristics with the ability to think, make decisions, share information and also communicate. Humans have developed many tools that allow them to work together in order to achieve a common goal more efficiently than if they were working individually. Anthroposophy is fundamentally a study of the human being, our nature, development and task. Through anthroposophy, autistic students will grow spiritually by applying uniquely human abilities to develop clear thinking and a truthful perception of the world (Kellum, 2018). The individual child's healthy growth is the primary driving force behind Waldorf education. The curriculum seeks to encourage and promote each student's most wholesome growth and also demands that particular learning experiences be presented to children at particular times and in particular ways in order to ensure that the physical, emotional, and intellectual development of the child are all given equal priority. Moreover, every lesson in a Waldorf school is guided by the notion that supports the development of the whole child. The development of teachers, and consequently the creation and delivery of curricula, is centered on the active study and observation of children. There is no one part of the school's operations that is exclusive to the Waldorf education. It is reflected in the school's organizational structure, social and physical environment, curriculum material and teaching strategies, and educational goals. The philosophy of Waldorf education seeks to develop students' physical, emotional, intellectual and spiritual capabilities, equipping them with the skills they need to become creative and productive citizens. Waldorf education strives to provide an education that is holistic and balanced, focusing on the individual and their

needs. This holistic approach to education seeks to provide a well-rounded experience for the student, not just in terms of academic learning, but also in developing the character and spiritual growth of autistic children.

Conclusion

Human education development occurs in the abstract and until today, there is no particular method that works for all individuals when it concerns autism and schooling. The criteria for what constitutes a good educational program vary from child to child. However, the Waldorf educational setting gives autistic children the chance to interact with their environment and learn at their own pace. Rudolf Steiner realized that movement is a useful tool for learning. Scientific research has demonstrated how movement affects learning and cognition, which are interconnected. A learning environment where children are actively involved in their studies has therefore been implemented in Waldorf education. Instead of rote memorization and drill, learning is instead centered on a child's exploration of a concept until it is learned. As a result of Waldorf education's insistence that knowledge should be made explicit enough for any kid of any age to understand and learn, a technique and a number of materials that may be incorporated into the classroom environment were developed. Contrary to conventional education, which emphasizes students learning the same thing, at the same time, in the same way, Waldorf education places a different emphasis on individual learning styles. It places an emphasis on the idea that learning is a process that is independent of a child's age. Learning is instead measured by how quickly a child can master one ability before moving on to the next. Children with autism may benefit from a variety of components of a Waldorf education, starting with outdoor play, learning through art, relaxed teaching style and individualized attention. Thus, it

is intended that by outlining the seven founding principles of Waldorf education for autistic children, parents may gain insight, particularly when choosing the right school for their children. Therefore, it is hoped that by presenting the seven guiding principles of Waldorf education for autistic students, parents may gain understanding, especially when selecting the best school for their kids. In a Waldorf setting, teachers support and assist parents in finding an alternate method of educating autistic children. The development of standardized skills is the main goal of traditional education, but Waldorf schools adopt a more holistic approach and strive to provide students more opportunities to grow in their own character and connect with their spirituality. Although Waldorf schools were developed primarily for non-autistic children, the teachers are not specially trained to teach autistic students. However, many characteristics of Waldorf schools facilitate the integration and successful education of well-functioning autistic children.

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