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**Recommendations for an appropriate educational intervention with autistic children: The importance of teacher training****Francisco José Montero Bancalero**  
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Educational intervention is a key factor to advance the quality of life of people with autism. A truly inclusive education intervention can only be possible when there is a law that guarantees inclusiveness and provides the necessary resources to carry it out. In addition to the necessary legal framework, the role of teachers is considered important. Often, refusal to deal with children with autism stems from ignorance of the disorder. At the same time, many studies on education and attention to diversity have shown that increasing levels of training in this area can decrease the negative attitudes among teachers when dealing with children who have special educational needs.

**For an appropriate educational intervention in autism, the following measures are required:**

- The educational culture of the school should defend values for inclusion.
- There should be teamwork among teachers of special education and teachers of regular education.
- There should be specialization in autism plans aimed at training teachers that include techniques of effective evidence-based intervention; general principles of behavior modification (reinforcement, shaping, chaining, avoiding self-stimulatory behaviors); and development of functional language.
- It is necessary to enhance academic achievement as a source for the development of self-esteem.
- There must be a structured and predictable educational environment.
- Social skills training is needed by teachers to improve channels of communication with parents of autistic children.
- Teachers should understand that despite having a similar diagnosis, each child is unique (as is his family) and how the disorder manifests is different. For this reason, the intervention must be individualized.

**Biography**

Francisco José Montero Bancalero, from Spain, studied psychology at Seville University and obtained his doctorate at Huelva University. He is currently a professor at Osuna University, Spain ([www.euosuna.org](http://www.euosuna.org)), where he teaches subjects related to educational intervention in children with psychopathological problems and special educational needs. He educates students studying for the Primary Education Degree and Early Childhood Education Degree, and is keen to transmit to his students the attitudes, skills and knowledge needed for better evidence-based learning on psychopathological disorders.

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