As of the academic year 2017/2018, autism education is a required element in Initial Teacher Education (ITE). This is, of course, excellent news for all of us trying to increase understanding of the perplexing and fascinating conundrum that is autism. Unfortunately, ITE is very squeezed. There are many, many elements to fit into the course, and in this context, elements of autism education may be very restricted. But what if that were not the case? What if we could take the time to educate our new teachers fully in the many ways that autism will affect our pupils? In this context, what would we want our new teachers to learn and think about?

This book attempts to answer these questions. It aims to be a cornucopia of interesting angles on autism and how autism might be considered in schools and classrooms. Each chapter contains the material for a session to be delivered to trainee teachers (or to currently working teachers through continuing professional development (CPD)), or to provide a unit of self-study. Each chapter challenges us to reconsider autism within different educational contexts. Many of the chapters contain tasks and points for discussion. Each of the subjects discussed in these chapters has wider educational implications, and each is valid ITE in its own right. It is hoped that, with these subjects available to teacher educators, they may begin to become core content in teacher education as we begin to incorporate ‘the autism angle’ more centrally within the wider education debate.