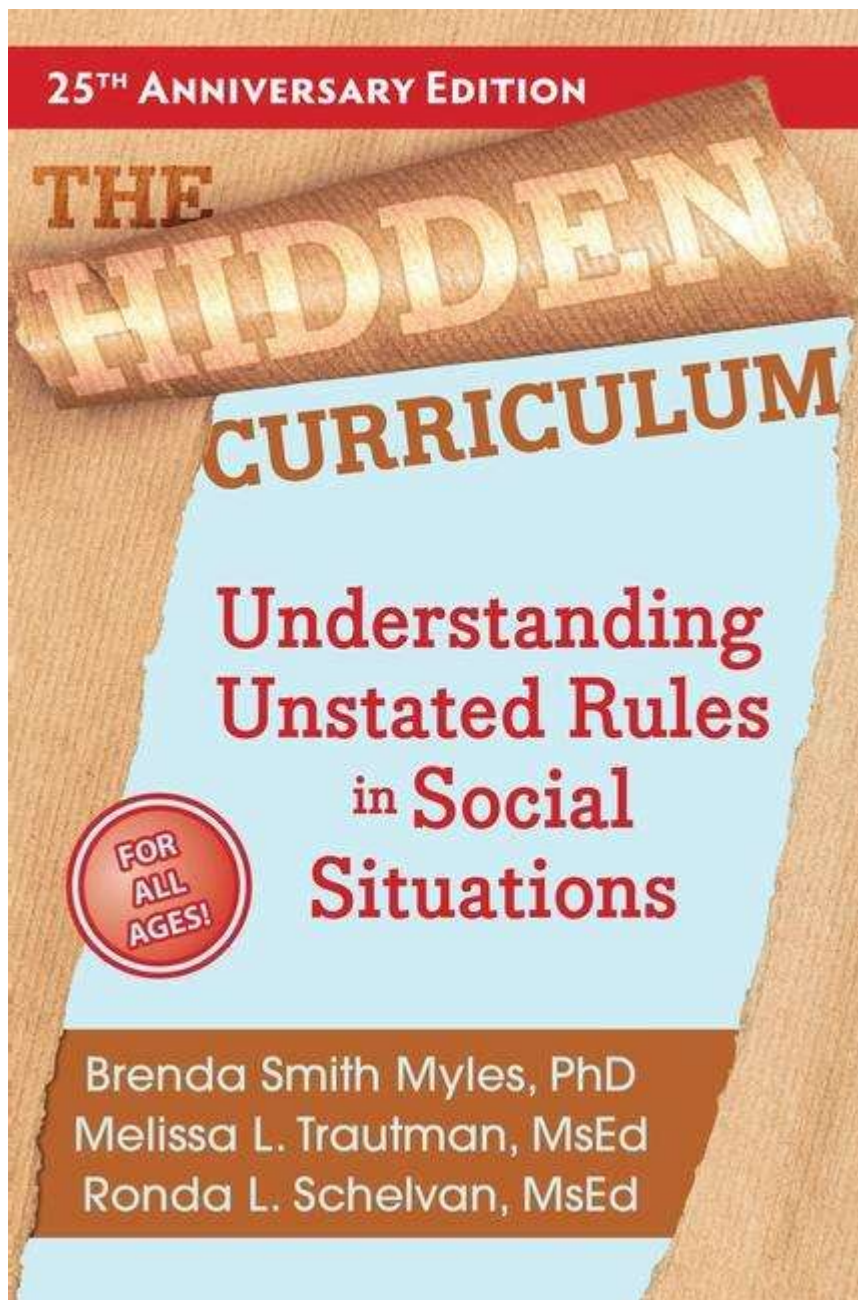


The Hidden Curriculum Brenda Smith Myles



The hidden curriculum is an essential concept in education that refers to the implicit lessons, values, and norms that students learn alongside the formal curriculum. Brenda Smith Myles, a prominent figure in the field of special education, has extensively explored this topic, particularly in relation to students with autism spectrum disorder (ASD). Understanding the hidden curriculum is crucial for educators, parents, and students, as it affects social interactions, academic success, and overall well-being in school settings.

Understanding the Hidden Curriculum

The hidden curriculum encompasses the unspoken or implicit values and expectations that are conveyed in school environments. Unlike the explicit curriculum, which includes formal lessons, textbooks, and assessments, the hidden curriculum involves social norms, attitudes, and behaviors that are often taken for granted.

The Origins of the Concept

The term "hidden curriculum" was first introduced in the 1970s and has evolved over the years. It reflects societal values and cultural norms that are not explicitly taught but are understood and absorbed by students. Brenda Smith Myles has emphasized that the hidden curriculum can significantly impact students with ASD, who may struggle to interpret these unspoken rules.

Components of the Hidden Curriculum

1. **Social Interactions:** Students learn how to interact with peers and authority figures, including nonverbal cues, tone of voice, and body language.
2. **Behavioral Expectations:** Schools have unwritten rules about acceptable behavior, such as how to wait in line, raise a hand to speak, and respect personal space.
3. **Cultural Norms:** Students absorb societal values regarding gender roles, diversity, and inclusivity, which shape their perspectives and interactions.
4. **Conflict Resolution:** Unspoken strategies for handling disagreements or conflicts with peers are often not explicitly taught but are crucial for navigating social situations.
5. **Time Management:** Understanding how to manage one's time effectively, including punctuality and meeting deadlines, is often learned through observation rather than direct instruction.

The Impact of the Hidden Curriculum on Students with ASD

Brenda Smith Myles has conducted significant research highlighting how the hidden curriculum can create unique challenges for students with ASD. These students often require explicit instruction and support to understand these implicit rules.

Challenges Faced

1. **Difficulty with Social Cues:** Many students with ASD struggle to interpret nonverbal communication, such as facial expressions and body language, which can lead to misunderstandings in social interactions.
2. **Literal Thinking:** Students with ASD may take language literally, making it difficult for them to grasp idioms or sarcasm commonly used in social contexts.
3. **Understanding Norms:** The unwritten rules of social behavior can be confusing. For instance, a student might not understand that interrupting others is considered rude.
4. **Generalization of Skills:** Skills learned in one context may not transfer to another. For example, a student may know how to greet a teacher but struggle to initiate a conversation with peers.

Strategies to Support Students with ASD

Educators and parents can take several steps to help students with ASD navigate the hidden curriculum:

1. **Explicit Instruction:** Teach social skills directly. Use role-playing and social stories to illustrate appropriate behaviors and social norms.
2. **Visual Supports:** Employ visual aids such as charts, diagrams, and cue cards to reinforce social expectations and routines.
3. **Peer Mentoring:** Pair students with ASD with peers who can model appropriate social interactions,

providing real-time guidance and support.

4. Regular Feedback: Offer constructive feedback on social interactions, helping students reflect on their behavior and understand social nuances.

5. Create a Safe Environment: Foster an inclusive classroom culture where students feel safe to express themselves without fear of judgment.

Brenda Smith Myles' Contributions to Understanding the Hidden Curriculum

Brenda Smith Myles has made significant contributions to the understanding of the hidden curriculum, particularly as it pertains to students with ASD. Her research emphasizes the need for educators to recognize and address the hidden curriculum to support these students effectively.

Research and Publications

Myles has authored and co-authored numerous articles and books on autism education, focusing on practical strategies for educators. Some notable works include:

- “The Hidden Curriculum: Practical Solutions for Understanding Unstated Rules in Social Situations” - This book provides insights into the challenges faced by students with ASD and offers practical strategies for educators and parents.
- “ASD and the Hidden Curriculum” - A comprehensive examination of how the hidden curriculum affects students with autism and how educators can better support them.

Workshops and Training

In addition to her written contributions, Brenda Smith Myles has conducted workshops and training

sessions for educators and parents. These sessions focus on:

- Understanding the nuances of the hidden curriculum.
- Strategies for teaching social skills to students with ASD.
- Creating inclusive classroom environments that support all learners.

The Importance of Addressing the Hidden Curriculum

Recognizing and addressing the hidden curriculum is crucial for fostering an inclusive and supportive educational environment. This understanding can lead to improved social skills, academic performance, and overall quality of life for students, especially those with ASD.

Benefits of Addressing the Hidden Curriculum

1. **Enhanced Social Skills:** By explicitly teaching social norms and expectations, educators can help students develop better interpersonal skills.
2. **Increased Academic Success:** Understanding the hidden curriculum can help students navigate classroom dynamics more effectively, leading to improved academic outcomes.
3. **Greater Self-Esteem:** Students who understand social expectations and can navigate social situations with confidence are likely to experience higher self-esteem and better mental health.
4. **Improved Relationships:** By fostering social understanding, students can build stronger relationships with peers and teachers, creating a more positive school experience.

Conclusion

In conclusion, the hidden curriculum is a powerful aspect of the educational experience that shapes students' social and emotional development. Brenda Smith Myles' contributions to this field have shed

light on the unique challenges faced by students with ASD and the importance of addressing these challenges through targeted strategies and supports. By promoting awareness and understanding of the hidden curriculum, educators can create more inclusive environments that empower all students to thrive. The journey toward understanding and addressing the hidden curriculum is essential not only for students with ASD but for fostering a more empathetic and informed educational community as a whole.

Frequently Asked Questions

What is the hidden curriculum as described by Brenda Smith Myles?

The hidden curriculum refers to the implicit lessons and social norms that are not directly taught but are learned through experience, particularly in educational settings.

How does Brenda Smith Myles relate the hidden curriculum to students with autism?

Brenda Smith Myles emphasizes that students with autism may struggle to understand the hidden curriculum, which can impact their social interactions and academic success.

What are some examples of hidden curriculum elements in schools?

Examples include understanding social cues, navigating peer relationships, and adhering to unwritten rules about behavior and communication.

Why is it important to address the hidden curriculum in education?

Addressing the hidden curriculum is crucial because it can affect students' social skills, emotional well-being, and overall academic achievement, especially for those with learning differences.

What strategies does Brenda Smith Myles suggest to help students understand the hidden curriculum?

She suggests direct teaching of social skills, role-playing scenarios, and providing visual supports to help students navigate social situations.

How can educators identify the hidden curriculum in their classrooms?

Educators can identify the hidden curriculum by observing student interactions, reflecting on classroom dynamics, and soliciting feedback from students about their experiences.

What role do peers play in the hidden curriculum according to Brenda Smith Myles?

Peers play a significant role in the hidden curriculum as they often model social behaviors and expectations that students are expected to learn and follow.

How can parents support their children in understanding the hidden curriculum?

Parents can support their children by discussing social situations, practicing social skills at home, and collaborating with teachers to reinforce learning.

What impact does the hidden curriculum have on the transition to adulthood for students with autism?

The hidden curriculum can significantly impact the transition to adulthood by affecting employment opportunities, social relationships, and independent living skills.

What resources does Brenda Smith Myles recommend for further

understanding the hidden curriculum?

She recommends books, workshops, and training programs focused on social skills development and understanding the nuances of social interactions.

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