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ASD-EAST
Autism Spectrum Disorder
Empowering And Supporting Teachers

ASD-EAST Trainer notes

Introduction

The purpose of the ASD-EAST Trainer Notes is to provide guidance on the ASD-EAST training materials. The materials follow the ASD-EAST Curriculum (see a separate document), which reflects the needs of specialist teachers as identified in the ASD-EASR Mapping Report.

Selecting the trainers

The first and most important consideration is to select trainers that are experienced and confident to deliver the materials. Trainers need to be aware of the needs and perspectives that are different between special and mainstream schools. Training attendees will want to ask questions and may be sceptical if the trainer has limited experience in their field (mainstream or special school setting). It is helpful if the trainer has experience in the area that they are delivering and feel comfortable fielding the specific questions that their attendees may have. It will be useful for trainers to have ideas of examples and student scenarios prepared in advance. People like to hear real stories. This makes the training seem more relatable and helps the teachers to understand the benefits.

Action points

Use the Reflection Slide at the end of each session to get the teachers to think of the three things that they have learned from the session and the three things they would like to implement in their schools. The emphasis should be to try and help guide the teachers in making changes and adaptations in their school or classroom environment. Hopefully the training sessions will inspire staff to make changes in their practice. Taking some time to reflect on the training and thinking how to implement in their own school will increase the chances that attendees will find the training practical and useful.

About the modules

Modules 1, 2, 3 and 5 of the training sessions are available in two different formats – one suitable for staff working in special schools, the other for staff in mainstream schools – ideally working with children aged 4 to 11 years old. You may need to adapt or combine elements of the two presentations to suit your audience.

Module 4 is available in a shorter introductory level version and more advanced version. Select the one that suits your teaching style and previous knowledge of your audience.

Module 1 Communication (Verbal)

This module is suitable for teachers in mainstream schools or those that teach students with expressive language skills of 3-4 words or more.

Slide 3 – Energiser/Ice breaker Activity

Ask the group to think of an animal and then line themselves up in a designated space in the order of the height/size of their animal, **without speaking**. If there is a large number of delegates (20 or more), you may choose to split them

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up into groups of approximately 10. The delegates only have two minutes to do this – emphasise to the delegates that they will need to be quick.

Don't give any more help, guidance or instructions and emphasise the importance of not speaking. The aim is for them to discover other ways of communicating with each other. At the end of the exercise, keep them in their line and tell them that they can reveal what animal they are.

When the group comes back together, ask how the experience felt – emphasising the frustrations of not being able to communicate effectively. This slide should take no more than ten minutes in total.

Slide 4

Discuss that communication is a two-way activity – referring to the previous activity and the experiences the delegates felt.

Slides 5 and 6

It is helpful to expand on the bullet points. Give more detail and examples to help with understanding.

Slides 7 and 8

You may have to describe why these techniques are helpful to a student with autism. Emphasise the slow processing of auditory information. This ability reduces further when the child is stressed. It is not rude to minimise your language – this helps the student with their language processing.

Slide 10

This slide introduces the three headings for expressive communication. N.B. you will be going into more detail on each of these in the following slides.

Slide 11

Encourage delegates to spend a few minutes thinking about the students that they teach, noting down things that the student might need support with.

Slide 12

These are practical ideas to support the student with communication. Providing examples to show to delegates will enhance the delivery of this slide.

Slides 16 and 17

These are useful resources in English. You may have useful resources in your own language that you may wish to share.

Slide 18

Divide the group into two – one on each side of the room. Have the groups move towards each other until they feel that they are at a comfortable conversational distance. Note that this could be different for each individual e.g. someone who is shy may not want to get too close to others. Have the groups take one step closer towards each other. Do they feel uncomfortable? Intimidated? Take two steps backwards. Do you feel too far away now? If you have a gymnastics hoop (hula hoop), demonstrate how this can be used to show visually a comfortable, intimate space to

converse. Or try having arms outstretched as a visual marker as to what the distance should be. Remember that the person with autism may not feel the discomfort that we feel when too close. We need to provide very clear visual rules and guidelines as to what is an appropriate distance to converse.

Slide 19

Conversational prompts can be made for students.

Slide 20

The use of the words 'expected' and 'unexpected' rather than 'right' and 'wrong', link with Social Thinking ideas, which are explained in Module 3.

Slide 21

Introducing a voice scale to students through role play can be helpful. If you have examples of voice scales, share with the delegates.

Slide 22

Many children with autism do not initiate communication, and need to be taught what they will gain from conversing (besides getting immediate needs or requests met). They also need to be taught the social expectations when carrying out a conversation with others.

Slide 23

After teaching specific skills, it is important to create many different opportunities for the students to put these skills into practice.

Module 1 Communication (Pre-verbal)

This version of Module 1 is suitable for teachers who work with mostly with pre-verbal children or those who have very limited expressive language skills.

Slide 3 – Energiser/Ice breaker Activity

Ask the group to think of an animal and then line themselves up in a designated space in the order of the height/size of their animal, **without speaking**. If there is a large number of delegates (20 or more), you may choose to split them up into groups of approximately 10. The delegates only have two minutes to do this – emphasise to the delegates that they will need to be quick.

Don't give any more help, guidance or instructions and emphasise the importance of not speaking. The aim is for them to discover other ways of communicating with each other. At the end of the exercise, keep them in their line and tell them that they can reveal what animal they are.

When the group comes back together, ask how the experience felt – emphasising the frustrations of not being able to communicate effectively. This slide should take no more than ten minutes in total.

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Slide 4

Discuss that communication is a two way activity – referring to the previous activity and the experiences the delegates felt.

Slide 5

Emphasise that different students have different challenges. They may have all of these issues or a combination of only some.

Slide 7

The first point is the most important! **We talk too much.** This can be so difficult for the child to process, yet we tend to have a desire to speak more when things are not going well. Make sure you share examples e.g. A teacher asking a child to stop what they are doing and sit on the chair might initially say, "Can you come and sit over here for me John, please". When John doesn't respond, she might then repeat the request but rephrasing it saying, "Come on sit down here please John". When John still doesn't respond, she use a cross tone of voice and say, "John, sit here" and gesture to where she wants him to sit. John is most likely to respond at this point as the instruction is short and clear and she has got his attention by saying his name first. John can process the instruction and isn't bothered whether she has used please either!

Slide 8

Emphasise that eye contact must not be forced. So often, we look for eye contact as an indication that a child is listening. Eye contact can be very difficult for children with autism.

Slide 10

This photo will need explaining. A first step to communication is requesting a wanted item. For example, don't let the student just open a cupboard and take what they want. Having photographs of items that can be selected on the door, the student can select the photo of the item that they want. They then exchange the photo with an adult to select the item that they are requesting. This is a communicative exchange. The child is learning to interact with someone to meet their needs. Some children will take the hand of an adult and move them to the item they wish to have. Ask the delegates if there are any other examples of initial communication skills that they can think of.

Slide 11

PECS, Picture Exchange Communication System, is a formalised method to teach initial communication steps. It has 6 phases that should each be taught in turn. It is important to not miss out any of the early phases and just start straight away at phase 4, 5 or 6.

Slide 12

The video demonstrates the first four phases of PECS.

Appendix 1 Transcript: Picture exchange video

Video: https://www.youtube.com/watch?v=s2CyA-lRakI&feature=youtu.be

Slide 13

Demonstrate the first four phases and have delegates practice the process in groups of three. *Ensure that there are cards and sentence strips available to use with your audience.*

Slide 14 and 15

Explain in more detail the importance and relevance of each bullet point. Give as many examples as possible from your own practice for the final two bullet points on Slide 15.

Slides 16, 17, 18, 19

You may wish to show your own examples of different PECS books, showing that they can be individualised and organised in different ways e.g. organising by topic.

Slide 20

Add any links to local websites or links to YouTube clips in your language.

Slide 21-24

Before teaching the next few slides, ensure that you are familiar with the signs being used. If you have an alternative simple sign language, replace with a local video and links to that sign language system.

Appendix 2 Transcript: Simple sign language

Video: https://www.youtube.com/watch?v=eJYeyYpcxgg&feature=youtu.be

Slide 25

If you have actual examples of assistive technology, then please show them to the group. You may wish to replace the photographs on the presentation.

Module 2 Emotional regulation (Mainstream schools)

Slide 4

It is important to note that there may be other reasons for these behaviours. They often increase when the student becomes more emotionally dysregulated.

Slide 6

Maslow (1943, 1954) stated that people are motivated to achieve certain needs and that some needs take precedence over others.

Our most basic need is for physical survival, and this will be the first thing that motivates our behaviour. Once that level is fulfilled the next need is for emotional stability and safety. If a child is emotionally dysregulated they will not be ready for learning and will be unable to attain their full academic potential.

Slide 8

Briefly explain (not in great detail) each factor and what the role of the teacher is in supporting the student.

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Slide 9

This slide introduces the four steps of emotional regulation. It is important to start with Step 1, even for the intellectually able students.

Slide 10

Ensure that teachers spend considerable time on the 'comfortable' emotions with their students (happy or OK). Ensure that this is well understood before exploring the opposite emotions (sad or not OK). These emotions may need to be explicitly pointed out to the students as they are experiencing the feeling, e.g. "Oh – I see that you like eating chips! You are feeling 'happy'."

Remember that the student may use a wide range of emotional vocabulary in their academic work, but may not understand what that means for themselves. It is important to remember that regardless the academic ability of the student, you must not make assumptions regarding the level of their understanding. Therefore, it is important to start from the very beginning when teaching emotional understanding.

Slide 11

Teaching students to label pictures of faces or emojis is not teaching actual understanding of an emotional state. It is merely labelling words to pictures.

Slide 12

Using the outline of a "gingerbread man" to record the physical changes with an identified emotion helps children to visualise the many differences that can be more subtle or internal as well as more obvious.

This activity can be done individually or in small groups. Provide an A4 sized gingerbread man for each individual child and ask them to think about what happens to the body internally and externally for that particular emotion. Remember things like facial expressions, breathing rate, tone of voice, etc. Draw on the gingerbread man outline and label. On the edge of the paper, write down what situations would make them feel that emotion.

Slide 15

Identify with the child different colours and numbers that represent emotions. You may be surprised at what colours they choose – for example, if their favourite colour is red, they may identify with that as representing happiness rather than anger. For most children, a scale of 1 to 5 is sufficient. Be aware that some students may only understand a more limited range of emotional states.

Slides 16 and 17

Please include any examples of scales that you may want to share. Passing examples around the room for delegates to look at can be very useful.

Slides 18 and 19

The Rope Game is scaling activity which can be used with an individual student but is actually more effective when delivered as a group or class activity.

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Have a big rope with a Very Happy sign at one end and the Worried or Very Upset sign at the other, Neutral in the middle. Read out or hand out different scenarios; and gauge how that situation makes each student feel - they need to move to the position on the rope closest to their own feelings. Choose examples that students can relate to. Scenarios might include:

1. You arrive at school to find out it is closed.
2. You are invited to a classmate's birthday party. You don't know them very well, but you are friendly with them.
3. You are at your aunt's house for a special holiday dinner, but you realise she is cooking something you don't like.
4. You go to lesson. The teacher is cross with many of the students for not completing their homework, but you have done yours.
5. You buy something at the shop and the cashier gives you back the incorrect amount of change. You got given £5 too much.
6. You forgot to watch the last episode of your favourite television show.
7. Your cousin returns a book they borrowed from you. You notice there is a small, slight ink smudge on the last page that wasn't there before.
8. Your mum announces that the family are going on a camping holiday in Wales this summer.
9. You've hurt your leg in PE. The teacher says you may need to go to the hospital to get it checked out.
10. Your Mum has put the wrong filling in your sandwich, you have your brother's lunch

After each question, ask different students why they would be feeling that particular way and reinforce the idea that there is no right or wrong way to feel and that we all have different emotional responses to the same situation.

Slide 20

Use the same resources and techniques, such as the gingerbread man, to build up a booklet with the student about these more complex emotions that the student can later look back and refer to.

Slide 22

Remember that children with autism will not intuitively link behaviours, thoughts and emotions.

Slide 23

"Early warning signs" are the subtle changes that happen between comfortable and uncomfortable emotional states. For many students, the change of emotional state is to have no warnings or reasons behind it and to not show a change in facial expressions. Examples of possible early warning signs are a repetitive movement or noise, chewing of clothing, fingers or an object, clenching of fists, etc. For some students it is important that the adults are aware of the early warning signs and distract or stop the uncomfortable emotional state from escalating. For more able students, teach them what to do when they experience these early warning signs. This may need lots of rehearsal and prompting and can take a significant amount of time for them to be able to identify this independently.

Slide 24

The idea of an 'Emotional Toolkit' (developed by Tony Attwood) is to develop different types of 'tools' that will help with the struggles associated with negative emotions (for example: anxiety, anger, depression, etc.). Share some examples of toolkits or boxes with delegates, including some of the examples from Slide 23. Helping Hand Buddies are photos or written names of key people that the child has a good relationship with, allocated to a different digit on their hand. Make a visual prompt of this by drawing around their hand and labelling each digit with a person or a pet. The idea is to identify different people at school or home that can help them when they have a problem or are becoming stressed. This idea is used in Protective Behaviours (Di Margetts 1990).

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Slide 25

If there are good local resources or strategies, include them here. You may wish to share short examples of breathing exercises and self-massage ideas with the delegates. Here are a few ideas you may wish to use:

Self -Massage

- Rub your hands together very fast until they feel very warm, then place them over your eyes and feel the heat transfer across your face.
- Massage around the shoulder and collar bone using your index and middle finger from the opposite hand.
- Put your fingers in your ears and listen to your heartbeat. Concentrate on that regular rhythmic sound.
- Place your thumb behind your earlobe and gently make small circles on your ear lobe with your index finger.
- Using both hands, start at the centre of your forehead and gently tap over the top of your head using your fingers to the nape the neck and back again.
- Gently squeeze the top of your nose and then gently press under your eyes.

Breathing Exercises

- Hold up both hands in front of you and gently blow on the tips of each finger and thumb as if you are blowing out candles on a birthday cake.
- Take a deep breath, hold your nose and puff out your cheeks as if you are diving under water. Count to three and let the breath out slowly. Repeat 2 or 3 times.
- As you breathe in, sniff 3 or 4 times and then slowly breathe out.
- Take a deep breath and slowly let it out as a breathy "roar" like a lion!
- Take a deep breath and imagine blowing out flames like a fire eater as you breathe out. See how far the flames reach!
- Take a slow breath in and slowly let it out. Repeat a number of times; imagining your breaths are like waves rolling in and then out with the tide.
- Take a deep breath and slowly blow up a balloon. Imagine the balloon getting bigger and bigger. Close your eyes and let the balloon float slowly up into the air.
- Take a deep breath and make an O shape with your mouth. Let the breath out softly and steadily. Blow out all the air, then take another deep breath.
- Put your hands on your tummy and feel as you take a deep breath, your tummy rising upwards. Breathe out and feel your tummy falling. Repeat several times.
- Take in a breath and as you breathe out, put your lips together and hum. See if you can make your lips tickle. Now see if you can move the hum to your nose and your head.

Slides 26 and 27

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A child would not be using all of these strategies. Only choose what is useful or what works best for that particular individual.

Slide 28

Through the use of visual scripts or prompts, teach the individual how to react when experience different types of emotions and situations. Social stories may be a useful way to do this (explained in more detail in Module 3).

Slide 29

Based on cognitive behavioural therapy techniques, the Zones of Regulation is a programme that uses four colours to help students identify their feelings and level of alertness and provides strategies to support emotional regulation. By understanding how to notice their body's signals, detect triggers, read social context, and consider how their behaviours impact those around them, students learn improved emotional control, sensory regulation, self-awareness, and problem-solving skills.

This resource is available through various online retailers.

Slide 30

Pro-social behaviours - various caring behaviours and empathy such as helping others, sharing, comforting, feeling concern or distress for others, as well as cooperating with them.

These skills will take time and will need to be taught as situations occur. Link previous experiences to the current situation as students can find it difficult to generalise.

Module 2 Emotional regulation (Special schools)

Slide 4

It is important to note that there may be other reasons for these behaviours. They often increase when the student becomes more emotionally dysregulated.

Slide 6

Maslow (1943, 1954) stated that people are motivated to achieve certain needs and that some needs take precedence over others.

Our most basic need is for physical survival, and this will be the first thing that motivates our behaviour. Once that level is fulfilled the next need is for emotional stability and safety. If a child is emotionally dysregulated they will not be ready for learning and will be unable to attain their full academic potential.

Slide 8

Briefly explain (not in great detail) each factor and what the role of the teacher is in supporting the student.

Slide 9

Introduces the three steps of emotional regulation. A fourth step is covered in the mainstream version of this module.

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Slide 10

Ensure that teachers spend considerable time on the 'comfortable' emotions with their students (happy or OK). Ensure that this is well understood before exploring the opposite emotions (sad or not OK). These emotions may need to be explicitly pointed out to the students as they are experiencing the feeling, e.g. "Oh – I see that you like eating chips! You are feeling 'happy'."

Slide 11

Teaching student to label pictures of faces or emojis is not teaching actual understanding of an emotional state. It is merely labelling words to pictures.

Slide 12

With more able students, using a 'gingerbread man' to draw and label the physical changes during specific emotions is a useful activity. Encourage them to identify what kinds of things make them feel that way.

Slide 15

Identify with the child different colours and numbers that represent emotions. You may be surprised at what colours they choose – for example, if their favourite colour is red, they may want that to represent happiness rather than anger. For most children, a scale of 1 to 5 is sufficient. Be aware that some students may only understand a more limited range of emotional states (happy, ok, sad).

Slides 16 and 17

Please include any examples of scales that you may want to share. Passing examples around the room for delegates to look at can be very useful.

Slide 19

Split delegates into groups of four or five and allocate each group a simple emotion, e.g. happy, sad, angry, anxious. If you have a larger group, you may have to use the same emotion twice. Using an A3 sized gingerbread man for each group, they need to think about what happens to the body internally and externally. Remember things like facial expressions, breathing rate, tone of voice, etc. Draw on the gingerbread man outline and label. On the edge of the paper, write down what situations would make them feel that emotion. This is the type of activity that they would do with an individual student or small group.

Slide 20

Remember that children with autism will not intuitively link behaviours, thoughts and emotions.

Slide 21

"Early warning signs" are the subtle changes that happen between comfortable and uncomfortable emotional states. For many students, the change of emotional state is to have no warnings or reasons behind it and to not show a change in facial expressions. Examples of possible early warning signs are a repetitive movement or noise, chewing of clothing, fingers or an object, clenching of fists, etc. For some students it is important that the adults are aware of

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the early warning signs and distract or stop the uncomfortable emotional state from escalating. For more able students, teach them what to do when they experience these early warning signs. This will need lots of rehearsal and prompting and can take a significant amount of time for them to be able to identify this independently.

Slides 22 and 23

The idea of an **'Emotional Toolkit'** (developed by Tony Attwood) is to develop different types of **'tools'** that will help with the struggles associated with uncomfortable emotions (for example: anxiety, anger, depression, etc). Share some examples of toolkits or boxes with delegates, including some of the examples from Slide 23. Helping Hand Buddies are photos or written names of key people that the child has a good relationship with, allocated to a different digit on their hand. Make a visual prompt of this by drawing around their hand and labelling each digit with a person or a pet. The idea is to identify different people at school or home that can help them when they have a problem or are becoming stressed. This idea is used in Protective Behaviours (Di Margetts 1990).

Slide 25

If there are good local resources or strategies, include them here. You may wish to share short examples of breathing exercises and self-massage ideas with the delegates. Here are a few ideas you may wish to use:

Self- Massage

- Rub your hands together very fast until they feel very warm, then place them over your eyes and feel the heat transfer across your face.
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- Place your thumb behind your earlobe and gently make small circles on your ear lobe with your index finger.
- Using both hands, start at the centre of your forehead and gently tap over the top of your head using your fingers to the nape the neck and back again.
- Gently squeeze the top of your nose and then gently press under your eyes.

Breathing Exercises

- Hold up both hands in front of you and gently blow on the tips of each finger and thumb as if you are blowing out candles on a birthday cake.
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- As you breathe in, sniff 3 or 4 times and then slowly breathe out.
- Take a deep breath and slowly let it out as a breathy "roar" like a lion!
- Take a deep breath and imagine blowing out flames like a fire eater as you breathe out. See how far the flames reach!
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- Take a deep breath and slowly blow up a balloon. Imagine the balloon getting bigger and bigger. Close your eyes and let the balloon float slowly up into the air.
- Take a deep breath and make an O shape with your mouth. Let the breath out softly and steadily. Blow out all the air, then take another deep breath.
- Put your hands on your tummy and feel as you take a deep breath, your tummy rising upwards. Breathe out and feel your tummy falling. Repeat several times.
- Take in a breath and as you breathe out, put your lips together and hum. See if you can make your lips tickle. Now see if you can move the hum to your nose and your head.

Slides 26 and 27

A child would not be using all of these strategies. Only choose what is useful or what works best for that particular individual.

Module 3 Social skills (Mainstream schools)

Slide 3

Remember that each child's profile will be different. These are just examples of some possible issues with socialisation.

Slide 5

Before showing the slide, ask delegates for their ideas as to what social skills are. There may be additional skills that you want to add on to this slide.

Slides 7 and 8

These slides can be used as a checklist to see which skills a student needs to be taught.

Slide 10

Developing conversation skills are covered in more detail in Module 1.

Slide 11

Replace with culturally appropriate traditional games from your region or nation.

Slide 12

If you have examples of visuals, social stories or scripts that have helped in these situations, pass around for the delegates to look at.

Slide 13

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This technique should be used when a young person is part of a group (playing a game or taking part in a group activity). You may wish to use a visual sign to indicate 'freeze'. Practice 'freeze' first before introducing it during an activity, so that everyone knows that they stop, and stay very still and quiet.

Slide 17

This slide shows a visual representation of how thoughts, behaviours and feelings link together. Children with autism often need to be taught these processes. Children with autism need to know that each of these processes impact on each other – so the effect of our thoughts isn't just isolated – for example. Our thoughts really do impact on our behaviour, etc. Social Thinking concepts help to teach this.

Slide 18

This book is available from many various online retailers. Spanish and French versions of the book are available.

It is suitable to use with children aged 6 years and upwards.

Slide 19

These words are the core Social Thinking vocabulary that are introduced in "You are a Social Detective".

Students learn to work out 'expected' behaviour by using their Social Detective tools (eyes, ears and brain) to work out what is a 'smart guess' (what the majority of others around them are doing) and develop their 'social smarts' (a positive name for social skills). If they do not use their social detective skills they may make a 'wacky guess' and behave in an 'unexpected' way. Other people may have 'uncomfortable' thoughts about them (note that *wrong* and *bad* are not used to describe behaviour or thoughts of others).

Slide 20

This approach can be used with students once the concepts of 'expected' and 'unexpected' have been introduced.

Slides 21 and 22

Please show different examples of Behaviour Mapping to delegates and stress the variety of specific social situations that can be used as topics for a behaviour map.

Slides 24 and 25

Examples of a situation and how to produce a social behaviour map.

Slide 26

Provide each group with an A3 sized paper and the headings from slides 24 and 25. Make sure that delegates choose a very specific situation – do not choose a more generalised situation as this is harder to address with a map. Before starting the activity, you may wish to read out a list of social situations that they may wish to consider. If you have a copy of the book, pass it around for delegates to look at.

Slide 29

Sharing an example with the whole group, you may want to pass around other printed stories for the audience to look at while you present the next four slides.

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Slides 32-38

These slides describe in detail how to create a comic strip conversation with a young person following a specific situation or social misunderstanding. You may wish to have some real life examples to show to delegates.

Module 3 Social skills (Special schools)

Slide 3

Before showing the slide, ask delegates for their ideas as to what social skills are. There may be additional skills that you want to add on to this slide.

Slide 5

Stress that each child's sociability profile is different. Also personality can affect their social skills – the child may naturally be an extrovert or introverted. This is separate from the child's autism.

Slides 7 and 8

These slides can be used as a checklist to see which skills a student needs to be taught.

Slide 9

Teachers often underestimate the importance of teaching play skills, as most children naturally have acquired these skills by the age of five. These skills form the basis for successful social interactions. Children with autism don't have these skills naturally and need to be taught these discretely.

Slide 10

This is a progression of play skills. Start at the skill level that the student is not able to demonstrate and begin teaching it.

Slide 11

Intensive Interaction is a technique that is designed to help people at early levels of development (autism or severe learning difficulties). It works on early interaction abilities – how to enjoy being with other people. To relate, interact, know, understand and practice communication routines. This approach teaches and develops skills such as: use and understanding of eye contact, facial expressions, vocalisations leading to speech, taking turns in exchanges of conversation and the structure of conversation. The approach was developed by Dave Hewett, who founded the Intensive Interaction Institute. More information can be found at www.intensiveinteraction.org

Slide 12

When initiating interaction with a child, you should be mindful that you are not leading – you are following the child's interests and working at their pace (not yours). If you have examples of using these techniques with a student, please share with your audience here.

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Slide 13

It is important to schedule in time for play skills development. This is how children learn to socialise. Share activities and ideas with parents or carers too.

Slide 14

In pairs or small groups, participants discuss how they would develop social skills through play, using simple items that should be available in most classrooms. Allocate one of the items on the left of the slide to each group to discuss how it can be used effectively to develop play skills that are listed on the right of the slide. Give each group time to feed back before moving on.

Slides 15 and 16

Replace with culturally appropriate traditional games from your region or nation.

Slide 19

Sharing an example with the whole group, you may want to pass around other printed stories for the audience to look at while you present the next four slides.

Slide 20

You can ask delegates to read out various introductions, middle parts and conclusions of stories that they are looking at.

Slide 24

Either as individuals or small groups, delegates should think of a specific student and situation to start writing a social story for.

Presenters will need to circulate around the room and give advice as needed to the delegates. Time permitting, have volunteers read examples that they have created.

Module 4 Sensory needs (Mainstream and special schools) – Introductory version

Slide 4

Briefly introduce the 7 senses. Each sense will be looked at individually later in the presentation.

A helpful resource is here: http://www.7senses.org.au/wp-content/uploads/2013/09/7-Senses-Street-Day-What-are-the-7-Senses_.pdf

Slide 5

Explain briefly about how sensory differences are unique to each individual. An individual can have a mixture of hyper and hypo differences with any of the senses.

Slide 6

Do not spend a long time on this slide, examples for each sense will follow.

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Slide 8

Do not spend a long time on this slide, examples for each sense will follow.

Slide 9

This slide introduces visual processing differences. Discuss each box and give as many real life examples as possible.

Slide 11

This slide introduces auditory processing differences. Discuss each box and give as many real life examples as possible.

Slide 13

This slide introduces olfactory and gustatory processing differences. Discuss each box and give as many real life examples as possible.

Slide 15

Ask the delegates   "What does it look and feel like when we are in the comfort zone?"

"What it like when we are out of the comfort zone?"

Slide 16

Ensure that delegates realise that paying attention means that our VESTIBULAR system is in the optimal zone – you can help children pay attention by providing movement activities.

This helps both those that are seeking vestibular information by being hyperactive (fidgeting, running around) and the ones that are passive (hypo) (slow, daydreaming).

They both need more vestibular activities to be in the optimal zone.

Slide 17

This slide introduces auditory processing differences. Discuss each box and give as many real life examples as possible. Good reference video for VESTIBULAR sense to show: https://www.youtube.com/watch?v=pEbILhUc1Pc

Slide 19

This slide introduces proprioceptive processing differences. Discuss each box and give as many real life examples as possible. Good video for PROPRIOCEPTIVE sense to show: https://www.youtube.com/watch?v=b2iOliN3fAE&t=11s

Slide 21

This slide introduces processing differences with touch. Discuss each box and give as many real life examples as possible.

Slide 24

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Activity – hand out a sensory profile for delegates to complete with a student in mind. You can use a sensory checklist such as this one from the Autism Education Trust (based on the sensory profile checklist from Bogdashina 2003). This is included in Appendix A:

file:///C:/Users/targe/Downloads/AET%20Sensory%20Assessment%20checklist.pdf

Slide 25

Give a short overview about each of these approaches. Further information about each approach can be found on the following websites:

https://www.sensoryintegration.org.uk/What-is-SI

https://www.snoezelen.info/history/

https://tacpac.co.uk/

https://www.cpft.nhs.uk/Documents/Miscellaneous/Sensory%20Motor%20Circuits.pdf

Slide 26

These are ideas to try when your student is in a heightened state of sensory arousal.

Slide 27

These are ideas to try when your student is experiencing low sensory arousal.

Slide 29

There are ideas to support changes for the environment / autism friendly classrooms in Module 5 Adaptations and Modifications.

Slide 30

Add/remove any resources as required

Module 4 Sensory needs (Mainstream and special schools) – Advanced version

Slide 4

Explain/Discuss the seven senses if needed.

Slide 6 and 7

Pick a slide for special school or mainstream school teachers. Think of your own examples of hypo- and hyper-responsive behaviour. Some Examples are provided:

HYPER Hearing people before they enter the room. Refusing to cooperate with a teacher who screams. Running away from s classroom during music class or during free time in classroom.

HYPO Seems to be not listening to the teacher when in the back of the classroom. Making a lot of noise all the time.

Slide 9

Ask the delegates "What does it look and feel like when we are in the comfort zone? What it like when we are out of the comfort zone?"

Slide 14

Based on Dunn's model explain that there are four ways of dealing with sensory issues, depending on the sensitivity (hypo- or hyper-) and on the reactivity type (active or passive).

Hyposensitive children have high sensitivity threshold.

Hypersensitive children have low sensitivity threshold.

(1) sensation seeking (high threshold and active self-regulation strategy) – DARK GREY

(2) sensory avoiding (low thresholds and active self-regulation strategy) – RED

(3) sensitivity to stimuli (low threshold and passive self-regulation strategy) – YELLOW

(4) low registration (high threshold and passive self-regulation strategy) – LIGHT GREY

The following slides follow these four types, always providing

- examples of behaviour – how to recognise that a child has got that problem

- strategies of help in general for that type

- examples, ideas of strategies for all senses

Key Reference: Dunn, W. (2007). Supporting children to participate successfully in everyday life by using sensory processing knowledge. Infant and Young Children, 20, 84-101.

Slide 15-18

Area (4) low registration (high threshold and passive self-regulation strategy) – LIGHT GREY

- Slide 15 – examples of behaviour – how to recognise that a child has got that problem

- Slide 16 – strategies of help in general for this type

- Slide 17-18 – examples, ideas of strategies for all senses

Slide 19-22

Area (1) sensation seeking (high threshold and active self-regulation strategy) – DARK GREY

- Slide 19 – examples of behaviour – how to recognise that a child has got that problem

- Slide 20 – strategies of help in general for this type

- Slide 21-22 – examples, ideas of strategies for all senses

Slide 23-26

Area (3) sensitivity to stimuli (low threshold and passive self-regulation strategy) – YELLOW

- Slide 23 – examples of behaviour – how to recognise that a child has got that problem

- Slide 24 – strategies of help in general for this type

- Slide 25-26 – examples, ideas of strategies for all senses

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Slide 27-30

Area (2) sensory avoiding (low thresholds and active self-regulation strategy) – RED

- Slide 27 – examples of behaviour – how to recognise that a child has got that problem

- Slide 28 – strategies of help in general for this type

- Slide 29-30 – examples, ideas of strategies for all senses

Slide 32

Activity – hand out a sensory profile for delegates to complete with a student in mind. You can use a sensory checklist such as this one from the Autism Education Trust (based on the sensory profile checklist from Bogdashina 2003). This is included in Appendix A: file:///C:/Users/targe/Downloads/AET%20Sensory%20Assessment%20checklist.pdf

or

http://cnyspeechpathology.com/wp-content/uploads/2014/12/Short-Sensory-Profile.pdf

Slide 34

We can imagine a sensory 'diet' as providing good nutrition for the brain so it can function well. It needs to get the right diet, the right stimuli.

Slide 41

Add resources from the local context.

Module 5   Modifications and adaptations (Mainstream schools)

Slide 3

This presentation will cover 4 key areas: Teaching methods that are effective for children with autism, issues regarding the content of what is being taught, adaptations that are beneficial to the learning environment and ideas regarding the evaluation of learning outcomes. These areas are covered individually in the presentation. Look at the upper right hand corner for the corresponding label to know what aspect of the content is being covered.

Remember to highlight that there is a huge difference in ability amongst children with autism. Some may require more adaptations to the classroom environment and curriculum than others. Not every child will require each of these strategies. Think carefully about the unique characteristics of your student. Match and adapt approaches and strategies as needed to reduce anxiety, promote independence and maximise potential.

It is important to have as many real-life actual examples of resources that you can pass around and show to delegates on the course.

Slide 4

Adaptations make provisions for special education students to adjust to the learning environment without modifying course curriculum standards.

Special education students who receive modifications may be able to have the curriculum fit their individual needs, and teachers are able to evaluate them on different grading scales than other mainstream education students.

Both adaptations and modifications aid special education students in their learning.

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Slide 5
The changes and adaptations made for students with autism support many other students in the classroom who have additional needs or if the native language is not their first language. Many of these approaches will also help students who have high levels of anxiety, neurological conditions (such as ADHD) or other mental health issues. The teachers will benefit, as the student will be more confident and independent with their learning and should then need less individual support.

Slide 6
To find out more about the structured teaching methods used in ABA and in TEACCH, you may wish to refer to the following websites:
https://www.autismspeaks.org/applied-behavior-analysis-aba-0
https://www.autism.org.uk/about/strategies/teacch.aspx

Slide 9
It is important to remember that minimising structure is not a goal. Students will be experiencing success due to the application of structure. Reducing structure risks losing the advances that have been made. An analogy would be a student that isn't reading well, but then is given a pair of glasses and can suddenly read better. You would not then take the glasses away just because they can now read and you think they will not need them anymore.

Slides 11 and 12
Visual Schedules reduce the anxiety level of children with autism, and thus reduce the possible occurrence of challenging behaviours, by providing the structure to organise and predict daily and weekly events.
Visual schedules assist the student in **transitioning independently** between activities and environments by telling them where they are to go next.
Visual Schedules are based on a "first-then" strategy; that is, "**first** you do ___, **then** you do ___", rather than an "if-then" approach (i.e., "**if** you do ___, **then** you can do___"). Different children will require varying levels of information in order to reduce anxiety. This is not based on their academic abilities. Some students are easy-going and more adaptable – others will require great amounts of detail about their day. Remember that each child with autism is different.
Ensure that you remove finished activities so that the student feels a sense of achievement and completion. Then it is clear what activity is next.
 How many of you cross of items on a list or a calendar? How does that feel?

Slide 13
A work system shows how to complete a task or activity. It visually breaks it down into meaningful, manageable stages and encourages independence.
Remember: One step at a time
- Prioritise, don't try to teach more than one new thing at a time
- Organise tasks so students know what to do and how much; provide a way for learners to see how they are progressing, to know when they are finished and to understand what's next.
- Tasks are placed into a sequence through the work system.
- Work systems are individualised according to level of understanding (objects, matching systems, written systems such as 'to do' lists).
- Work systems can be used for individual/independent and group work.
- End with a rewarding activity to motivate or de-stress the student, if needed

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Slide 14

Provide a number of visually structured tasks, each stored in a tray or folder. A work system will show the child which tasks he is expected to do in this lesson, and in what order. Again this is presented left to right (the same order as print).Tasks are stacked on the left (or on shelves) and are identified by pictures (which may relate to the child's interests).A velcro strip on the table allows you to attach matching pictures for the tasks you have planned for the lesson (work system).

Taking the top picture, the child matches it to a task with the same picture, completes that task, puts the task to their right as 'finished'.

This continues until the final card on the strip shows a new, and possibly rewarding activity e.g. computer.

With visuals, a child can go back to it again and again if they need help understanding - taking it in, reviewing, responding and remembering. They can even go back again and again if needed.

DO NOT presume that students understand everything that is said to them. Frequently they do not. Think of all of the visual cues that are naturally occurring (gestures, body movements, facial expressions, other kids' actions....). Students may miss many of these non-verbal communication cues.

It is important to understand a child's visual learning style and how they take in information, process information, and express understanding and then provide the extra visuals that these students need.

Slide 16

Most children will be able to follow an instruction like, "open your books, write the date and title - don't forget to underline it and then start your sums". However, many children with autism could benefit from having a written checklist like this.

Slide 21

Use semantic maps, diagrams, and story webs to help him create a clear path for his writing and what information is important. Most students with ASD find any and all facts to be important, so they can have difficulty with main ideas and supporting details.

Use a template (or a Writing Frame) at the beginning to get the student started. This strategy also gives him concrete information about what your expectations are for his written work.

Provide an example of what you want it to look like. This will help him understand what the expectations are.

Be specific (how many paragraphs with how many sentences in each paragraph) for each assignment given so the student knows exactly what he needs to do and when he will know he has finished the task.

Or consider using a scribe or dictation software to help with getting the student's ideas down in written form. Often it is the dislike of the process of writing itself that is the barrier to producing work.

Slide 32

Ask delegates what will be achieved with a suitably adapted learning environment. Discuss each of the blue 'bubbles'.

Slide 33

Be aware that what many students can 'tune out' will be very difficult for the child with autism AND their sensory differences. Try to remember what their experience of the classroom environment might be like and adapt accordingly.

Slide 34

Clearly defining rules and expectations within the class environment can help the student to settle in well and to be prepared for learning. These rules and expectations can be referenced to and pointed out when needed.

Slide 35

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Discuss in small groups the suitable learning outcomes for your students. It is important to remember that learning goals should not be only academic, but also to help prepare a child for life outside of the world of education.

Module 5   Modifications and adaptations (Special schools)

Slide 3
This presentation will cover 4 key areas: Teaching methods that are effective for children with autism, issues regarding the content of what is being taught, adaptations that are beneficial to the learning environment and ideas regarding the evaluation of learning outcomes. These areas are covered individually in the presentation. Look at the upper right hand corner for the corresponding label to know what aspect of the content is being covered.
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Adaptations make provisions for special education students to adjust to the learning environment without modifying course curriculum standards.
Special education students who receive modifications may be able to have the curriculum fit their individual needs, and teachers are able to evaluate them on different grading scales than other mainstream education students.
Both adaptations and modifications aid special education students in their learning.

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Slides 11 and 12

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Ensure that you remove finished activities so that the student feels a sense of achievement and completion. Then it is clear what activity is next.

How many of you cross of items on a list or a calendar? How does that feel?

Slide 13

A work system shows how to complete a task or activity. It visually breaks it down into meaningful, manageable stages and encourages independence. Remember:

One step at a time

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DO NOT presume that students understand everything that is said to them. Frequently they do not. Think of all of the visual cues that are naturally occurring (gestures, body movements, facial expressions, other kids' actions....). Students may miss many of these non-verbal communication cues.

Slide 20

A preference profile that identifies the activities or other reinforcers that are preferred by the student can be helpful. This "likes and dislikes" list can be developed with the help of the family and shared with all school staff. Students with autism may not be motivated by common reinforcers that work with other students. They may prefer fact books around their favourite interests, rather than fiction (for example, transport, horses, etc.)

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Slide 21
Ask delegates what will be achieved with a suitably adapted learning environment. Discuss each of the green 'bubbles'.

Slide 22
Reminder – many of these ideas were discussed in Module 4.

Slide 24
Visual structure can be provided by a picture, photography, text or real object - depending on the person's ability and stress level.

Slide 25
Remember that the use of visual prompts should be all the time, not just when they are stressed (it should be a usual way of working). Visual messages are easier to understand for students with autism – yet we often still use verbal instructions far too much. If you wish, you can hand around examples of visual supports for the delegates to see.

Slide 27
Note how clear it is to understand what to do with these tasks – even without explanation. Remember to make tasks as visually clear and easy to understand as possible.
You may wish to share some examples with delegates.

Slide 28
Discuss in small groups the suitable learning outcomes for your students. It is important to remember that learning goals should not be only academic, but also to help prepare a child for life outside of the world of education.

Module 6 Challenging Behaviour (Mainstream and special schools)

Slide 3
Ask the audience what behaviours they find challenging. Once everyone agrees that these are indeed challenging, and perhaps have added additional behaviours to the list – then ask the audience to raise their hand if they have done one or more of these behaviours in the past 4 weeks. Why did they do this behaviour? What was the reason?

Slide 4
Most of us have the capacity to engage in challenging behaviour. It is more likely to happen if we're under a lot of stress, in situations where we feel out of our depth, don't have the skills or resources to cope, or if we don't feel connected to those we are interacting with.

Slide 6
Behaviour can have wider effects on people than we might realise. Ask the delegates if they can think of any other effects that the challenging behaviour might have.

Slide 7
Introduce Eric Schopler's iceberg analogy. The behaviour on the surface (above the waterline) is what we see, but there are often larger underlying issues that are often not addressed. For more information on how to use the approach, see https://www.teachertoolkit.co.uk/2017/11/20/intervention-1/

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Slide 8

Ask the delegates how they themselves feel able to cope with demands and new situations if they have had a long period of sleep deprivation or stress.

Slide 9

You ask: **What would you do when you see those behaviours?**
Participants tend to give solutions based only on how the behaviour looks like (the topography). Then you explain that this is how the interventions were conducted before – introduction to the next slide.

Slide 10

Often we just focus on what behaviour is visible without exploring why the behaviour is actually happening (the 'tip of the iceberg'). If we just stop this superficial behaviour, it is likely that even greater problems will arise, as the actual underlying problems have not been addressed. With an iceberg, if we clear away the visible portion of the ice – does the iceberg disappear? No, the area underneath the surface now rises up to the top.

Slide 11

A person who wants attention right away will get it immediately if he or she exhibits negative behaviour, whereas through positive behaviour it is less likely. So we always have to stop and look at WHAT THE FUNCTION OF THE BEHAVIOUR IS. We have to remember that every behaviour is a form of communication. We need to then decide how to respond.

Slide 12

Looking back at the examples from slide 9, ask the participants: What does this tell you? What can you maybe conclude from these examples?
Some answers could be: you can find out about the context, the reason, the cause, what the child gets from the behaviour.

Slide 13

It is important to start from the assumption that most challenging behaviour means something
keep in mind that the child is not making a choice to behave that way and is not inherently bad or naughty**. Acknowledge that it can sometimes feel (to the teacher) that they are manipulating us and making a deliberate choice.**

Slide 14

Give examples and explain how autistic deficits (social interaction, communication, flexibility of thought and behaviour and sensory issues) impact on the cause of the visible behaviour that we see on the surface. Therefore behaviour serves a function and purpose – it means something to the person.

Slide 15

These are the ideas that we will focus on in the remainder of the presentation. Positive Behavioural Supports focus on prevention. If we focus only on the consequences of behaviour, we will not be able to solve it. Just giving consequences or punishments for children with Autism is not addressing the cause of the behaviour. We need to prevent the behaviour from happening by using preventative approaches.

Slide 17

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This is an example where the child is using the same behaviour for three different purposes - avoiding an activity, getting attention and getting self stimulation.
We should address all these functions and have different interventions for a different situation or function.

Slide 18
This is a child that uses different behaviours that have the same function – getting attention – so we should plan one intervention.

Slide 21
Ask the delegates: What factors that did not occur immediately before the behaviour, might play a part in influencing that behaviour? (e.g. biological reasons - tiredness, thirst, etc. Social – lots of people, different teacher. Environmental – noise, smells etc.)
The setting events, antecedants, behaviour and consequences are the four elements that are analysed when conducting a funtional behviour assessment.

Slides 22 and 23
Paper will be needed for this activity.
Identify a suitable video showing the build-up to a fight scene, such as this example from the Bridget Jones film: https://www.youtube.com/watch?v=gBvOHpNhswo or a similar clip from a television show. Ensure that there is nothing objectionable or offensive in the video. Play the clip for the first time. In discussion with the delegates, define the behaviour, decide which type of assessment would be useful and how would they record this on an ABC chart. Working in pairs, play the video a second time and complete an ABC chart on the observed behaviour. Explain to delegates that this approach should be used if they have observed an incident. If they haven't witnessed the incident and are interviewing someone about what happened, then it would be suitable to use the MAS or FAST methods to examine the behaviour in more depth.

Slide 24
This is outlining what should be included in a behaviour support plan.

Slide 25
Intervention strategies are reactive strategies.

Slide 26
Give a concrete example of when you might use this technique and what the consequences might be.

Slide 27
Ensure that the examples given are relevant to the audience (mainstream snd special schools).

Slide 28
Pica is the compulsion to eat non-edible substances or objects.

Slide 30
Many of the methods and strategies discussed can be found in previous modules.

Slide 31
This slide just introduces the strategies that are explained in more detail in the following slides.

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Slide 33
You can add other examples if you like.

Slide 34
Remember that there can be opposition to a difficult task. Build up confidence and compliance by starting with 3 to 5 easily achievable tasks. Then cycle through this process again as many times as needed.

Slide 35
Students are given easy tasks and then given positive reinforcement and encouragement when they finish each small task e.g. a 'thumbs up'. Then they are given a more difficult task where more effort is needed. This can be done with all school assignments.

Slide 37
Activity, as explained on the slide.

Slide 38
Discuss the importance of teaching what is developmentally and culturally appropriate BUT taking into account the differences, diversity of children with ASD – how much are we changing the person, and how much we are changing ourselves and the environment. Remember that you cannot change the autism and we must be willing to make adaptations as well as the child. Make sure the child has the skills to behave in an alternative manner.

Slide 39
It is important to teach both expected and alternate behaviour. Remember Social Behaviour Mapping from Module 3.

Slides 41 and 42
These are summary slides.

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Appendix 1
Transcript: Picture Exchange Video

I'm going to be explaining and demonstrating very briefly the first four stages of communication using picture exchanges. This is the first stage. With the first stage you actually need to have a motivator in this case is going to be an Apple. I am very motivated by food. I'm going to portray the student. For stage one, when you are introducing a picture exchange mechanism - you need to have two adults in place as well, to help with the process. So one adult is going to hold the motivator and try to lure me with that so I'm showing interest. The other adult will be stopping me and actually guiding to the actual picture. This is a picture of an apple. I'm going to be making an exchange. If the child doesn't actually pick it up you can actually help them along - that's why the other person is there. Try to communicate and say the word of what they are getting - so say 'Apple' when the exchange is going on. I'll show that to you again. I want the apple, so get the card. You say 'Apple'. That is stage one.

We're going to do stage two now. Stage two actually involves travelling. So actually I understand now that this symbol means an apple, it gets me an apple. But the student actually needs to take this now to another part of the room travelling for some distance. It could be across the table. It needs to be about approximately one to two metres at least away. It's important to communicate the word as you are doing the exchange. This is to help the child to actually understand that all of this is involving communication and hopefully they will pick up the words. Many parents worry that if you're doing picture exchange that the child will not learn to speak. We found that that's not true. Actually seeing the words visually helps the child to make sense of all these symbols and words that are going on in their head. So for phase three then. It's a step for looking at differentiation. So I have two symbols here - there's one for banana. I want an apple. I have to know what these symbols mean. And I know that I want an apple, so I'm going to actually choose a picture of an apple to exchange. At phase three, they have to be able to do that correctly and not just pick up any random card or picture handed over. They have to actually identify what the picture is and that has to be of something that they want to have.

The final stage I am then going to show you today is phase four and phase four is actually using something called a sentence strip - and this has the sentence 'I want'. 'I want' is a big motivator for most students. This is how they're going to be speaking. With learning to speak, first they will be showing that they want something. Again you have differentiation and you can increase the number of symbols as they grow more comfortable and confident with using the picture exchange systems. I want an 'Apple', so I'm going to put that together in that sentence strip. I'm going to do that independently to start with. You may have to do 'hand over hand' as an adult on the student to help them put together their very first sentence strip, and you may have it on the board like this. You may have more symbols inside which I'll show you that later. Starting off very simply though - just between the two symbols. Here's Apple. I'm going to exchange that and it's important to read out what the sentence says. So the adult says "I want Apple". I get my reward - so it's very motivating. As children actually grow to know what the symbols mean, you can increase the complexity of the book and order it in any way you want. This is a very advanced one - very complicated. It's got many different words here - lot of things that are motivating for the student. It's important that when you exchange that the student actually does get what they are asking for. It's really important that they see the power of language.

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Appendix 2

Transcript: Simple Sign Language

Hello - we're going to be practicing some Makaton signs so I'm going to do each sign twice

Hello

Look

Bye

Eat

Thank You

Book

Toilet

Mum (mother)

Drink

Dad (father)

School

Stop

Bus

Home

Car

Teacher

Sit

Biscuit

Now – Next

Pencil

Paper

What

Where

Who

When

Bubbles

Play

Why

Come Here

Stand

Quiet

Fruit