What we are covering today

- What is ASD?
- What it means for that child/person?
- What are the traits?
- What are the strengths and difficulties?
- What support is available?
- How can you support at home?
- Networks and resources
- Q & A

What is ASD?

- It is NOT an illness
- It is DIFFERENT for everyone – a spectrum
- No clear causes, however, it is NOT caused by:
- Bad parenting
- MMR vaccines
- Diet
- By infection
- Is life long
- People with Autism may have other conditions

What are the characteristics/ traits?

- Social communication and interaction challenges
- Sensory processing difficulties
- Highly focused and repetitive behaviours
- Extreme anxiety
- Meltdowns and shutdowns

What it means for that child/person?

- find it hard to communicate and interact with other people
- find it hard to understand how other people think or feel
- find things like bright lights or loud noises overwhelming, stressful or uncomfortable
- get anxious or upset about unfamiliar situations and social events
- take longer to understand information
- do or think the same things over and over

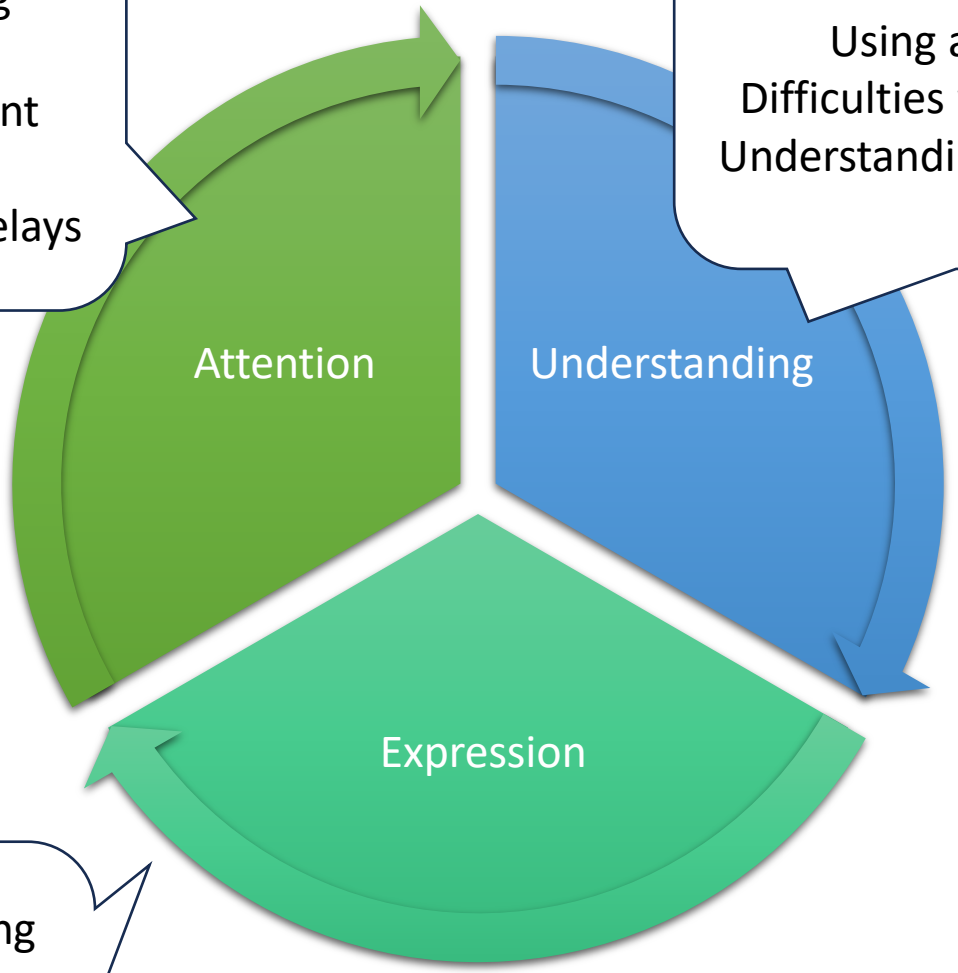
Is there a 'cure' for autism?

There is no known 'cure' for autism. **We also believe that autism does not need a 'cure' and should be seen as a difference, not a disadvantage**

Social communication and interaction challenges

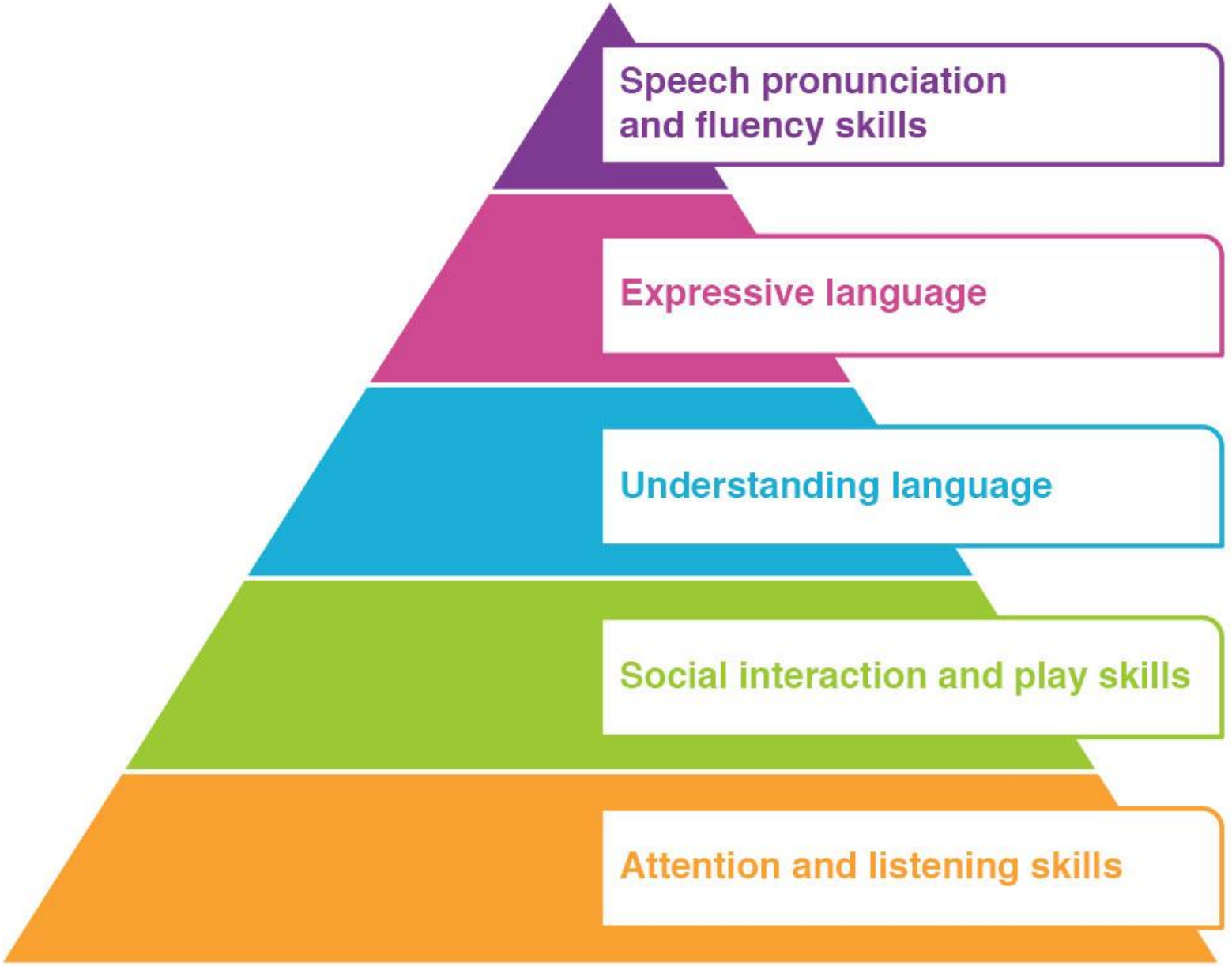
Difficulties maintaining attention or focus
Impacted by environment significantly
Language development delays

Saying the word doesn't equal understanding
Using and applying
Difficulties with generalizing
Understanding is a continuous goal

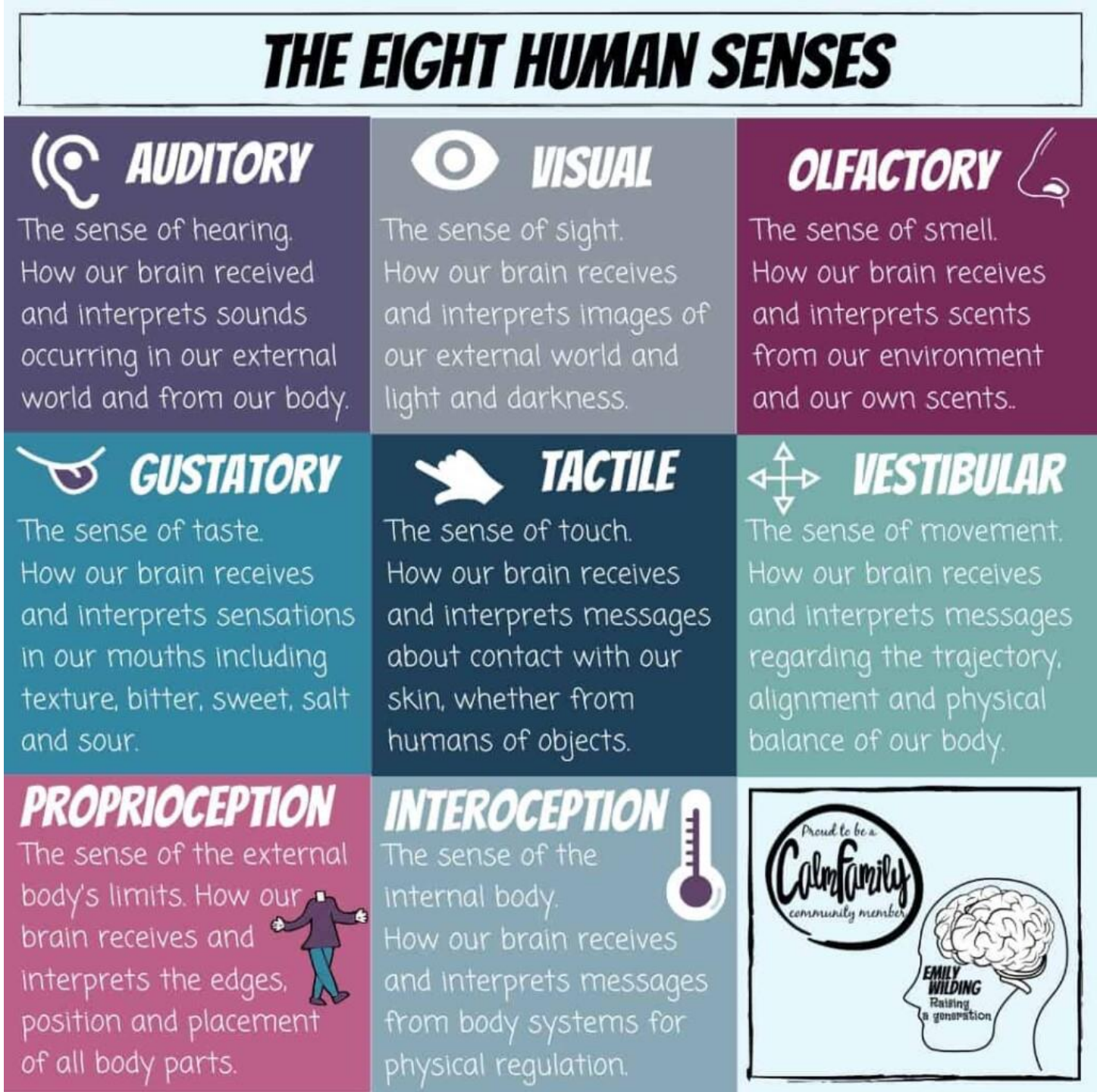


Empathy may appear lacking
What is the benefit to expressing?
Word finding difficulties
Understanding in context

Social communication and interaction challenges



Sensory processing difficulties



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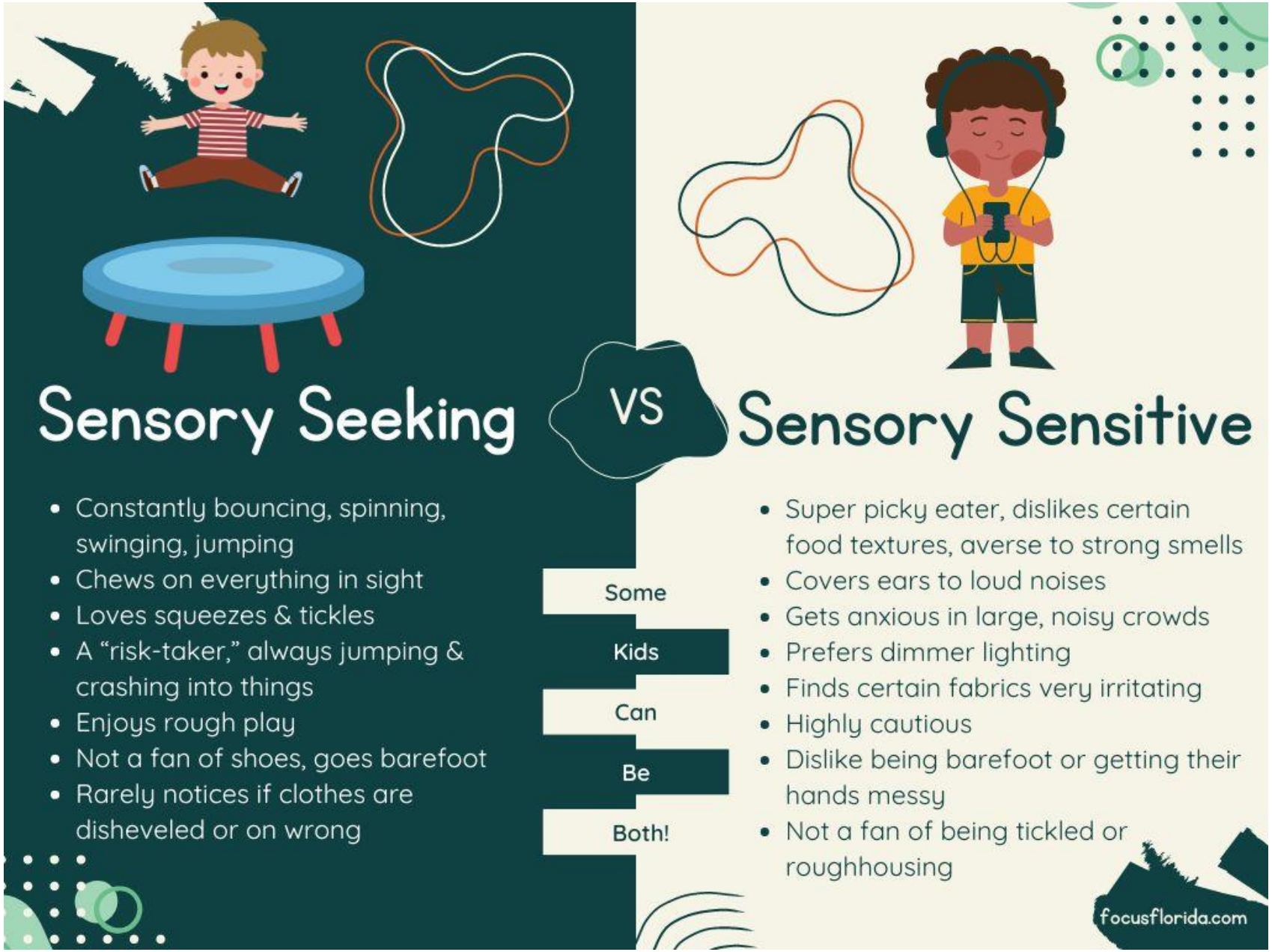
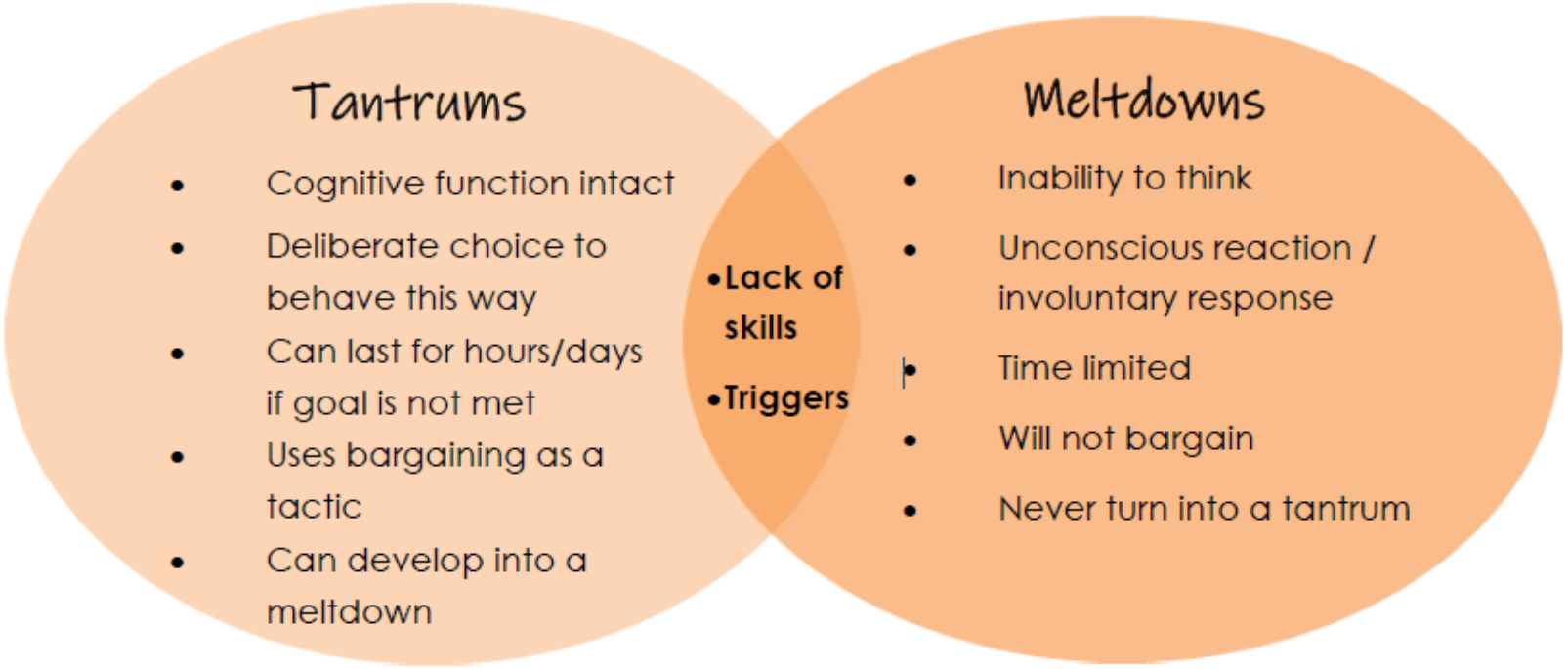


Meltdowns and shutdowns



Meltdowns and shutdowns

What happened before hand?
What are the triggers?
What happened that morning? Last time that lesson was on?
Why do you think a meltdown/shutdown has occurred?

What is the environment like?
Has it taken into account sensory needs?
Is it likely to overwhelm?
What needs to be different?
How accessible is it?

What was the adult's role?
Were they calm, emotionless, but also empathetic?
Did they escalate or de-escalate the situation?
Was this a teaching moment?

Scenarios and strategies

- Scenario 1

Student has their own work-station in the classroom. (pictured)

How do you think this will effect or support their:

Attention?

Learning?

Sensory processing?

Environmental checklist

Looking at an inclusive classroom checklist, score for either a student you work with (please do so if a 1:1) or a student/s you may support in a class

Please put student and your names on the sheet as this will help inform focus during learning/environment walks going forward

below. If the situation improves, select another target.

Remember this checklist is to help you. ☺

Provision/Strategy	✓ Well developed	✓Partly developed	Not yet developed
Classroom Environment			
Children are clear about the structure of the day: a visual timetable is on display.			
Transition from whole class to independent work is clearly signalled with visual/concrete resources to support.			
The environment is organised with clear signposts what happens and where.			
Resources are labelled.			
Colour coding environment/resources.			
Appropriate seating (Distraction free area).			
Independent work area.			
Low arousal area of the classroom.			
Links are made to previous learning across the curriculum.			
Variety of visual resources/concrete objects to support teaching and learning.			
Relevant information is clearly highlighted.			
Activities/tasks are differentiated.			
Individual/generic work-system.			
Work tasks and rewards linked to special interests.			
Resistance to Change			
Advance warnings are given of any changes.			
Special interests are used as motivators.			
Consistent use of strategies.			
Use choice to aid decision making.			

Scenarios and strategies

- Scenario 2

Student is having a meltdown. They are lying on the carpet, hitting out and in the way of others. The class was about to go on an impromptu trip. This was instead of their usual routine.

How would you manage this situation? What would you change in the lead up?

Behaviour support plans and strategies

Thinking of student you work with who presents with moments of dysregulation.

From what you know about ASD, how could you address it with the below table prompts. Please remember to put student names/classes.

Trigger	**Purpose of behaviour**	**Pro-active strategies**	**Reactive Strategies**	**Follow up**
What are the potential triggers the behaviour?	*Thinking of behaviour as communication, what do you think might be the purpose?*	*What could be done to prevent/address the behaviour?*	*What should the reaction be?*	*How are incidents followed up?*

Next steps

Environment/s

- Follow up environment walk with actions
- Consistent visuals in place
- Is the environment as clutter free as possible? Is overload reduced?

Behaviour/learning plans and profiles

- Consistent approach to behaviours from whole team
- Review

Targets (1:1s and EHCPs)

- Understanding what their targets are and how to work towards
- Review of targets for those working far below age appropriate