

## Autism 'Friendly' Environment

<b>Physical Environment</b>	<ol style="list-style-type: none"> <li>1. Are there appropriate and safe spaces for the pupil to work alone if necessary?</li> <li>2. Are there opportunities for the pupil to interact with others?</li> </ol>	<ol style="list-style-type: none"> <li>3. Are there opportunities for the pupil to experience different environments?</li> <li>4. Is account taken of the pupil's preferred working position and/or learning style?</li> </ol>	<ol style="list-style-type: none"> <li>5. Is there awareness that some environments may be problematic eg playground/gym hall?</li> </ol>
<b>Curriculum</b>	<ol style="list-style-type: none"> <li>1. How does the child communicate? Is it verbal or non-verbal?</li> <li>2. Are there strategies in place, which will take account of the pupil's style of communication?</li> </ol>	<ol style="list-style-type: none"> <li>3. Does the programme offer opportunities to develop social skills?</li> <li>4. Are there opportunities for peer support?</li> </ol>	<ol style="list-style-type: none"> <li>5. Are there sufficient/appropriate resources?</li> <li>6. How is information regarding the pupils shared with all those involved, including the parents?</li> </ol>
<b>Staff Skills</b>	<ol style="list-style-type: none"> <li>1. Are you able to meet the challenges of working with pupils on this spectrum?</li> <li>2. Are you willing to use a variety of teaching styles?</li> </ol>	<ol style="list-style-type: none"> <li>3. Are you familiar with the process of ongoing assessment and the need for intervention?</li> <li>4. Have you the opportunity to extend your knowledge base?</li> </ol>	<ol style="list-style-type: none"> <li>5. Are you able to work with others in a team?</li> <li>6. Are you familiar with strategies, which can help to raise a child's self esteem?</li> </ol>
<b>Parental Involvement</b>	<ol style="list-style-type: none"> <li>1. Is there a clearly specified procedure for collaboration with parents?</li> <li>2. Have parents the opportunity for joint assessment of their child's needs?</li> </ol>	<ol style="list-style-type: none"> <li>3. Are parents involved in the planning of a home and school programme?</li> </ol>	
<b>Multi-agency Involvement</b>	<ol style="list-style-type: none"> <li>1. Has the school developed a working arrangement with other agencies – in particular the Speech and Language Therapy service?</li> <li>2. Have opportunities for joint staff development and training been considered and explored?</li> </ol>	<ol style="list-style-type: none"> <li>3. Is the school confident in managing the responsibility of the multi-agency involvement?</li> </ol>	

## Audit of Environments for Learning in Autism

Key Elements					
<b>Physical Environment</b>	<ul style="list-style-type: none"> <li>• <u>Safety Features</u> <ul style="list-style-type: none"> <li>– Sense of Danger</li> <li>– Robust Fixtures</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <u>Space and Environment</u> <ul style="list-style-type: none"> <li>– Size and numbers</li> <li>– TEACCH Principles</li> <li>– Resistance to change</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <u>Time Out</u> <ul style="list-style-type: none"> <li>– Safe Haven</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <u>Toileting Arrangements</u> <ul style="list-style-type: none"> <li>– Accessibility</li> <li>– Independence</li> <li>– Privacy</li> </ul> </li> </ul>	
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>• <u>Learning Tasks</u> <ul style="list-style-type: none"> <li>– Direct Teaching</li> <li>– Transferred Skills</li> <li>– Time</li> <li>– Transition</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <u>Speech, Language, Communication</u> <ul style="list-style-type: none"> <li>– Simplified Instructions</li> <li>– Visual Auditory cues</li> <li>– Awareness of comm.. difficulties</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <u>IEP</u> <ul style="list-style-type: none"> <li>– Structured system</li> <li>– Strengths</li> <li>– Individual assessment needs</li> <li>– Balanced</li> <li>– Motivational</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <u>Social and Behavioural Development Plan</u> <ul style="list-style-type: none"> <li>– Positive behaviour management plan</li> <li>– Coping strategies</li> <li>– Obsessions and reward</li> <li>– Explicit rule</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <u>Peer Support</u> <ul style="list-style-type: none"> <li>– Support network/buddy system</li> </ul> </li> </ul>
<b>Staff Skills</b>	<ul style="list-style-type: none"> <li>• <u>Attitudes and Values</u> <ul style="list-style-type: none"> <li>– Creative Thinking Open</li> <li>– Flexibility</li> <li>– Best Outcomes</li> <li>– Team Players</li> <li>– Incorporative</li> <li>– Collaborative</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <u>Communication Skills</u> <ul style="list-style-type: none"> <li>– Understand ASD.</li> <li>– Interpersonal skills</li> <li>– Effective writing skills</li> <li>– Multi agency</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <u>Assessment and Intervention</u> <ul style="list-style-type: none"> <li>– Pupils needs</li> <li>– Observation skills</li> <li>– Progress evaluation</li> <li>– IEP's/curriculum</li> <li>– Interactional challenges</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <u>Knowledge Base and PD'S</u> <ul style="list-style-type: none"> <li>– Social</li> <li>– Communication skills</li> <li>– Professional supervision</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <u>Teamwork/Management Skills</u> <ul style="list-style-type: none"> <li>– Ability to: <ul style="list-style-type: none"> <li>Motivate</li> <li>Empower</li> <li>Facilitate</li> <li>Co-operative</li> <li>Assess</li> <li>Plan</li> <li>Implement</li> <li>Evaluate</li> </ul> </li> </ul> </li> </ul>
<b>Parental Involvement</b>	<ul style="list-style-type: none"> <li>• <u>Communication – Info given and consult</u> <ul style="list-style-type: none"> <li>– Parents as Experts/Partners</li> <li>– School Liaison</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <u>Joint Assessment</u> <ul style="list-style-type: none"> <li>– Full joint assessment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <u>Parents in Planning</u> <ul style="list-style-type: none"> <li>– Multi agency</li> <li>– Joint monitoring</li> </ul> </li> </ul>		
<b>Multi-Agency Involvement</b>	<ul style="list-style-type: none"> <li>• <u>Collaborative Approach</u> <ul style="list-style-type: none"> <li>– Joint Identification</li> <li>– Consultation – PAM's Early Involvement</li> <li>– Multi Agency Planning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <u>Joint Staff Recruitment and Training</u> <ul style="list-style-type: none"> <li>– Participation as appropriate</li> </ul> </li> </ul>			