



# ASD level 3 Pedagogy and progression



for educators working with children with ASN arising from significant social and communication difficulties, autistic spectrum disorder and co-morbid conditions



## ASD level 3 Pedagogy and progression

### 6 sessions

- |    |   |                           |
|----|---|---------------------------|
| 1. | Environment into pedagogy                     | 24 <sup>th</sup> January  |
| 2. | Social communication into pedagogy            | 21 <sup>st</sup> February |
| 3. | Purposeful learning into action               | 21 <sup>st</sup> March    |
| 4. | Frameworks for practice and improvement       | 25 <sup>th</sup> April    |
| 1. | SCERTS  |                           |
| 2. | Scottish Government Toolbox                   |                           |
| 5. | Challenging behaviour into positive behaviour | 23 <sup>rd</sup> May      |
| 6. | Present your case study or programme results  | 20 <sup>th</sup> June     |

## Course expectations

### Aims

1. To assist you in developing specialist expertise
2. Piloting the level 3 training course
  - Use the expertise in the room
  - Action inquiry based approach
  - You get out as much as you put in
  - Learning between sessions – self study (~10 hours)
  - Trialling practice elements
  - Talking about what you have learned between sessions at each session
  - Presenting a case study in session 6

### Participants will have:

1. practitioner research skills,
2. designed bespoke interventions, either a case study or a group programme
3. gathered data to identify needs and demonstrate improved outcomes
4. increased their understanding in evidence-based approaches to intervention for Autistic Spectrum Disorder
5. broadened and extended their knowledge ASD

## Outline for Session 1 Environment into pedagogy

- Warm-Up
- Pedagogy and the environment issues,
  - prior learning and practice and discussion
  - What effects we have seen?
  - Sharing practice
- Deepening our understanding of environmental considerations
- Learning/practice for next session
- Outlining the case study (for session 6)

## Activity 1- ASD Bingo

write the name of who has...

Written a social story	Used a comic strip conversation	Had a class discussion about ASD	Used alternative and augmentative communication
Worked with non-verbal children with ASD	Adapted the sensory environment	Worked with high functioning children with ASD	Trained a "buddy" in helping a child with ASD
Used a post-box with a visual timetable	Structured a transition inside the school day	Used a "now and next" visual timetable	Set-up a comfort box
Presented on autism to a roomful of people	Completed a Functional Analysis of Behaviour	Written a social script	Used the ASD toolbox

## ...into Pedagogy

**Pedagogy** is the discipline that deals with the theory and practice of teaching.

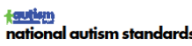
Pedagogy informs teaching strategies, teacher actions, and teacher judgments and decisions by taking into consideration [theories of learning](#), understandings of students and their needs, and the backgrounds and interests of individual students.

Pedagogy includes how the teacher interacts with students and the social and intellectual environment the teacher seeks to establish. Spanning a broad range of practice, its aims range from furthering [liberal education](#) (the general development of human potential) to the narrower specifics of [vocational education](#) (the imparting and acquisition of specific skills).

## Thought experiment

- If your brain processes all the variables in an environment at once what in this room...
  - Hinders you focusing on what's important?
  - Helps you focus on what's important?
- What would you change?
- Reflection – what theory of learning do you think this area most closely links with?
  - A. Behaviourism
  - B. Cognitive Information Processing (Cognitivism)
  - C. Constructivism
  - D. Experientialism
  - E. Social Learning

## Sensory Audits



**national autism standards**

Supported by  
**Department for Education**

### Sensory Audit for Schools and Classrooms

Devised by Ian Atfield, Amy Fowler and Val Jones

This sensory audit is to help staff to assess and create an environment that enables the participation of pupils with autism. It does not cover all aspects, but gives ideas on the ways in which a setting might be altered if pupils experience sensory processing difficulties and find it hard or very anxiety-provoking to tolerate certain sensations or situations.

Good Practice and Evidence to look for	Current Situation	Possible action (if needed)
<p><b>Visual</b></p> <p>Classroom illumination is suitable for pupils with autism.</p> <ul style="list-style-type: none"> <li>Fluorescent lights are regularly checked and changed (flickering lights can be very disturbing)</li> <li>The effects of light coming into the room through blinds and creating distracting patterns are minimised</li> <li>Light reflecting on objects such as metal or shiny surfaces in the classroom is minimised.</li> </ul> <p>The classroom is orderly and not cluttered so that pupils can make sense of the environment.</p> <ul style="list-style-type: none"> <li>The impact of wall displays is considered (busy and cluttered wall displays can be distracting).</li> <li>Designated areas for specific activities to give clarity to the classroom organisation.</li> <li>Pupils have the opportunity to work at a workstation to focus their attention, if necessary</li> </ul>		

www.autismeducationtrust.org.uk

## Extending knowledge on environmental changes

<https://www.hirstwood.com/wp-content/uploads/2016/11/Checklist-for-Autism-Friendly-Environments-September-2016.pdf>

- A. Sensory, (sight, sound, smell, proprioception)
- B. communication systems, escape/leave, awareness
- C. Sensory (Taste, touch, balance), Theory of Mind

1. What is your experience of using checklists to plan your classroom environment? (which one have you found most useful?)


We know the following are important:

- Routines
  - Micro-transitions
  - Using the objects/environment to create communication
  - Child-led communication attempts
2. What can we manipulate in the environment in order to enhance learning?

## Environment into pedagogy

Consider the purpose around why you might manipulate these?

- Routines around learning
- Reference to visual/text schedule
- Purpose of objects in environment
- Wall displays
  - Encourage communication
  - Encourage learning
- learning tasks
  - Starting
  - Monitoring/scaffolding
  - Ending and moving on

A slide with a light green background and a dark green arrow pointing right. The title 'Activity 2' is in a large, dark font. Below the title is a bulleted list of instructions for a group activity.

## Activity 2

- In pairs/groups identify:
  - 2 things you have tried to implement
  - Learning taken from each of those
    - what worked well?
    - What worked not so well?
    - How can it be improved/changed?

A slide with a light green background and a dark green arrow pointing right. The title 'Into Practice' is in a large, dark font. Below the title is a numbered list of tasks for the next session.

## Into Practice


- For next session
  1. Use an audit tool in your main room back at school
  2. Tell us what you found and what you did about it.
  3. Pick an article and read it (see next slide)
  4. Tell us the "story" of the article
  5. Begin thinking about and identifying your case study child/group.

## Learning for next session

- Pick an area for deeper exploration
  - Sensory environment  
<https://www.middletownautism.com/files/uploads/dq4f1cca803fd337a926bf55fd152bd8.pdf>
  - Adults in environment  
<https://www.middletownautism.com/files/uploads/e172e242d989810728e2b9cd26b2ef90.pdf>
  - Wall displays  
<https://www.middletownautism.com/files/uploads/aa05974e8e79bcbfb243ab656a97599f.pdf>
  - Conscious clutter  
<https://www.middletownautism.com/files/uploads/f8f64934308a5253d9ceade80474c57f.pdf>
- Tell us a story of change
  - What was it like before (the beginning)
  - What change did they make and what effect did this have (the middle)
  - What is it like after (the end).

## The Case Study

- Your task
- Identify an individual (or group)
- Initial assessment
  - identify gaps/areas for intervention (the why)
  - Plan and implement a Multi-level intervention
    - Environmental change
    - Social communication pedagogy
    - Purposeful learning
    - Modifying behaviour
  - Measure the change (e.g. pre and post measures)
  - Conclusions
  - Reflect against Frameworks for practice
  - Way forward
  - Present on these 7 areas in session 6. e.g. Poster, PowerPoint, Blog, written paper.



## Case Study

- Methods
  - Narrative
  - Observation
    - Time sampling
    - Event recording
    - Structured recording
  - Interviews
  - Outcome measures
    - SHANARRI spidergram/wellbeing wheel
    - Curriculum for Excellence Experiences and Outcomes
    - Your own learning measures
- Limitations
  - Generalise
  - Researcher bias
  - Replication

<https://www.simplypsychology.org/case-study.html>



## Useful websites

- <http://www.autismtoolbox.co.uk/>
- [www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk)
- <https://www.middletonautism.com/research/research-bulletins>