

# ASD level 3 Pedagogy and progression

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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 – Susi Wakely  |                           |
| 2. | Scottish Government Toolbox                                   |                           |
| 5. | Challenging behaviour into positive behaviour – Anne Mulvenna | 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)

## 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 2

## Social communication into pedagogy

- Reflections on the environmental considerations
  - Article feedback – tell the story
    - Group discussion]
    - feedback
  - Case Study progress update
  - Deepening our understanding of social communication
  - Sharing practice
  - Learning/practice for next session
- 15m
  - 10 m groups
  - 15m
  - 5m
  - 30m
  - 30m
  - 15m

# Discussion

Environmental Check list use?

- What EC did you use and why?
- What did you find?
- What did you change?
- What effect has this had?
- Reflections?

- Article – which one?
- 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).

Case Study

- Why this child? (initial assessment)
- Have you got consent? (ethics)

# Social Communication

- **Social communication** is the use of language in **social** contexts. It encompasses **social** interaction, **social** cognition, pragmatics, and language processing.
- **Social communication skills** refer to all of the **skills** we need when using language to **communicate** and engage in conversations with others. **Social communication** encompasses the following **skills**:
  - Using language for a range of functions, e.g. to provide information; to question; to negotiate; to suggest; to clarify.
  - Conversational skills, e.g. starting and finishing conversations; maintaining a topic of conversation; taking turns in a conversation.
  - Understanding shared and assumed knowledge, i.e. how much information the listener needs to understand.
  - Understanding and using non-verbal communication skills, e.g. eye contact, facial expression, gesture, proximity and distance.
  - Understanding implied meaning
- How do we help children build those skills?
- <https://www.hacw.nhs.uk/our-services/speech-language-therapy/childrens/resources/>



# Social communication in pedagogy

- Explicit teaching (or other method)
- Practice
- Revisit – progression

What about...

Incidental Learning?

## 6 Education Theorists That All Teachers Should Know



*Lev Vygotsky*

- \***Zone of Proximal Development (ZPD)** – The range of skills that are a little bit more difficult than what a student can do independently.
- \***Scaffolding** – Changing the level of support to meet the ability of the child



*Jean Piaget*

- \***Schema** – The things a child already knows. Students connect new knowledge to an existing schema
- \***Constructivism** – Students learn by doing, rather than by being told



*B. F. Skinner*

- \***Behaviorism** – Positive reinforcement (praise, rewards, etc.) strengthens behavior or increases the likelihood that the behavior will be repeated. Negative reinforcement (punishment) pushes a child away from a behavior.



*Jerome Bruner*

- \***Spiral Curriculum** – Children can tackle challenging topics in age appropriate ways. These topics can be revisited and expanded upon year after year



*Benjamin Bloom*

- \***Bloom's Taxonomy** – a hierarchy of learning objectives starting with knowledge and growing in complexity to evaluation.

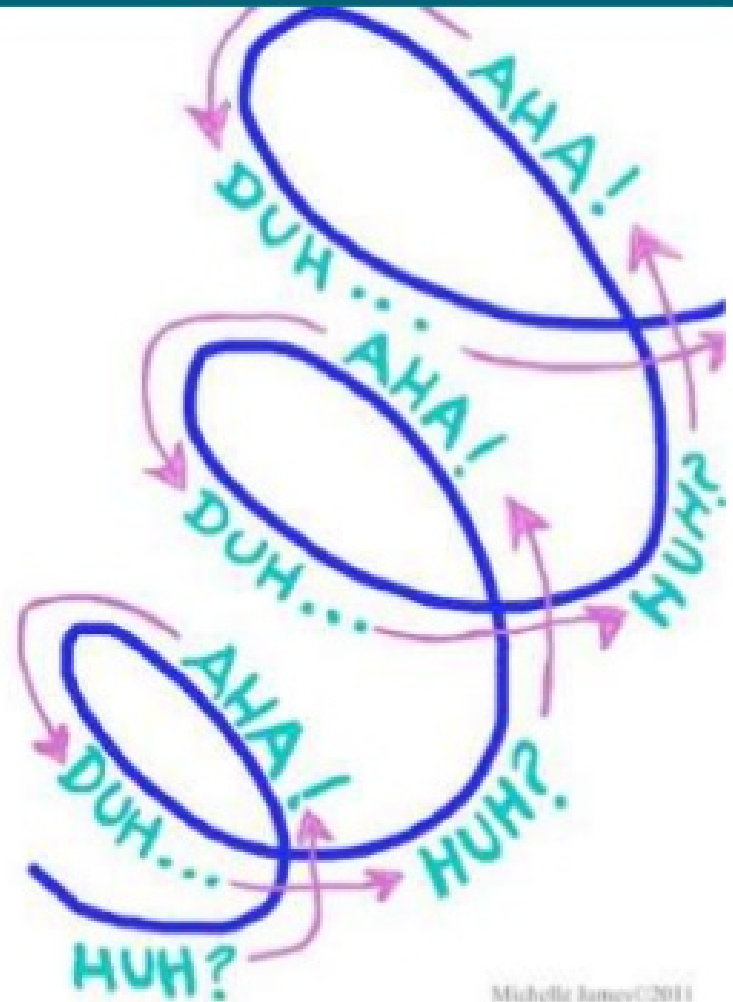


*Howard Gardner*

- \***Multiple Intelligences** – Humans have several ways of processing information (musical, visual, verbal, logical, etc.)

# Bruner's Spiral Curriculum

- (1) The student revisits a topic, theme or subject
- (2) The complexity of the topic or theme increases with each revisit
- (3) New learning has a relationship with old learning and is put in context with the old information.





# Improving social communication

1. Noticing and praising new skills
2. Appropriate to developmental stage and language skills
3. Explicit teaching of skills such as play, turn taking, how to...
4. Using a specific approach or method
5. Building towards communication in groups
  1. Adult - child
  2. Child – child
  3. 3 children
  4. Etc...

# Communication interventions

<https://www.sign.ac.uk/assets/sign145.pdf>

- ▶ Parent led interventions – improve social communication with parent
  - ▶ joint attention and early interaction skills - precursor to communication through language.
  - ▶ features - working on joint attention and communicative intent
- ▶ PECS - most beneficial for those with a specific developmental profile (low joint attention, low motor imitation and high object exploration)
- ▶ Environmental visual supports to assist understanding
- ▶ Social skills groups
- ▶ Computer based intervention
- ▶ Social Stories™ - easy to implement - potential for improvement may be limited.
- ▶ **Facilitated communication should not be used as a means to communicate with children and young people with ASD**

# Other interventions

- CBT – for anxiety (and with melatonin for sleep)
- TEACH – no strong evidence
- Early intensive behavioural intervention (EIBI) programmes – good evidence
- Auditory integration training (AIT) – inconclusive
- OCCUPATIONAL THERAPY AND SENSORY INTEGRATION THERAPY - limited consistent improvement
- Music therapy may help children with ASD – too small scale at present
- Food diet – inconclusive – sensible of with co-morbid issue.  
“Gastrointestinal symptoms in children and young people with ASD should be managed in the same way as in children and young people without ASD.”
- evidence for the use of complementary and alternative therapies for individuals with ASD is sparse and no strong conclusions could be drawn
- exercise for individuals with ASD may be beneficial for improving motor skills and social interaction

# Social Communication

## Guess who?

## Tap the symbol

- We need to consider where children are in their language skills?
  - Pre-verbal
  - Emerging verbal
  - Verbal

## Comic Strip Conversations

## Barrier games

## Social Scripts

- **Group discussion**
- Describe a child at one of the three stages and how their social communication manifests itself
- What social communication skills have you tried to “teach”? How?
- Describe the progression.

## Point to Jar

# Learning for next session

- ▶ Pick an area for deeper exploration
  - ▶ Communication - **Severe and Profound Learning Difficulties**  
<https://www.middletonautism.com/files/uploads/e4259e9828bf242719bb26ac9337e909.pdf>
  - ▶ Social and leisure skills  
<https://www.middletonautism.com/files/uploads/682a0ef3230f92198342bbc99fb06e62.pdf>
  - ▶ Inclusion  
<https://www.middletonautism.com/files/uploads/7f947ac57658450705a958dd9c0c65a3.pdf>
- ▶ Summarise the key points and present to the group
  - ▶ Describe the interventions and why (e.g. who for)
  - ▶ What effect and how effective (evidence)
  - ▶ Implications for your practice

# The Case Study

Identify an individual (or group)

- ▶ Initial assessment
- ▶ identify gaps/areas for intervention
  - ▶ Environment assessment
  - ▶ Social communication assessment
- ▶ Plan and implement a Multi-level intervention
  - ▶ Environmental change
  - ▶ Social communication pedagogy
  - ▶ Purposeful learning
  - ▶ Modifying behaviour
- ▶ Measure the change
- ▶ Reflect on framework for practice
- ▶ Conclusions or way forward



# Useful websites

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