ASD level 3 Pedagogy and progression

1

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

https://blogs.glowscotland.org.uk/fa/epspractitioners/training-courses/autism-level-3-course/

https://glo.li/2Nf1418

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ASD level 3
Pedagogy and progression

6 sessions

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

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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

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Outline for Session 3
Purposeful learning into action

- Reflections on the social communication interventions
- Article feedback – tell the story
  - Group discussion]
  - feedback
- Case Study progress update
- **Deepening our understanding Purposeful learning into action**
- Sharing practice/engagement model
- Learning/practice for next session

- 15m
- 10 m groups
- 15m

- 5m
- 30m

- 30m
- 15m

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Octopus legs

Discussion

1. Social Communication use?

- What did you find?

- What has been tried already and what progress have they made?

- What social communication interventions would be appropriate?

- Reflections?

- 2. Article –

- Tell us a story of change

  - What was the problem they were trying to solve (the beginning)

  - What did they do or change? (the middle)

  - What results or outcome did they have and what implications for practice are there? (the end).

3. Case Study
➢ What is their social communication like?
➢ How do they interact with the environment and what does the check list indicate?
➢ What are the gaps?
  ➢ Environment
  ➢ Social communication

Nick Balchin © 2019 ➢ What is your thinking in terms of intervention in these areas?

Discussion on learning from last session

- Articles from last session
  - Communication - **Severe and Profound Learning Difficulties**

https://www.middletownautism.com/files/uploads/e4259e9828bf242719bb26ac9337e909.pdf

  - Social and leisure skills

https://www.middletownautism.com/files/uploads/682a0ef3230f92198342bbc99fb06e62.pdf

  - Inclusion

https://www.middletownautism.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

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Purposeful Learning

- Seeing the purpose or value to a learning task
  - The why!
  - Immediacy
  - Learn this in order to complete that
  - social value
- Transferring the learning into new contexts

- Children with autism have more difficulty in working with the value or purpose the teacher or adult sees to a learning task
  - Different logic
  - Different values (what is important to them)
  - Timescales
  - Different intrinsic interests
  - less tolerance for areas not interested in

Interventions

- Use *incidental learning* deliberately
- Make explicit the purpose
  - in language they understand
  - In concrete terms
  - Immediate benefit
- Goal setting conversation
- Make visible the "end" product
- video modelling

- Following the child's lead and reflecting back
- Explicitly link to known interest
- Using ICT based learning (e.g. ASDtech)
  - Android robot for job interviews
  - Story creator apps
- The Engagement Model (Carpenter)
- FAIL culture/approach – first attempt in learning,

Making purposeful

- Interventions described in social communication realm may also be relevant. As they help change the "why" a person with autism needs to do something

  - social stories,

  - Comic strip conversations

- Rewards (tokens) can help shape the behaviour but have limited impact on changing the intrinsic motivation for completing a learning task

- The educational task remains to give them the skills so that they can start to see purpose and value

- Metacognition – awareness of their own learning

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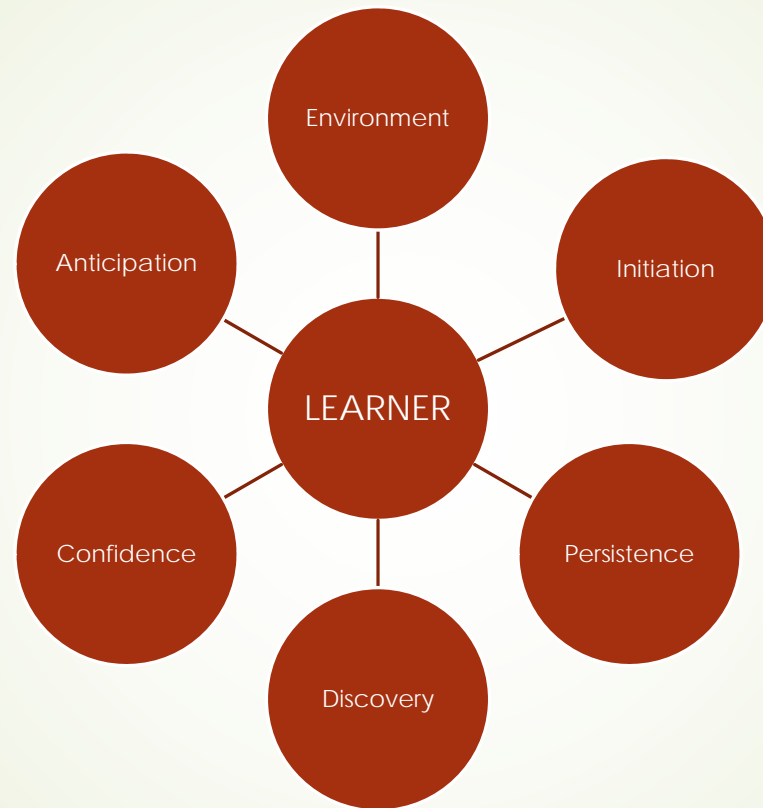
Engagement Model

Adapted from Carpenter et al 2015 Engaging Learners with Complex Learning Difficulties and Disabilities by Lindsay Graham Education Consultant, Your Learning Ability.

Using the Engagement Model to track progress

Indicator	Score (0-4)	What happened?	What next?
Environment		What are the different issues in the environment?	
Anticipation		Is there anything the child expected/knew was going to happen?	
Persistence		What is the child really persisting at?	
Confidence		What was the child most comfortable/confident doing?	
Initiation		What does initiation look like?	
Discovery		What does excitement look like?	

Key for scoring	0	1	2	3	4
	No engagement	Low/fleeting levels	Partly sustained	Mostly sustained	Fully sustained and focused

The Case Study

Identify an individual (or group)

- Initial assessment
- identify gaps/areas for intervention
    - Environment assessment
    - Social communication assessment
    - **Purposeful learning – what difficulties arise? Are you sure?**
- 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

Baseline and post measures

- Qualitative data
  - using a narrative approach
  - Speaking to the child/parents

- Quantitative Data
  - Run Chart, simple measures Plan Do Study Act
  - Pre and Post testing

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Useful websites

- [Technology and innovations for ASD teaching](#)

- https://www.educationalappstore.com/app/category/autism-apps

- http://www.asdtech.ed.ac.uk/

- http://www.friendshipcircle.org/blog/2013/02/11/12-computer-programs-websites-and-apps-for-making-social-stories/

- https://www.specialapps.org/en-gb/special-stories.html

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