

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

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

<https://glo.li/2Nf1418>

1

ASD level 3

Pedagogy and progression

6 sessions

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

Purposeful learning into action

- Reflections on the purposeful learning/case study
 - 15m groups

- Deepening our understanding Frameworks
 - SCERTS
 - 1 hr
 - Autism Toolbox
 - 15m

- Case Study
 - 30m

Discussion

Purposeful Learning?

- ▶ What area did you explore?
- ▶ What has been tried already and what progress have they made?
- ▶ What interventions were/would be appropriate?
- ▶ Reflections?

SCERTS

- ▶ Susi Wakely and Fiona Gorrie
See separate handout

Autism toolbox

- ▶ Menu of Interventions

- ▶ <https://www2.gov.scot/Resource/0043/00438221.pdf>

“The group drawing up this guideline is not, therefore, in a position to make evidence based recommendations.”

- ▶ Autism Progress Handbook

- ▶ <http://www.autismprogress.org/Portals/2/Autism%20Progress%20Handbook.pdf>

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?
 - Modifying behaviour
- 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

What you will present

In poster, or PowerPoint (or presi etc) – let me know by next session.

- 1) What was the child like
- 2) What was your assessment (the gaps)
 - 1) Measures/narrative
- 3) What did you do (intervention)
 - 1) Environmental change
 - 2) Social communication pedagogy
 - 3) Purposeful learning
 - 4) Modifying behaviour
- 4) What was the effect?
 - 1) Measures/narrative
- 5) How does this fit with ASD frameworks?
- 6) What implications for practice are there?

For next session

- Read and reflect on:
 - SCERTS
 - Intervention guide – Autism Toolbox
- Inform me of your presentation format for case study.