

ASD overview - strategies

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ASD training

► Level 1 – Informed Practice

<https://education.gov.scot/improvement/self-evaluation/inc84-inclusive-education>

<https://education.gov.scot/improvement/learning-resources/inclusion-in-practice> CIRCLE

ASD

<http://www.autismtoolbox.co.uk/free-online-learning-modules>

<https://www.futurelearn.com/courses/autism>

<http://www.autismtoolbox.co.uk/nhs-education-scotland-autism-resources>

► Level 2 – Skilled Practice

See CPD manager

SCERTS in 2021 (tis is a Framework for practice that covers levels 2 and 3)

► Level 3 – Enhanced Practice

See CPD manager (not scheduled yet)

► Level 4 – Expertise (or management)

Masters level or specific training for specific jobs. Not currently offered by Falkirk Council.

ASD today's seminar

1. Superquick overview
2. Environment into pedagogy
3. Social communication into pedagogy
4. Purposeful learning into action
5. Challenging behaviour into positive behaviour

<https://blogs.glowscotland.org.uk/fa/epspractitioners/training-courses/>

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

Diagnostic Criteria

- **From DSM V**
- To meet diagnostic criteria for ASD according to DSM-5, a child must have **persistent deficits** in **each of three areas** of social communication and interaction (see A.1. through A.3.) plus **at least two** of four types of restricted, repetitive behaviours (see B.1. through B.4.).

To meet diagnostic criteria for ASD according to DSM-5, a child must have **persistent deficits in each of three areas** of social communication and interaction.

- **A. Persistent deficits** in social communication and social interaction **across multiple contexts**, as manifested by the following, currently or by history (examples are illustrative, not exhaustive; see text):
 - **A.1.** Deficits in social-emotional reciprocity, ranging, for example, from abnormal social approach and failure of normal back-and-forth conversation; to reduced sharing of interests, emotions, or affect; to failure to initiate or respond to social interactions.
 - **A.2.** Deficits in nonverbal communicative behaviours used for social interaction, ranging, for example, from poorly integrated verbal and nonverbal communication; to abnormalities in eye contact and body language or deficits in understanding and use of gestures; to a total lack of facial expressions and nonverbal communication.
 - **A.3.** Deficits in developing, maintaining, and understand relationships, ranging, for example, from difficulties adjusting behaviour to suit various social contexts; to difficulties in sharing imaginative play or in making friends; to absence of interest in peers.

B. Restricted, repetitive patterns of behaviour, interests, or activities, as manifested by **at least two** of the following, **currently or by history** (examples are illustrative, not exhaustive; see text):

- **B.1.** Stereotyped or repetitive motor movements, use of objects, or speech (e.g., simple motor stereotypes, lining up toys or flipping objects, echolalia, idiosyncratic phrases).
- **B.2.** Insistence on sameness, inflexible adherence to routines, or ritualized patterns of verbal or nonverbal behaviour (e.g., extreme distress at small changes, difficulties with transitions, rigid thinking patterns, greeting rituals, need to take same route or eat same food every day).
- **B.3.** Highly restricted, fixated interests that are abnormal in intensity or focus (e.g., strong attachment to or preoccupation with unusual objects, excessively circumscribed or perseverative interests).
- **B.4.** Hyper- or hyporeactivity to sensory input or unusual interest in sensory aspects of the environment (e.g. apparent indifference to pain/temperature, adverse response to specific sounds or textures, excessive smelling or touching of objects, visual fascination with lights or movement).

And...

- **C.** Symptoms must be present in the early developmental period (but may not become fully manifest until social demands exceed limited capacities, or may be masked by learned strategies in later life).
- **D.** Symptoms cause clinically significant impairment in social, occupational, or other important areas of current functioning.
- **E.** These disturbances are not better explained by intellectual disability (intellectual developmental disorder) or global developmental delay. Intellectual disability and autism spectrum disorder frequently co-occur; to make comorbid diagnoses of autism spectrum disorder and intellectual disability, social communication should be below that expected for general developmental level.

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?

Sensory Audit for Schools and Classrooms

Devised by Ian Attfield, 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.

Visual

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

www.autismeducationtrust.org.uk

Sensory Audit for Schools and Classrooms

This sensory audit is based on an audit designed by Val Jones and Ian Attfield to help staff in assessing and creating an environment that encourages the participation of pupils on the autism spectrum. It does not cover all aspects, but gives ideas on the ways in which the setting might be altered if pupils experience sensory processing difficulties and find it hard or very anxiety-provoking to tolerate certain sensations or situations.

VISUAL

Pointer	Evidence to look for	Current Situation	Possible action (if needed)
Classroom illumination is suitable for pupils on the autism spectrum.	Fluorescent lights are regularly checked and changed. (Flickering lights can be very disturbing.)		
	The effects of light coming into the room through blinds and creating distracting patterns are minimised.		
	Light reflecting on objects such as metal or shiny surfaces in the classroom is minimised.		
The classroom is orderly and not cluttered so that pupils can make sense of the environment.	The impact of wall displays is considered. (Busy and cluttered wall displays can be distracting).		
	Designated areas for specific activities to give clarity to the classroom organisation.		
	Pupils have the opportunity to work at a workstation to focus their attention, if necessary.		

NOISE and SOUNDS

Pointer	Evidence to look for	Current Situation	Possible action (if needed)
Sounds from classroom equipment are kept to a minimum.	Televisions, videos, audio systems and computers are switched off when not in use to avoid a mains hum.		

Extending knowledge on environmental changes

[Environmental checklist for people \(southwestyorkshire.nhs.uk\)](https://southwestyorkshire.nhs.uk)

Sensory, (sight, sound, smell, proprioception)

A. communication systems, escape/leave, awareness

B. 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?)

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/>

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 +

[Social stories & comic strips | Falkirk Educational Psychology Service Practitioners Pages \(glowscotland.org.uk\)](https://glowscotland.org.uk)

See additional resources from Tony Attwood and Carol Gray

Writing a social story – types of sentence



- **Descriptive** sentences describe the '6 W's'
- **Perspective** sentences describe reactions and responses or feelings of others
- **Directive** sentences describe desired responses in target situation
- **Affirmative** sentences expressing a shared value or goal
- **Control** sentences
- **Cooperative** sentences

By Ann Steele, see [Social stories & comic strips | Falkirk Educational Psychology Service Practitioners Pages \(glowscotland.org.uk\)](https://glowscotland.org.uk/social-stories-comic-strips)

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

Challenging Behaviour

1. Review the earlier three types of approach
 1. Sensory, purpose, social communication
2. General strategies
3. More bespoke intervention

19 general suggestions

some adults can find it
difficult to implement
non conditional
approaches

.....

can you see why this
could work ?



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provide predictability:

- timetables
- transparent expectations
- pre - scribed consequences
- scripts with self evaluation / guidelines

use of non directive language:

- provide choices
- objects of reference
- transitional objects
- suggestions versus directions

avoid fuelling the fire:

- avoid the NO word
- reduce 'triggers'
- **non conditional approach**
- avoid responding emotionally in a negative way
- avoid intervening until 'meltdown' has truly passed

try to:

- provide a safe space
- exude calmness
- get pupils to see you are 'on their side'
- accept what the pupil can only give
- provide a developmental approach rather than strategy


05/06/202

Targeted intervention

- What does assessment tell us
- Functional Analysis of Behaviour
 - Antecedents, Behaviour, Consequences
- goal setting
- Use of visual/charts with explicit goals
- ***The conversation about the expectations is the most valuable part but it's often easier for children with ASD to look at the piece of paper.***

EXAMPLES OF PLANNED CONSEQUENCES – EMOTIONAL REGULATION

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	FOOTBALL GUIDELINES [INDIVIDUAL PUPIL]		Brian	staff
	I was able to:			
	walk to the pitch calmly			
	play calmly and safely			
	let others have the ball and take turns			
	use positive and encouraging language with my friends			
	keep my voice at an appropriate level			
	keep my emotions under control			
	follow adult advice			
	walk back from the playground calmly			
	settle any arguments with my team mates before playing again			
	If we keep to these guidelines:		If we can't keep to these guidelines:	
<ul style="list-style-type: none">▪ we will stay good friends▪ we will enjoy playing football▪ we will want to play together again▪ we will be good team players▪ we will improve and be a great team		<ul style="list-style-type: none">▪ we won't be good friends▪ we won't enjoy playing football▪ we won't want to play together again▪ we won't be good team players▪ We will need to practice the things we find difficult		

Into Practice

1. Use

1. an audit tool in your main room back at school
2. Social communication tool – either a social story, or a scrip or a comic strip conversation
3. Purposeful learning interventions

Useful websites

- <http://www.autismtoolbox.co.uk/>
- www.autismeducationtrust.org.uk
- <https://www.middletownautism.com/research/research-bulletins>
- <https://blogs.glowscotland.org.uk/fa/epspractitioners/training-courses/>
- <https://blogs.glowscotland.org.uk/fa/epspractitioners/materials/>