

# Supporting EAL pupils with ASD

EAL Specialist Team  
EAL GDSS IES



# EAL SPECIALIST TEAM

- Advisory visits
- Supporting colleagues in schools
- Peripatetic support in schools
- Resource provision and development
- Support the development of parental partnership



# Supporting EAL pupils with ASD

## Working with parents

- Support parents in understanding child's language difficulties
- Provide strategies for language and behaviour
- Provide shadowing sessions where parents can observe strategies
- Recommend resources to support first language development

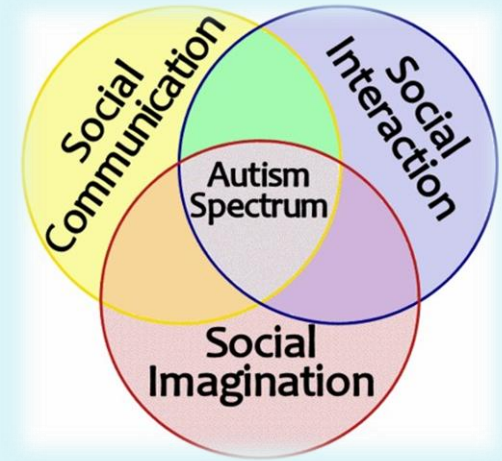
# Supporting EAL pupils with ASD

- Brief overview of ASD
- Strategies to support EAL pupils with ASD

# Supporting EAL pupils with ASD

## Autism Spectrum Disorder

- Triad of impairments
  - social interaction
  - language and communication
  - imagination
- Spectrum
- Lifelong pervasive developmental disorder
- Comorbidity with other developmental disorders
- Prevalence rate



# Supporting EAL pupils with ASD

## Receptive language

- Difficulty in using language in the context of its meaning.
- Pupils may also have limited expressive language as the understanding is the key element to use language effectively.
- Word finding difficulty/delayed response
- Difficulty in following and retaining verbal information/frustration while trying to communicate



# Supporting EAL pupils with ASD

## Expressive language

- No spoken language
- Limited vocabulary and verbal communication
- Poor sentence structure
- Difficulty to initiate and hold conversation
- Difficulty to come to the point/ talking in circles
- Difficulty in recalling and retelling information



# Supporting EAL pupils with ASD

## Language support Strategies

- Keep communication short and simple-speak at a slower rate-say child's name to gain attention
- Use the same style/language/phrases when giving directions
- Wait for the child to respond-extra time for processing language and formulating response
- Use visual support to reinforce understanding of new vocabulary
- Model back and expand on child's utterances-DO NOT ASK the CHILD TO REPEAT AFTER YOU

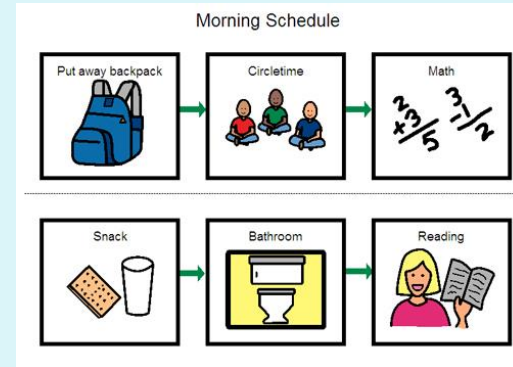
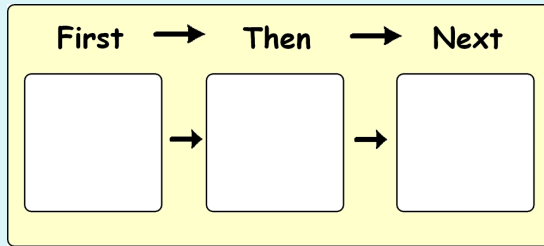
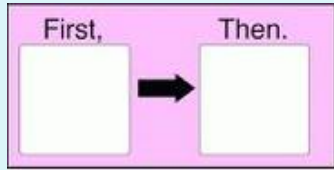


# Supporting EAL pupils with ASD

## Autism friendly environment

- Structure the environment to help learning and minimise frustration – physical order helps pupils to focus on an activity
- Make sure pupil is away from visual and sensory clutter to avoid sensory overload
- Introduce ‘calm breaks’ at regular intervals in pupils’ daily routine
- Consider isolating the pupil for short periods to teach new concepts free from distraction
- Be aware that pupil is likely to be defensive of personal space
- Use of visual supports to make learning less language dependent, to improve communication between adult and pupil and reduce transition anxiety

# Supporting EAL pupils with ASD visual supports



## 适当的沟通方式



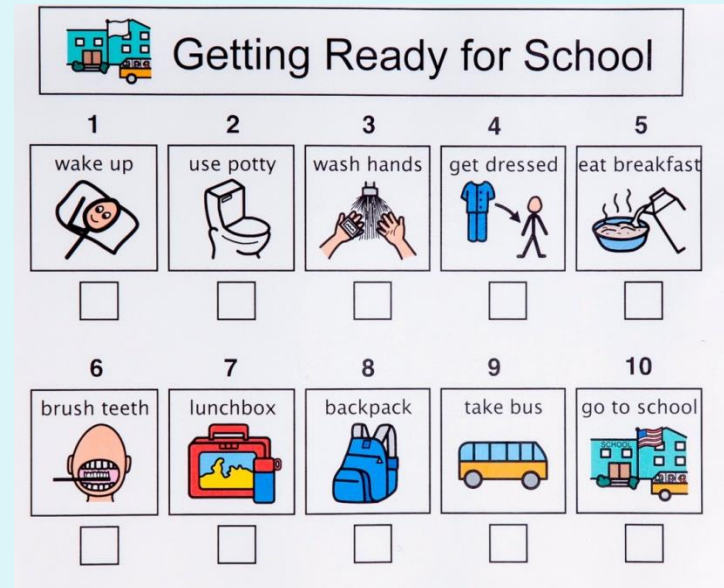
轻轻触别人的肩膀  
并且说“请原谅”



给手势别人, 表示非常  
高兴

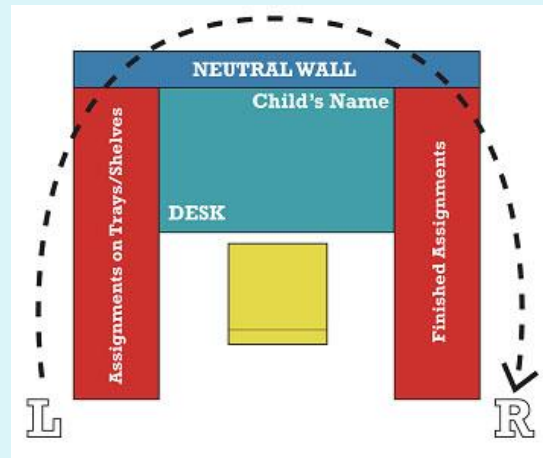


跟他人一起握手并且  
说“很高兴看到你”



# Supporting EAL pupils with ASD

## Structured TEACCHing



# Supporting EAL pupils with ASD

**EAL Peripatetic Service  
EAL Specialist Team  
Referral Form**

## **Please give brief outline of causes for concern**

Nina has been diagnosed with autism.

Nina has no language at home or nursery, though she loves being sung to and often sings the alphabet. Recently she started to babble and make vocalisation after hearing an adult talking or singing to her.

Nina will drag an adult to attend to her request but will not attempt to speak.

She doesn't take part in group activities as she struggles to engage in a meaningful way with the activities.

A visual timetable has been tried but it was felt that Nina was not ready for this.

# Supporting EAL pupils with ASD

## Working with pupil



# Supporting EAL pupils with ASD

## Working with colleagues

EAL pupil's keyworker– Lesley Ann Gibson  
School based EAL teacher – Rifat Attar

- Meet to discuss the needs of the pupil and the types of support input that are required
- Shadow three support sessions with EAL/ASN teacher to familiarise with the strategies used with EAL pupil
- Implement strategies into EAL pupil's daily programme and carry out the programme during non-supported days



# Further information

- National Autistic Society

<http://www.nas.org.uk>

- Strathclyde Autistic Society

<http://www.strathclyde-autistic-society.org.uk>