



Growth through understanding

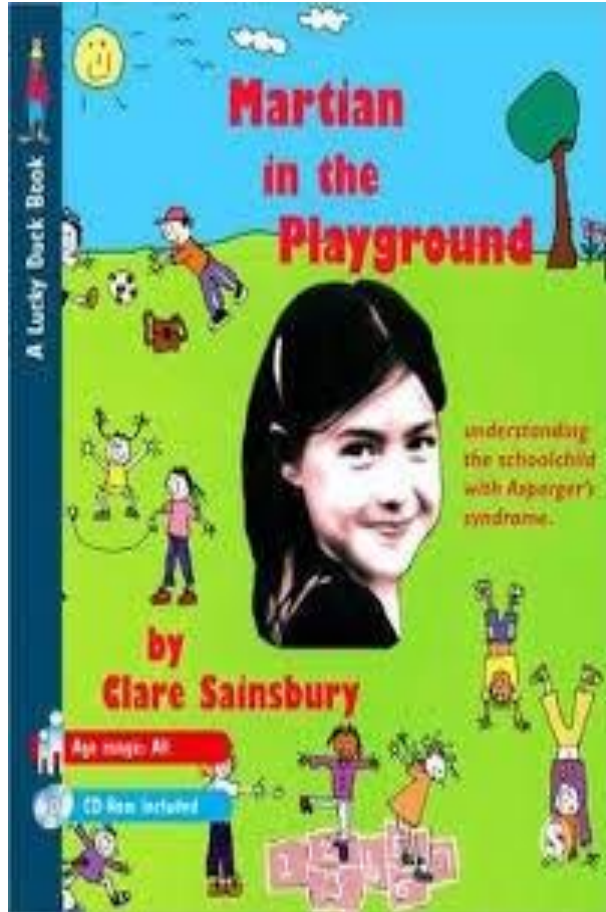


Helping teachers to support children with autism in school

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Representing NAS NE Autism Resource Centre & Thomas Bewick Autism Education Trust Training Hubs

Martian in the playground by Clare Sainsbury



- "I don't understand the children around me. They frighten and confuse me"
- "Its as if everybody is playing some complicated game and I am the only one who hasn't been told the rules"
- "if the right people had only been given the right information more than a decade of my life might have gone very differently"

Who we are we

- Started 2013 – trained over 3000 education professionals in North East England
- Autism Education Trust training hubs in North East offering Schools Programme and Early Years training
- Staff from a variety of backgrounds - teaching, autism specialist, NAS

More background on AET

About AET





Growth through understanding



Our Offer

Schools Programme

- Level 1 - lasts 1.5hrs offers basic awareness of autism.
- Level 2 – 1 day session
- Level 3 – 2 day session

Early Years

- Tier 1 - Making Sense of Autism lasts 1.5hrs
- Tier2 - 2 day session
- Tier 3 – 1 day session

4 Key Themes

- Individual pupil
- Building Relationships
- Enabling Environments
- Curriculum and Learning

Key themes provide the framework across all 3 levels of training

Fluidity and consistency

Aims of level 1

- Offers a doorway into understanding of autism
- Taster session (ideally whole school including lunchtime supervisors, transport, caretakers)
- Challenges perception of autism – think **difference not deficit!**
- Opportunity to share experiences
- Introduction to further levels of training



level 2 and 3

- developing expertise and understanding of good practice
- practitioners feel equipped to meet challenge of autism - practical strategies
- to influence change in schools- practitioner level and management level- L3 aimed at Sencos, managers of units
- assessment tools to use for staff training and school development planning
- pupils' experience improved well-being and therefore improved learning and progress, greater independence, more positive outcomes post school

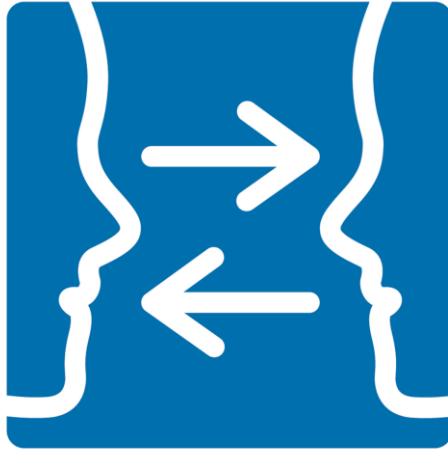
Pointers and Strategies

With this slide developing knowledge but already giving pointers as to useful strategies: suddenly it makes sense to people to employ these as they start to see the bigger picture

The importance of knowing the individual: communication needs, sensory needs, stress levels, motivators and special interests, learning style

- processing time - 5 second rule,
- checking out understanding
- fluency of verbal language doesn't mean they fully understand importance of visuals to aid processing
- more able pupils need appropriate visual supports too
- structure and routines which reinforce expectations
- rehearsing social situations
- generalising skills and learning - range of contexts

Activity : communication



Level 3

Psychological theories have been used to explain some of the differences seen in people with autism.

These have focused on differences in:

- **Theory of mind**
- **Executive functioning**
- **Central coherence**
- **Differences in attention**

No single theory accounts for all of the differences found in pupils with autism and some researchers and adults with autism argue they do not explain the condition fully.

Film clips- Morning Commute

Sally Anne Test

Task

Time to talk - Consider and complete the psychological theories grid.

Choose one of the theories and then write in the two columns – what you might see a pupil do and how you might help.

Need to Know the Individual Pupil

no typical autistic pupil but typical traits

- What do we need to know?
- Holistic profile
- Pupil voice
- Parents perspective

In order to meet the needs of the pupil on the autism spectrum, you first need to get to know the individual pupil.

Find out about individual strengths, challenges, motivations and sources of stress or anxiety.

Impact of Diagnosis

Film clip Jonathan and his mum Level 3 / 8

New AET Diagnosis DVD



Working with parents and families - crucial

The sensory world

- understanding the impact and the stress
- individual profile
- individual strategies
- physical environment

AET resources :
sensory profile
environmental audit

The corridors and halls of almost any mainstream school are a constant tumult of noises, echoing, fluorescent lights, bells ringing, people bumping into each other, the smells of cleaning products and so on. For anyone with the sensory hyper-sensitivities and processing problems typical of an autistic spectrum condition, the result is that we often spend most of our day perilously close to sensory overload.

(Claire Sainsbury)

Adult style

“.....it takes 2 people to communicate effectively.....we can do much to alter our style of interaction and communication to enable those with autism to understand and communicate more effectively with us.” (Carol Gray)

- **Use simple, clear and concise language.**
- **Appear calm, quiet and confident.**
- **Give pupils time to process information.**
- **Realise that shifting attention takes time.**
- **Understand that many pupils with autism are not good at dividing their attention and multi-tasking.**
- **Add meaning by using speech, signs, drawings, symbols, pictures or objects.**

The Social Dimension

schools - complex social environments : interactions, understanding, reading behaviour, fitting in- following rules and conventions

social curriculum

skills and understanding

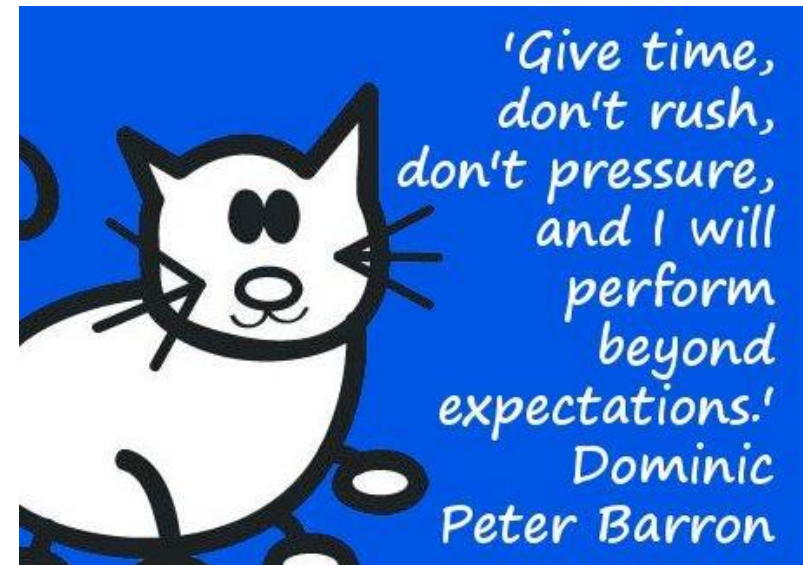
own emotions and others'

impact of own actions

peer to peer relationships

The Need for Adjustments and Flexibility

- understanding potential challenges - pupil with autism not motivated in the same way as other pupils- special interests
- ways of differentiating a task: outcome, communication, social demands, time, physical environment, sensory needs
- need for a break
- use of computer/laptop
- time to work on their own - quiet space



Reflective Practitioner

- in tune with the individual pupil
- developing understanding: making the connections with the learning
- understanding the individual learning process and putting in appropriate supports
- able to be critical of self and look for solutions and still be positive!!



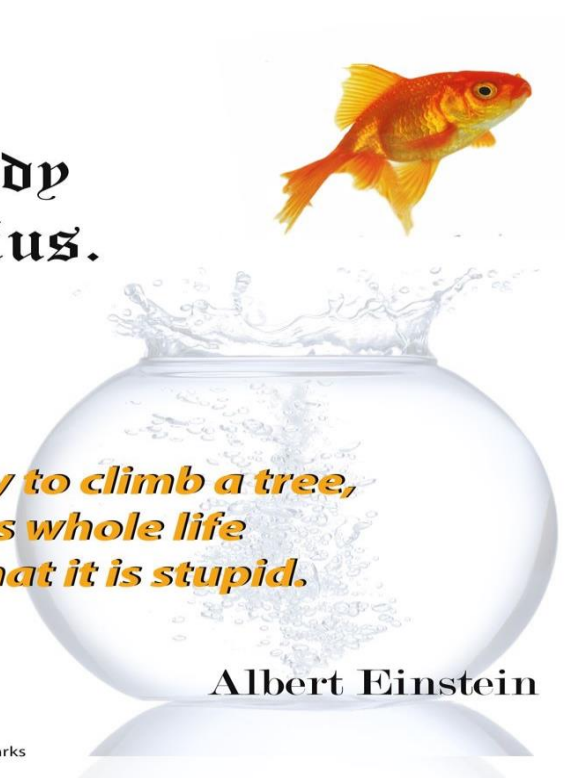
Impact of the training

- What is good autism practice?
- What makes an effective practitioner?
- 3 key actions to improve your own practice
- 3 key developments for your setting

**Everybody
is a genius.**

***But
if you
judge a fish
by its ability to climb a tree,
it will live its whole life
believing that it is stupid.***

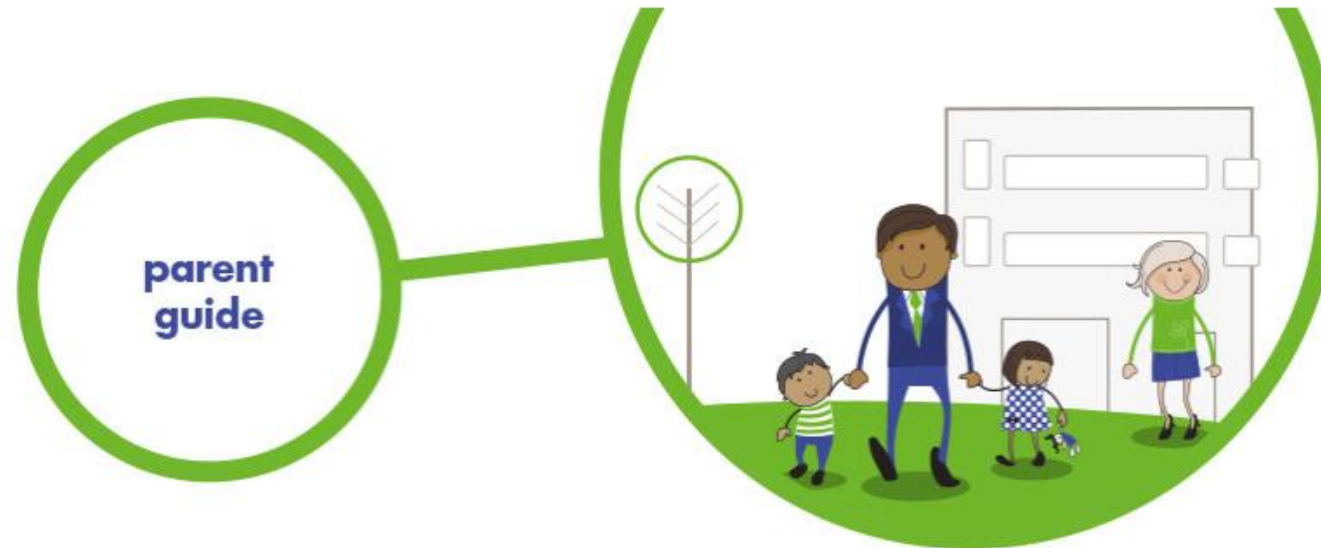
Albert Einstein



www.autismeducationtrust.org.uk



programme



These resources could help parents and carers identify what is important in the education of their child with autism or Asperger syndrome. Parents and carers can use these resources to talk to staff in schools about how best they can work together and also help the parents find the best school for their child.

Working together with your child's school.

An AET autism standards guide for parents and carers
[DOWNLOAD NOW](#)

A parents and carers' guide to

Finding a school for your child with autism

[DOWNLOAD NOW](#)

These resources have been developed by Genium for the Autism Education Trust (AET) in collaboration with parents, practitioners and consultants with expertise in autism. The development team include Project manager: Martin Kerem, Core authors: Dr Glenys Jones, Damian Milton and Ryan Bradley.

Questions ?

- For further information regarding Training please contact Deborah Garland Deborah.garland@nas.org.uk or telephone 0788 4117741



programme