

Strategies to help young children with Autism Spectrum Disorder make sense of their world

A workshop for families and school staff



Language and Communication Team

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Aims of the workshop

- To use the 'Iceberg Model' to further understand children who have autism
- To explore strategies that can be used both at home and at school to provide a consistent approach to meet children's needs

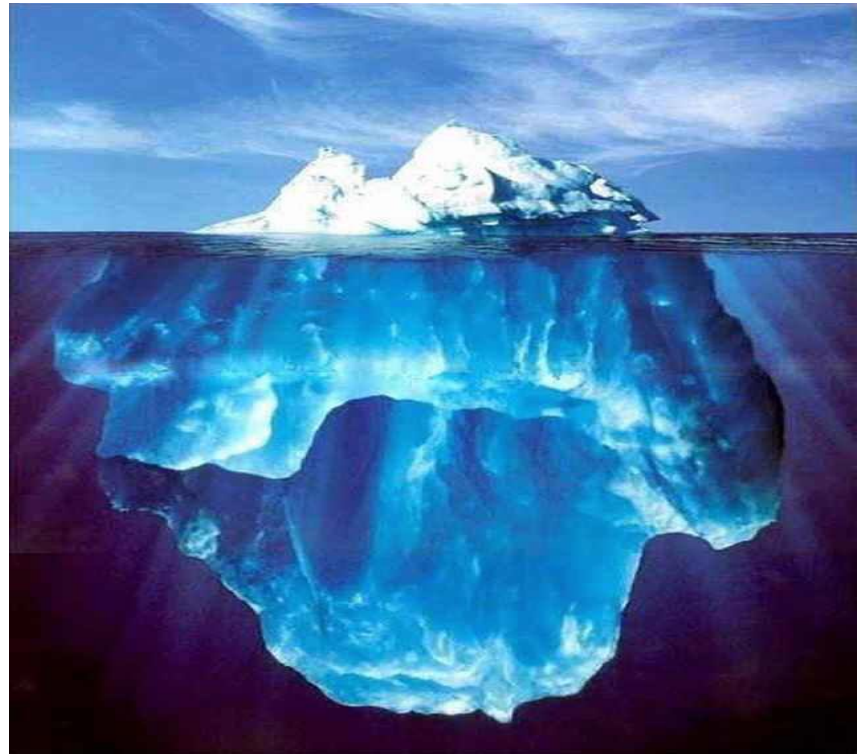


What can we do?

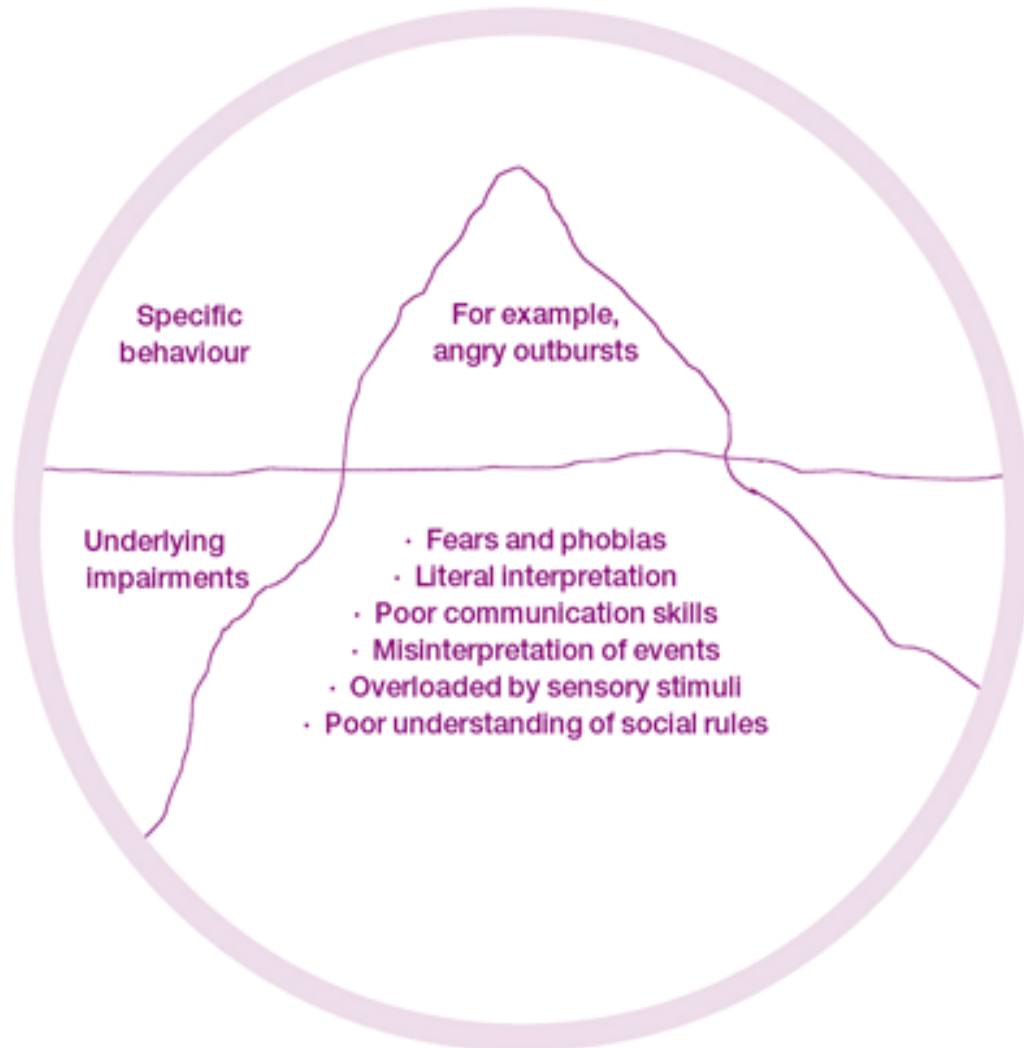
Use the iceberg

What behaviours
does the
child exhibit?

Why?



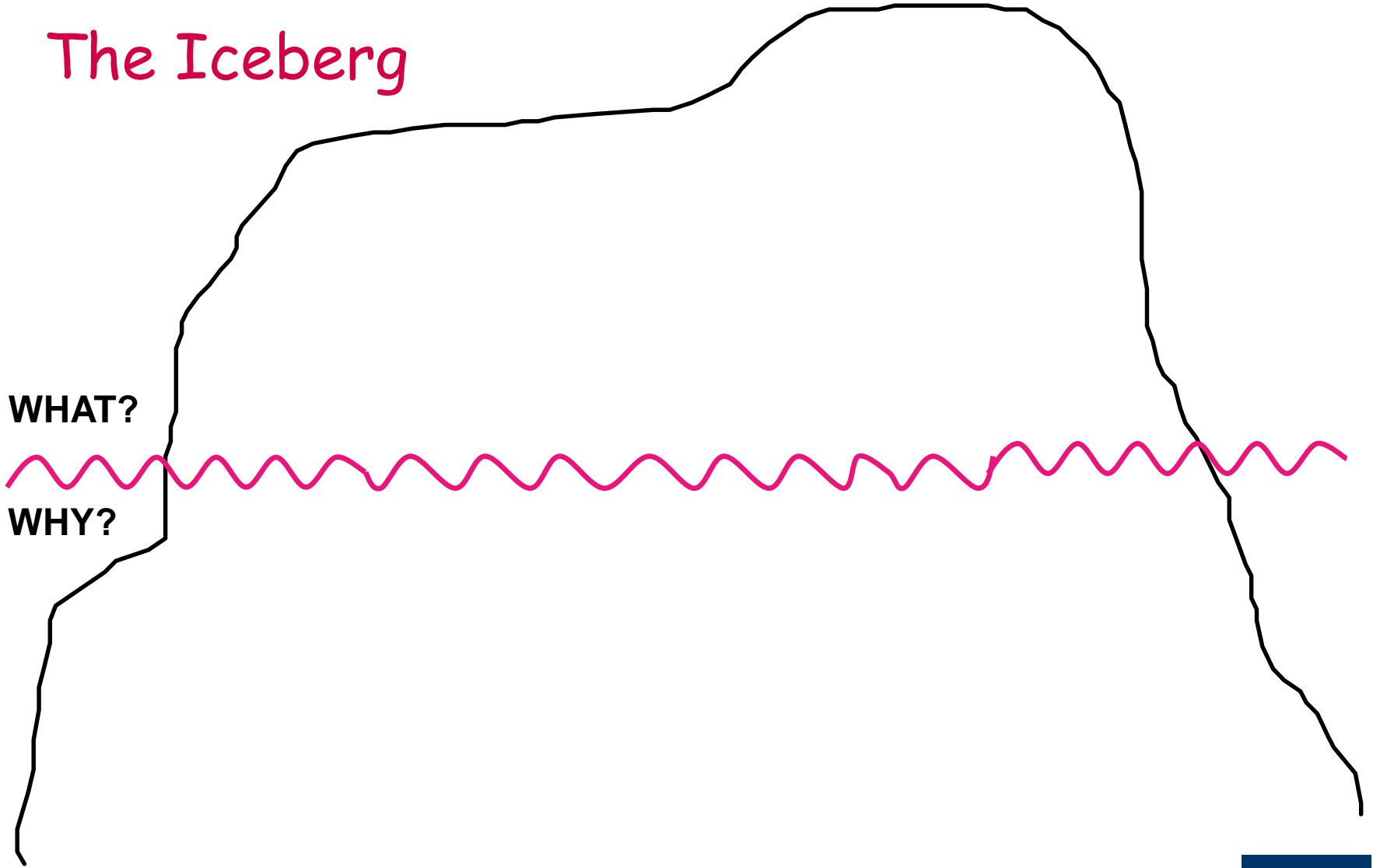
Using the iceberg model



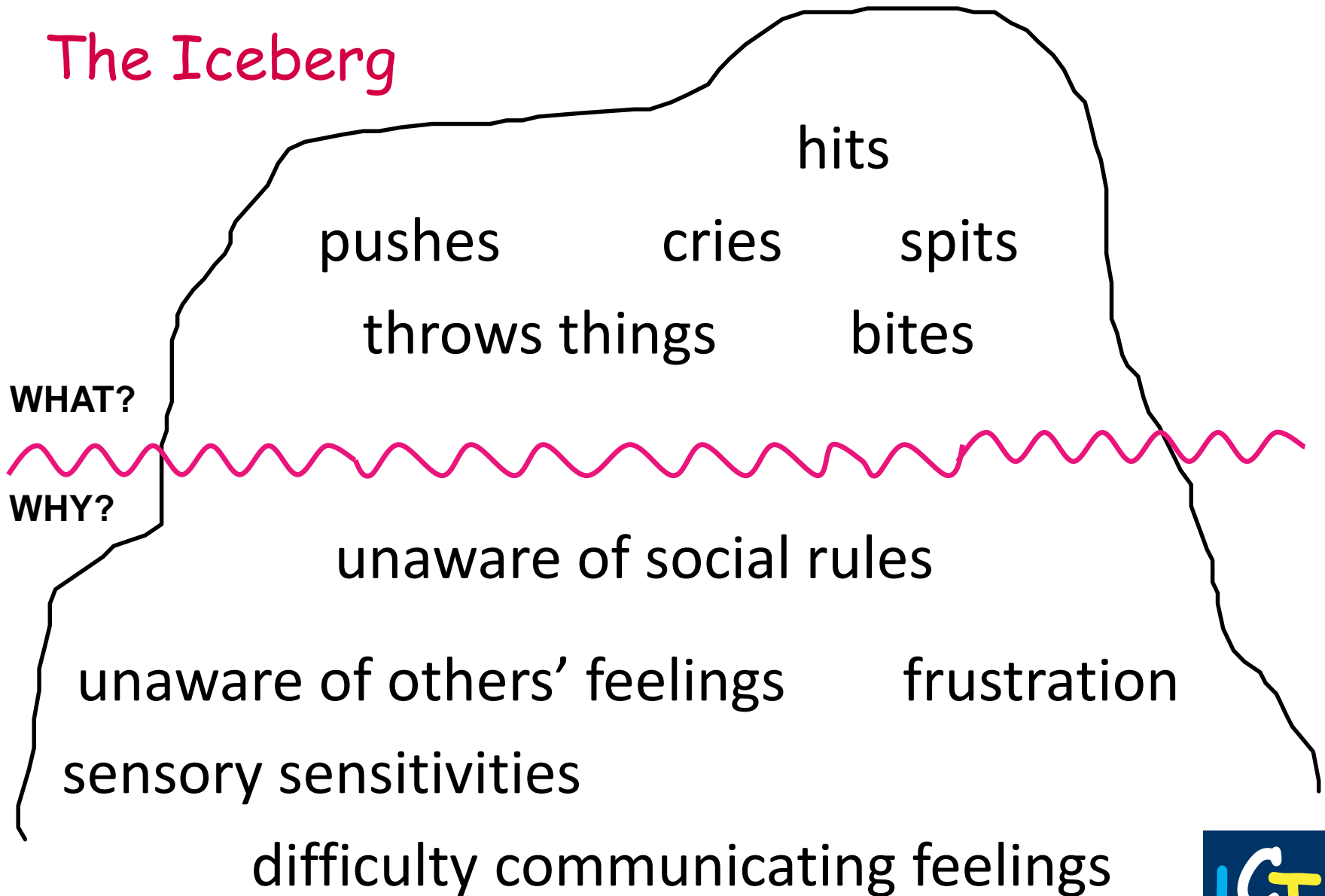
The Iceberg

WHAT?

WHY?



The Iceberg



The Iceberg

Screaming and hitting out when
in Tesco

WHAT?

WHY?

unaware of social rules

unaware of others' feelings frustration

sensory sensitivities – food smells, visual overload,
noise of people etc

lack of understanding of time – how long are we here?

difficulty communicating feelings

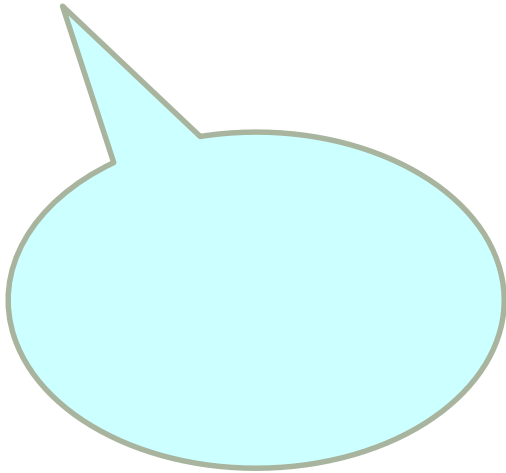
What can we do?

Understanding exactly **what** the behaviours are and thinking about **why** these are happening helps us decide **how** to address the behaviour effectively.

We need to be a detective!



Language top tips



5 point scale



Visuals

To promote learning

To promote positive behaviour

Social skills and understanding

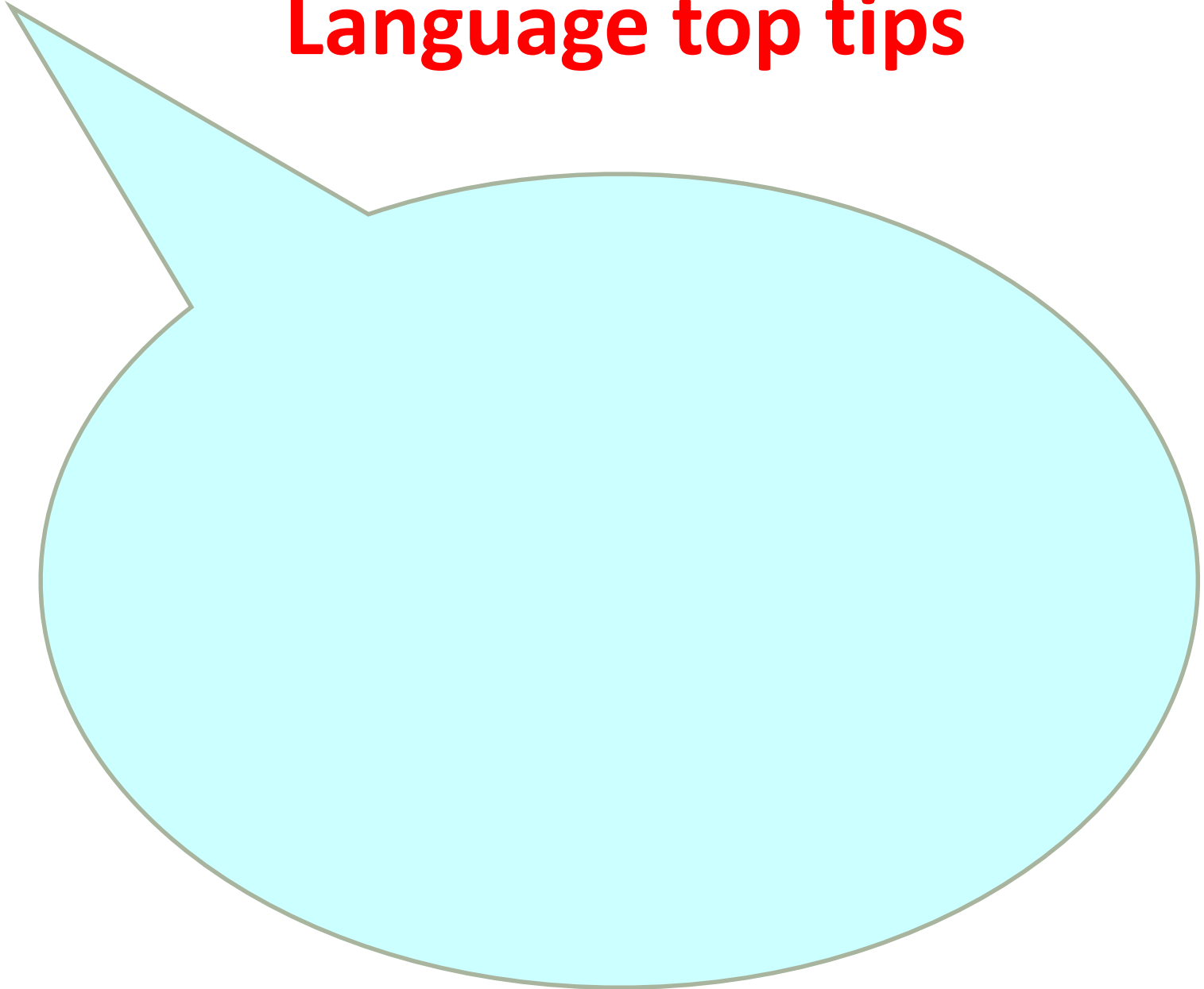
Social stories

Social skills groups

Lego therapy



Language top tips



Language : Top Tips

- Reduce and simplify your language.
- Use positive instructions (“hands still” rather than “no hitting”).
- Use your child’s name before giving instructions.
- Give processing time.
- Avoid sarcasm and explain ambiguous and idiomatic language.
- Say what you mean- don’t expect the child to work out your meaning (e.g. saying ‘*It’s very noisy in here,*’ may not be interpreted as ‘*Be quiet!*’)

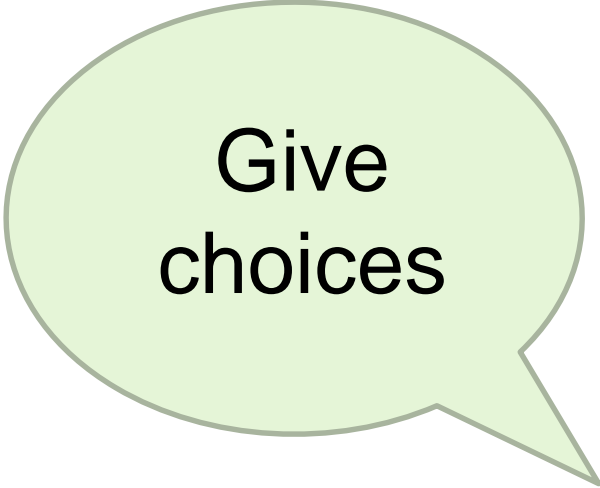


Language Strategies

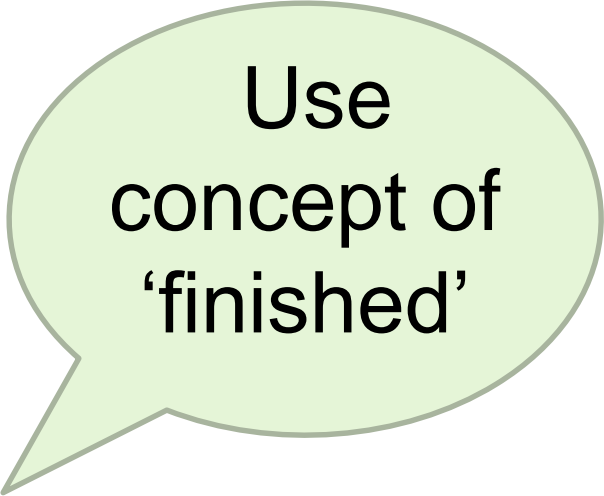
- Be explicit- do not assume that your child will understand implied meanings from intonation, sarcasm, body language etc.
- Do not negotiate and reason when your child is upset or angry. Give simple instructions (e.g sit down, drink your water) which will help your child become calm. This is essential before any 'debriefing' is attempted.



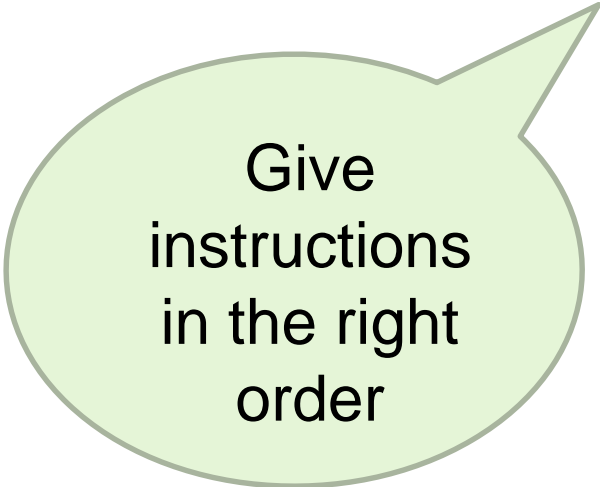
Language strategies



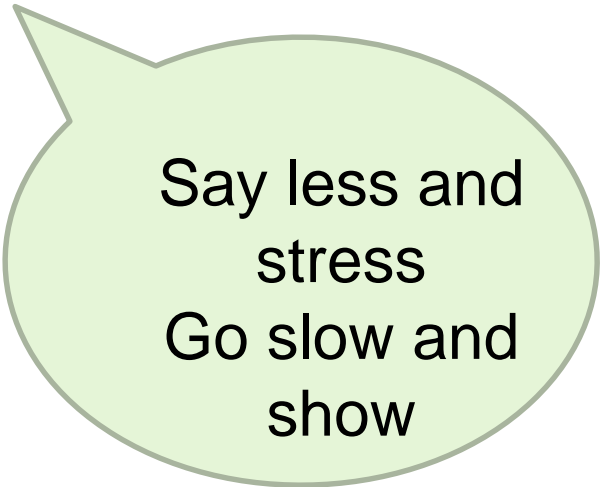
Give
choices



Use
concept of
'finished'



Give
instructions
in the right
order



Say less and
stress
Go slow and
show

Activity

- Think about the ‘problems’ that some children may have with these instructions
- Change these instructions to make them more accessible for children who may have language and communication needs.

'OK, let's go out now. I need you to find your coat and your wellies and then we can go to the park. Can you remember where your wellies are?'

If you know the answer, write it on your whiteboard but don't let anyone else see it.'

You can't go on your bike until after you've had your tea.

'Did I ask you to shout out at me?'

Before you go outside put your cup in the sink.

'Before we move back to our tables can the red group fetch their reading books?'

You can play on your iPad after you have finished your homework.

Visuals

- To promote learning
- To promote positive behaviour
- To promote independence



Useful visual resources to support learning

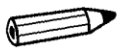
- Simplified task lists
- Visual timetables (showing changes / surprises!)
- Sequencing strips- e.g. for PE, getting changed
- Choice boards
- 'Help' cards
- Equipment lists
- Use of timers
- Reward charts

Task Plan

Task

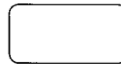
Match and write names of shapes

What do I need?



What do I need to do?

circle →



What do I do next?

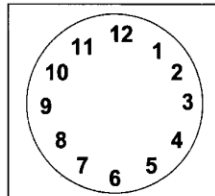


Writing

Reward



Computer

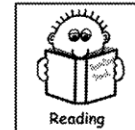
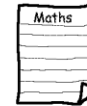


Task Plan

Task

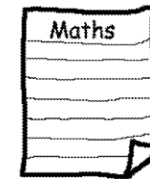
Maths sheet then reading.

What do I need?



What do I need to do?

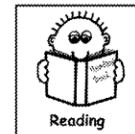
Complete
maths sheet.



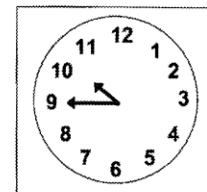
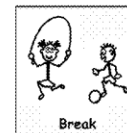
What do I do next?

Read book



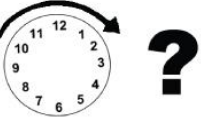
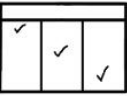
Read pages 6-10



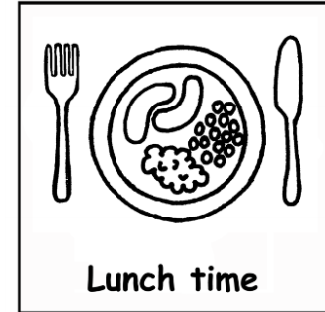
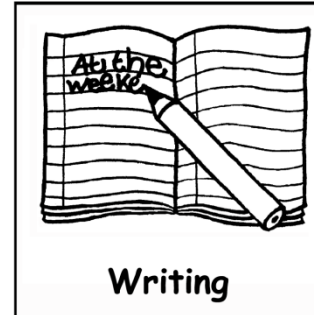
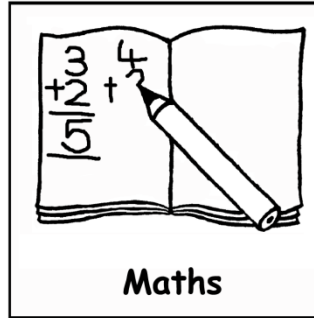
Reward



Science task plan










 What am I finding out?	
 What I need	
<div data-bbox="776 502 923 688" style="border: 1px solid black; border-radius: 10px; padding: 10px; margin: 10px auto; width: fit-content;"> 1. 2. </div> What I will do?	
 What will happen?	
 What happened?	
<div data-bbox="807 1230 846 1288" style="font-size: 2em; text-align: center;">?</div> Why did it happen?	

Visual time line



These can use photos, symbols, text

Toileting Sequence

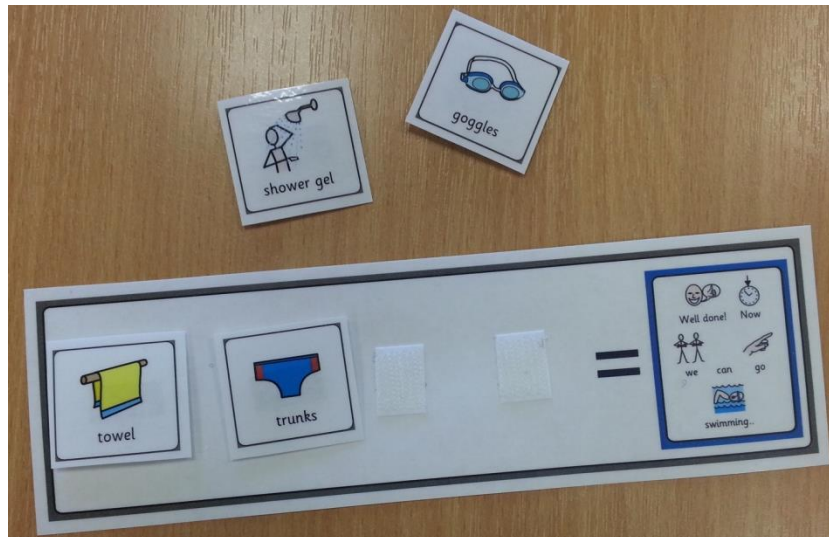
Pull down trousers	
Pull down underwear	
Sit on toilet	
When you have finished Get toilet paper	
Wipe your bum	
Pull up underwear	
Pull up trousers	
Flush toilet	
Wash your hands	
Finished	

Reward Charts

Make a jigsaw of a reward that they are working to earn. This could be a place to go or something they will get.

When they gain all the pieces they receive the reward.

Eg. a cut up picture of the McDonalds logo



For this reward chart all of the parts of a particular activity need to be gained to be able to receive the reward.

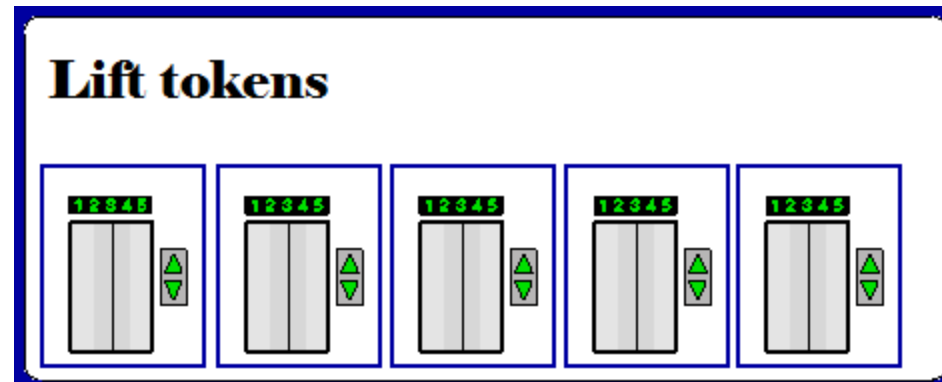
This is best done with the actual items too.

Limiters

Devised by a local Mum, limiters are a brilliant way of providing a visual means to control and limit the child's obsessions or compulsions.

Limiters:

- Provide clear, visual information
- Enable the child to see that they will get an opportunity to engage in the “activity”
- Support the child to limit their compulsion
- Provide a visual countdown
- Are easily portable







Useful visual resources to promote positive behaviour







- Incident narrative forms
- Moment of choice / consequence charts
- 5 point scale

Behaviour Management

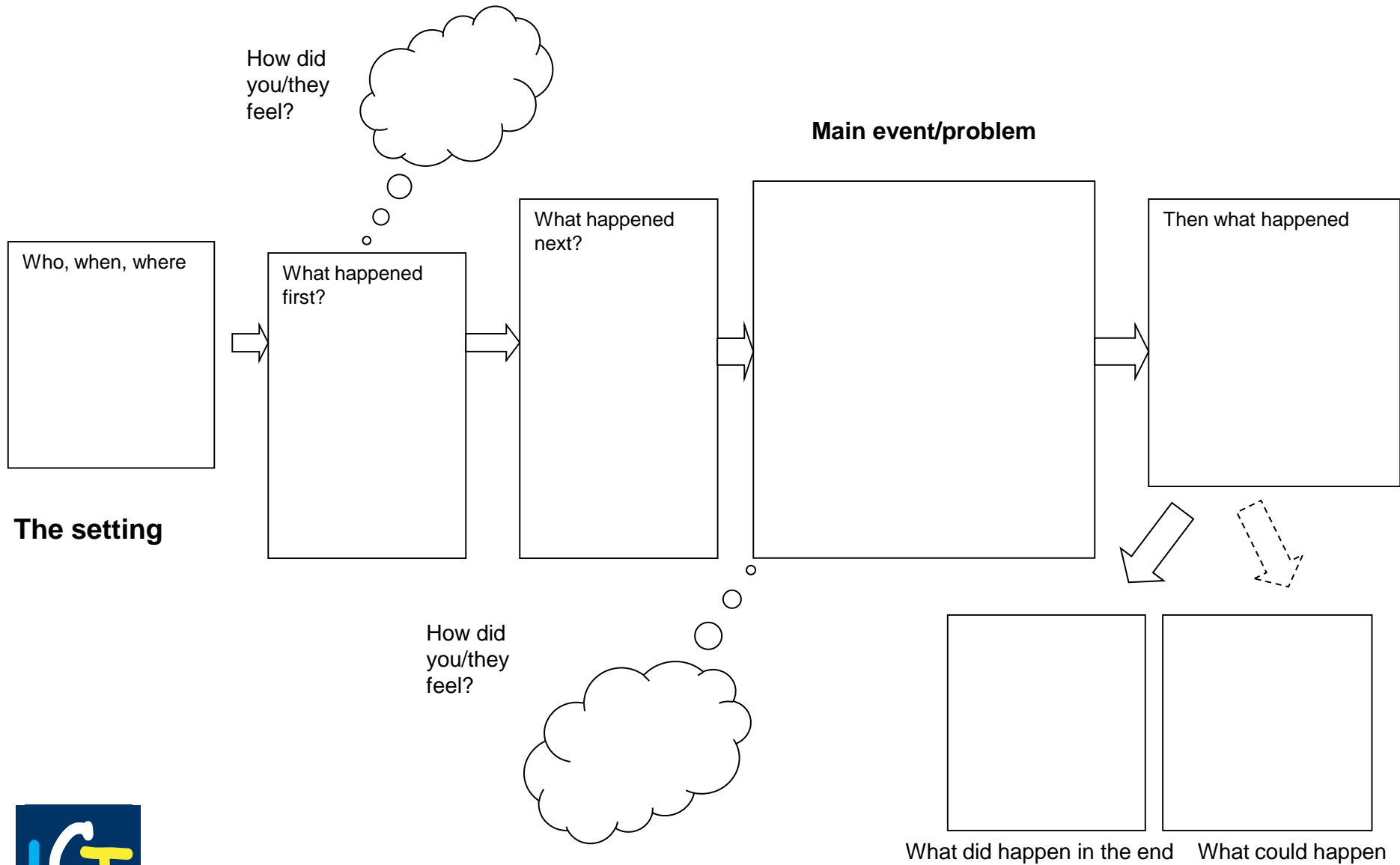
Prompt card for use following an incident

 <p>Where</p>
 <p>Who</p>
 <p>When</p>
 <p>What happened</p>

Incident Narrative

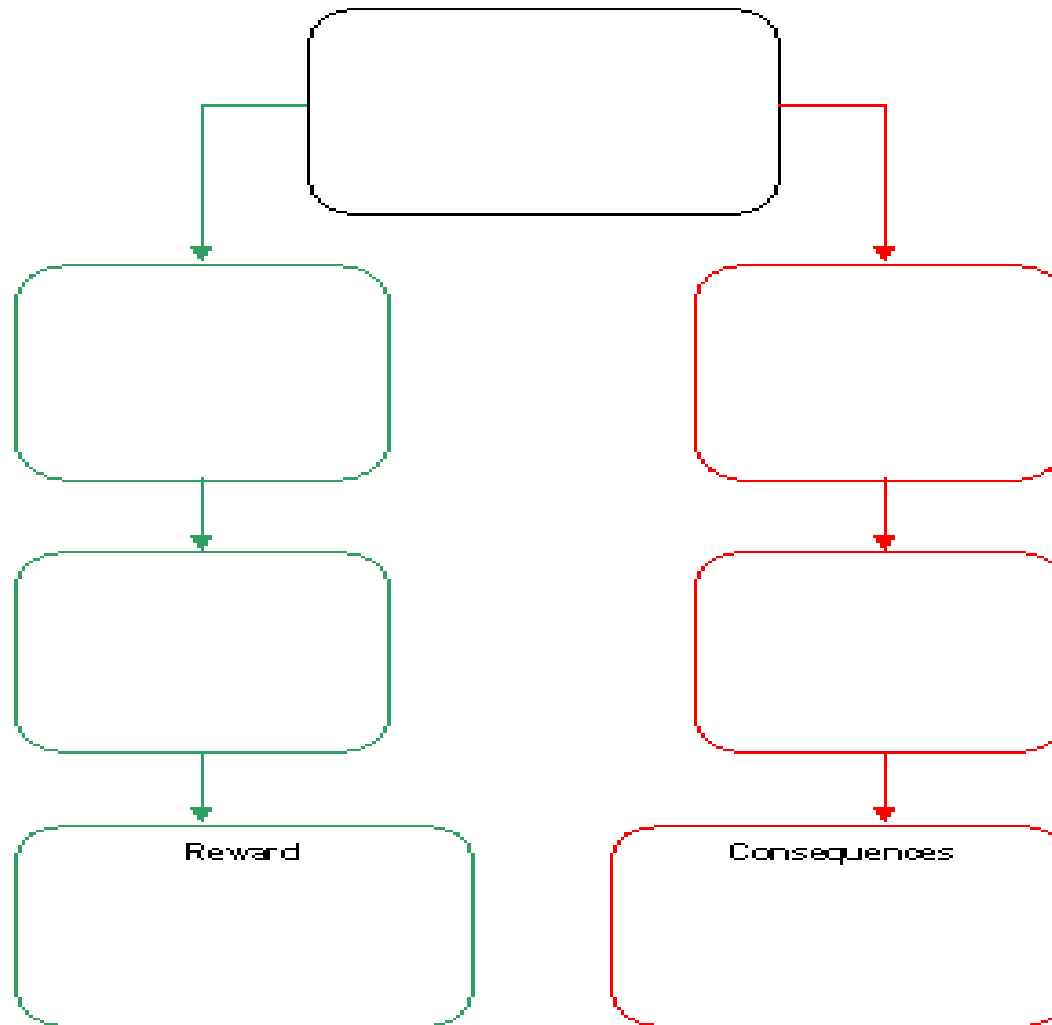
 who	→	 what happened	→	 what happened in	 the end
 when					
 where					

Incident narrative



Moment of choice

Consequence chart



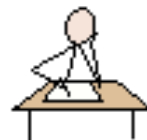


Ben

Moment of Choice



work not finished



do your work



Mrs Smith unhappy



Mrs Smith happy



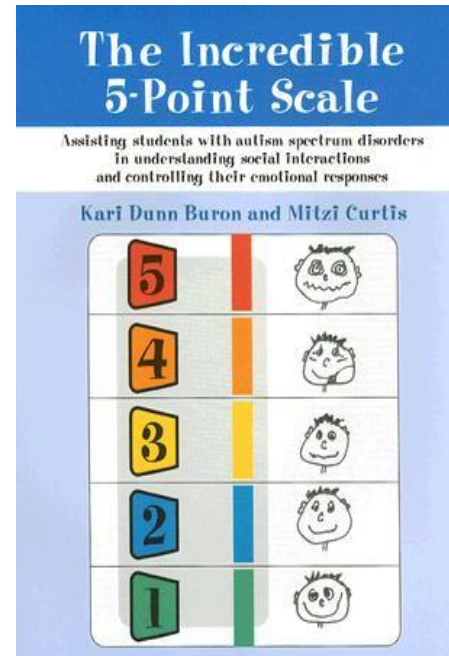
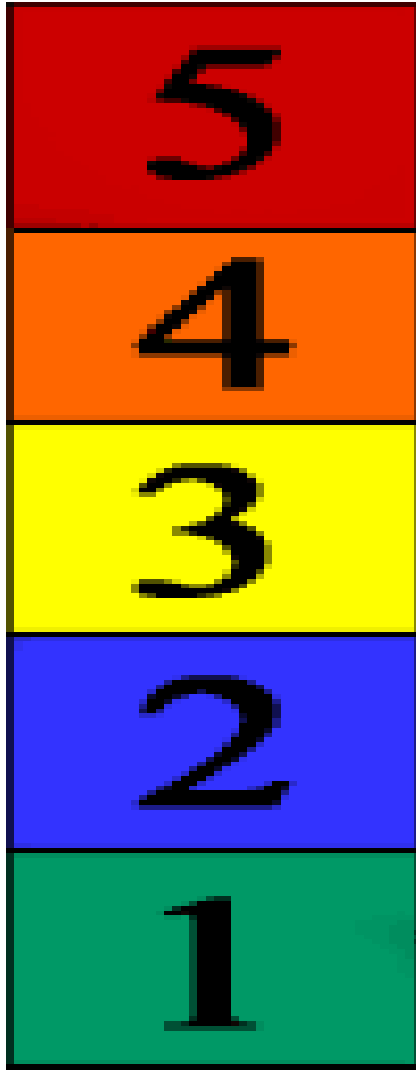
lose golden time



laptop time



5 point scale



The child's perspective

- The 5 point scale can be used to identify the situations that cause anxiety and which may trigger challenging behaviour.



How do these situations make you feel?

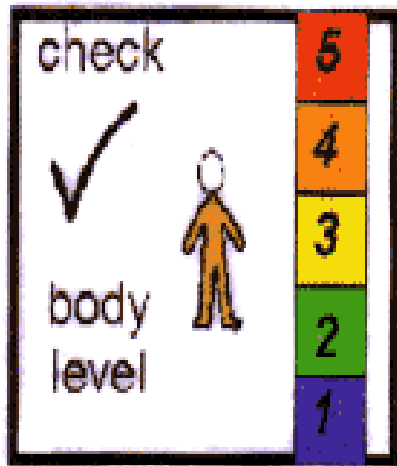
Activity

- Using the 5 point scale



Promote self awareness and self regulation

- 5 point scale



My "Help" Scale






5	Impossible to handle! Not ready
4	Really hard for me. I will need lots of help to work on this.
3	Hard for me. I can try to work on this.
2	With a plan I can do this on my own.
1	No sweat — easy as pie. I can do this totally on my own!

The Incredible 5 Point Scale® by Kari Dunn Buron






5 Point Scale






STRESSORS	
5	This can make me lose control! 
4	This can make me mad! 
3	This could make me really nervous. 
2	This might make me feel uncomfortable. 
1	I can handle this. 

5 Point Scale

1	2	3	4	5
I can handle this. 	This might make me feel uncomfortable. 	This could make me really nervous. 	This can make me mad! 	This can make me lose control! 
EXAMPLES: -Seeing a puppy -reading a great book -field trip -Getting a "B" on a test	EXAMPLES: -substitute Teacher -seeing a big dog you don't know -strangers	EXAMPLES: -field trip -change in Schedule -speaking in front of a group	EXAMPLES: -Losing a game -someone Calling you a Name -having a lot of homework	EXAMPLES: -getting bullied -getting in trouble -someone else Breaking the rules (cutting in line, Cheating during a game)

Created by Kim Coppola


STRESSORS		STRATEGIES
5	This can make me lose control! 	
4	This can make me mad! 	
3	This could make me really nervous. 	
2	This might make me feel uncomfortable. 	
1	I can handle this. 	

LOOKS/SOUNDS LIKE...	FEELS LIKE...	I CAN TRY TO...
 5		
 4		
 3		
 2		
 1		

SONIC STRESS SCALE

Created by Maria Sevilla 2011

Petal's Control Scale

#	How does this feel?	What makes me feel this way?	How can I tell?
5	I could lose control!	When loud talking and laughing keep going. School bells and the smell of Fish.	Too late!! I am screaming! <i>Emergency!! Stop talking. Close eyes. Deep breaths</i>
4	This can really upset me	When the boys all laugh at one time. When I can't do my work. When I make a mistake.	I start swearing out loud. I say mean things to other people. I tear up my work. <i>Take a walk out of the room!</i>
3	This can make me nervous	When I hear the boys talking louder. When the chairs or desks scrape on the floor. When someone laughs out loud.	I say shut up real quietly. I start starrng at the boys. My brain starts thinking about the boys too much! <i>Take card to teacher</i> 
2	This sometimes bothers me	The sound of rain on the roof. When I can't have my turn right away. Walking on the power walk.	My stomach kind of hurts. I think things aren't fair. I start repeating the TV Guide schedule.
1	This never bothers me.	Doing my work. Reading teen magazines. Looking at adds in the paper. Watching TV.	My brain is relaxed. I am smiling. My mouth is relaxed. I am happy.

Visual volume control

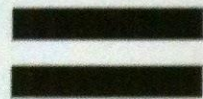
Voice volume control	
5	Inappropriate in school
4	Whole class talking
3	Group work
2	Partner voice
1	Exam conditions



Am I Being Annoying?

I don't want to be your friend!

5



Too Annoying

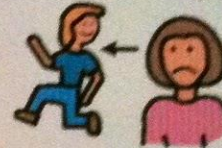


4



Annoying

Friends move away from you.

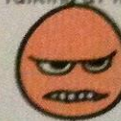


3



Medium

Getting kind of annoying! Maybe you are talking at me.



2

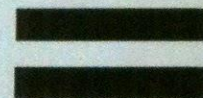


A little Annoying

Maybe you are a little loud, whining too much, or are too close.



1



Friends!

Others want to be friends with you!



THE ZONES OF REGULATION®



The ZONES of Regulation®

BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Mean Terrified Yelling/Hitting Out of Control

Social skills and understanding

Social stories

iPad Apps

Social skill groups

Lego therapy



Social stories

Why do we write Social Stories ?

‘Imagine.....

.....being able to provide a safe and meaningful context for a person with autism to learn anything, anytime, anywhere.

That’s Social Stories’ Carol Grey

Carol Grey

Social Stories www.CarolGraySocialStories.com

3 Basic Steps

- A. Gather information



- B. Develop the story



- C. Share the story



Learning about directions at School

Sometimes, students are given directions at school.
A teacher, or other staff, tell the students what to do.
Directions help students work, learn and play together.
Directions help keep students safe too!

There are two parts to a direction. The first is giving the direction. The teachers do that. The second is following the direction. That's the student's job.

I am learning about directions at school.

Social Stories

- Why do people take baths and showers?
- What to do when I feel angry?
- What do you do at a funeral?
- When is it OK to be naked?
- Remembering to put my hand up?
- Why I should wear a seat-belt.
- It's OK to make mistakes
- Getting ready to go to cubs.
- My writing is fantastic!

iPad Apps



These are useful apps for creating:

- social stories
- visuals of visits to new places or new experiences
- sequences of routines or a schedule of what may be happening



Social Skills Groups

A positive social experience for
all children
in school is essential for their
well-being now and in the
future.

Why do we need social skills and friendship groups?

- Friendships are important to children, families and school staff.
- Some children have difficulties that make social interaction and friendships complex.
- Not all children develop these skills incidentally. They need to be taught, progress monitored and skills generalised.
- Difficulties in these areas have an impact on all aspects of the child's life.
- Improved social skills and friendships lead to enhanced opportunities for development, learning and happiness.

Friendship and Social Skills Programmes

Time to Talk

Reception to year 1/2

Teaches skills including:

- eye contact, turn taking, sharing greetings, awareness of feelings, giving and following instructions, listening, attention, play skills



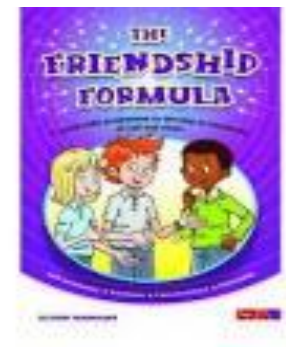
Socially Speaking

- Year 2 and above
- 3 units: Let's communicate, Let's be friends, Let's practise.



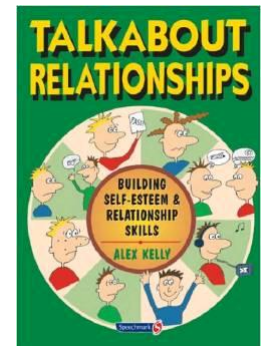
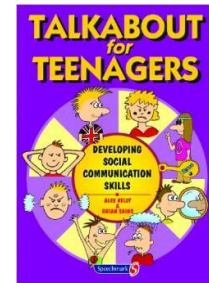
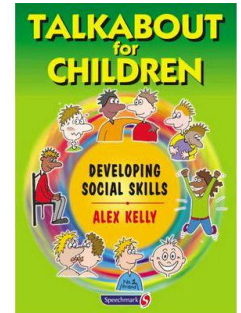
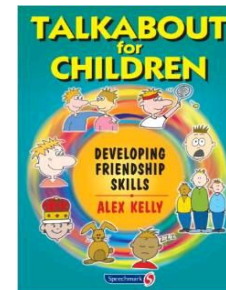
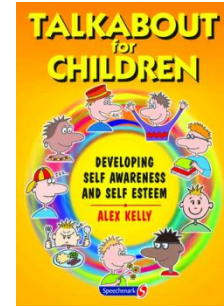
The Friendship Formula

- 40 sessions
- 4 units: Self awareness, Emotions, Conversations Friendships.



Alex Kelly : Talkabout series

- Talkabout for children : Self Awareness And Self Esteem
- Talkabout for children : Social Skills
- Talkabout for children : Friendships
- Talkabout for Teenagers: Developing Social and Emotional Communication Skills
- Talkabout Relationships: Building Self Esteem and Relationship Skills





Lego Therapy

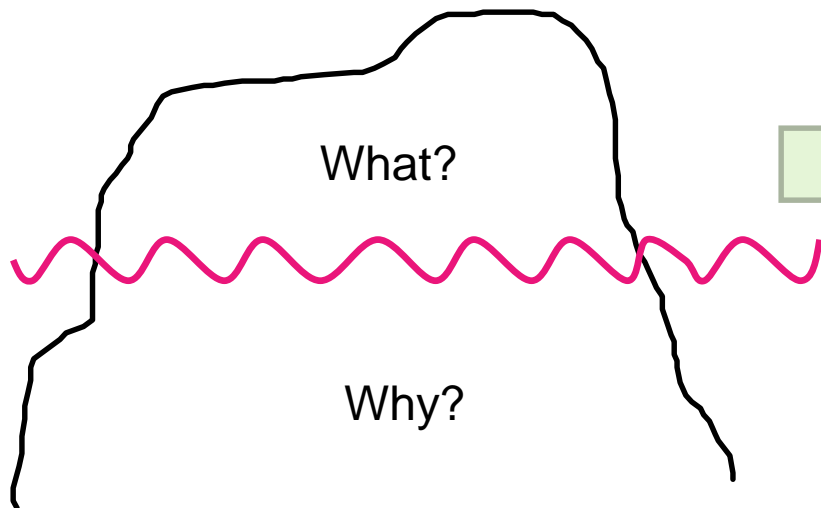


What is Lego therapy?

- uses Lego in a structured environment in which the children/young people have clearly defined roles
- rules are formulated to dictate appropriate behavioural conduct
- draws on shared interest in Lego to aid acquisition of social skills, development of perspective taking and sharing
- increases interest in engaging with peers and building friendships
- focus of the group is on the Lego, focus of the group leader is on social communication and the collaboration of the participants







How can you
help?

use
timers

reduce
your
language

use
timelines

give
choices

use
"finished"

use
limiters

use social
stories

Useful resources and websites

- National Autistic Society
www.nas.org.uk
- Autism Education Trust
www.autismeducationtrust.org.uk
- ASD Transition Toolkit
www.autismtoolkit.com
- Social stories www.thegraycenter.org
- Division TEACCH www.teacch.com