



F&G Primary SCITT TRAINING PRESENTATION

**Harrison Primary
February 27th 2018**

Autism Strategies for the Classroom

Autism



the world from a different perspective

Always

Unique

Totally

Interesting

SOMETIMES

MYSTERIOUS



SPELL FRAMEWORK

SPELL stands for
Structure,
Positive (approaches
& expectations),
Empathy,
Low arousal,
Links.



This framework is useful in:

- Identifying underlying issues,
- Reducing the disabling effects of the condition
- Providing a cornerstone for communication.
- Forming the basis of high quality autism-specific staff training
- Acting as an ethical basis for any intervention



Structure

- The importance of structure has long been recognised in managing and living with Autism. It makes the world a more predictable, accessible and safer place.
- Structure can aid personal autonomy and independence by reducing dependence (eg .prompting) on others.
- The environment and processes SHOULD be modified to ensure each individual knows what is going to happen and what is expected of them.
- This can also aid the development of flexibility by reducing dependence on rigid routines. And allow for “oops” moments!
- Structure plays to the strengths of a sense of order & preference for visual organisation commonly associated with the ASC.



**How do you
structure your
classroom so that
it is a clear,
predictable
environment?**

Structure



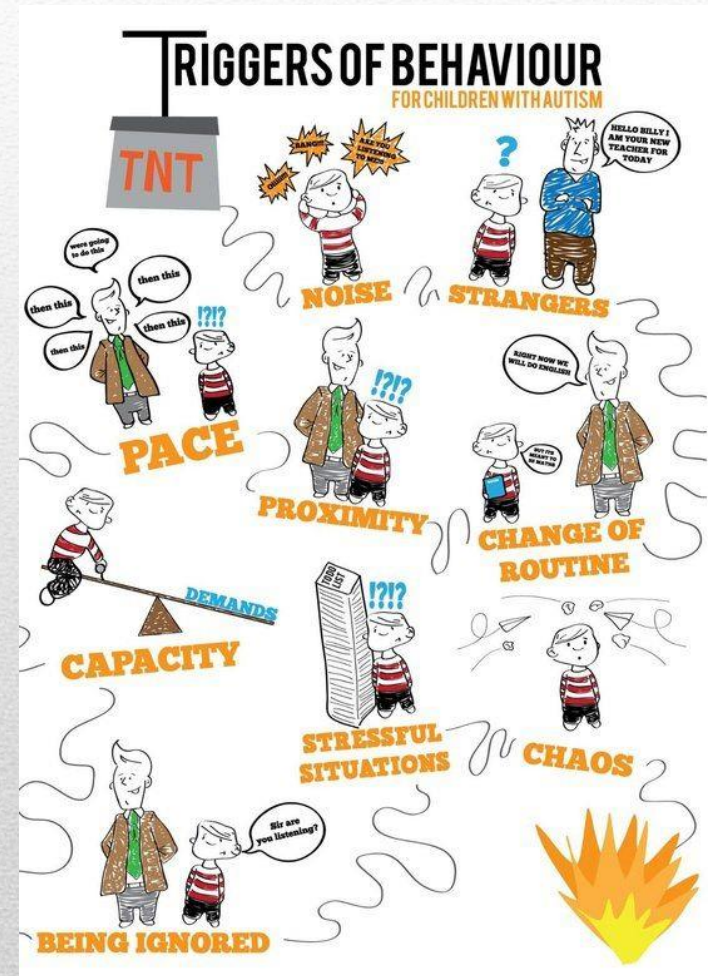
Positive

- We must seek to establish and reinforce self-confidence and self esteem by building on students natural strengths, interest and abilities.
 - Many students with autism may avoid new or potentially aversive experiences but through the medium of structure and positive, sensitive, supportive rehearsal we can reduce their level of anxiety,
 - If we are positive students will learn to tolerate and accept new experiences and increase their functional skills.
-



How do you communicate a positive and supportive approach even when behaviour is significantly less than good?

Positive



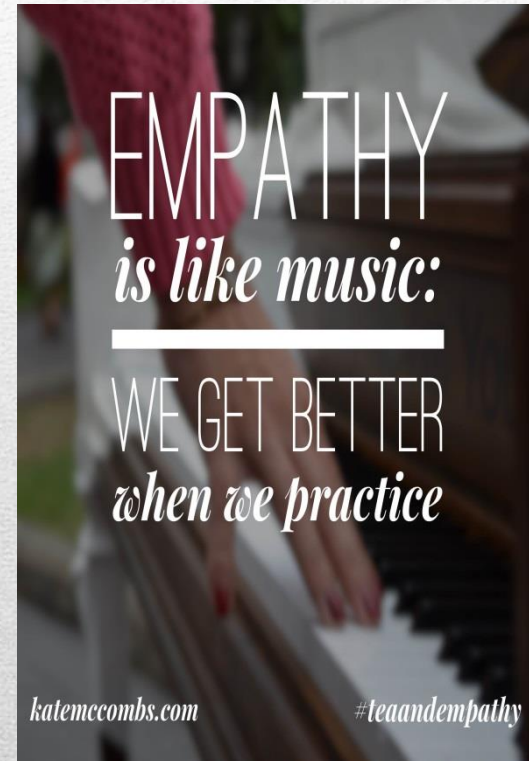
EMPATHY

- It is essential to see the world from the standpoint of the student with Autism. This is a key ingredient in the 'craft' of working with them.
- We should make every effort to understand, respect and relate to the experience of the autistic student and identify what motivates or interests them. This knowledge will aid the quality of our communication with them, reduce anxiety and be a good distraction technique.
- As an educator you should be using the following personal attributes: **calmness**, **predictability**, **good humour**, **empathy**, **low vocal tone** and **take the time to reflect and review**.



Empathy

How do you demonstrate
your empathy towards
SEND - Autistic Students?
What impact might this have
on our teaching and the pace
of our interactions?



Low Arousal

- Your approach and the environment need to be calm and ordered in such a way so as to reduce anxiety and aid concentration.
- There should be as few distractions as possible.
- Some individuals may require additional time to process information, especially if this is auditory processing issue.
- Some may have additional sensory processing difficulties; they may need extra time to process information or we will need to pay attention to potentially adverse conditions: e.g. noise levels, colour schemes, odours, lighting and clutter.



What changes could you make in your classroom practice to ensure a low arousal environment?

Low Arousal



Ok.

Links

- Strong links between the various components of the student's life or any therapeutic programme within school (EGS / Therapeutic Story Writing, Resilience etc.)
 - Open links and communication between staff and with parents, carers and teachers) will provide a holistic approach and reduce the possibility of anxiety and misunderstanding.
-





Links

What 1 change could you make to create effective links for our ASC Students?



What Strategies can we use



- Use the students name first in a sentence to get their attention.
- Allow processing time for them to understand what they have been asked to do. (Get them to repeat back the instruction/task)
- Low vocal tone
- Placement in the class: To the front with no visual distraction/ side.
- Visual Aids : Simple Schedules, Now –Then – Next Maps.
- PECS (Picture Exchange communication system – Widget, cue cards.)
- Limiting visual and auditory hyper-stimulation.
- Using stim toys or fidgets to occupy repetitive behaviours
- ~~Social Stories, Comic Strip Conversations~~

What are Social Stories

- Social Stories™ were created by Carol Gray in 1991 to help teach social skills to people on the autism spectrum.
- They are short descriptions of a particular situation, event or activity, which include specific information about what to expect in that situation and why.
- They are predictive and can be rehearsed and shared with parents and carers!

Good ways to touch other people at school



I can tap someone lightly on the shoulder to say "Excuse me".



I can give a high 5 to say "Great!"

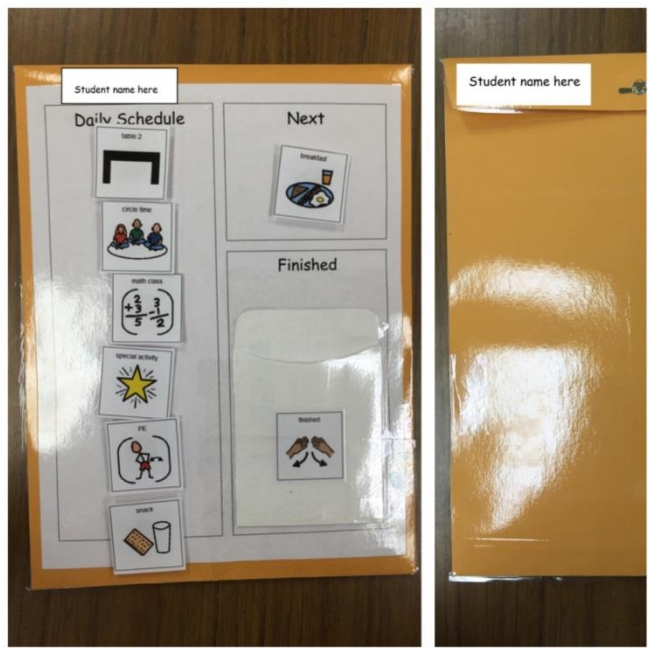


I can shake hands to say "It's nice to see you".

What are comic strip conversations?

- Comic strip conversations use symbols, stick figure drawings and colour. By seeing the different elements of a conversation presented visually, some of the more abstract aspects of social communication (such as recognising the feelings of others) are made more 'concrete' and are therefore easier to understand.





PECS –Picture Exchange Communication



1 2 3 TO DO	FINISHED

First

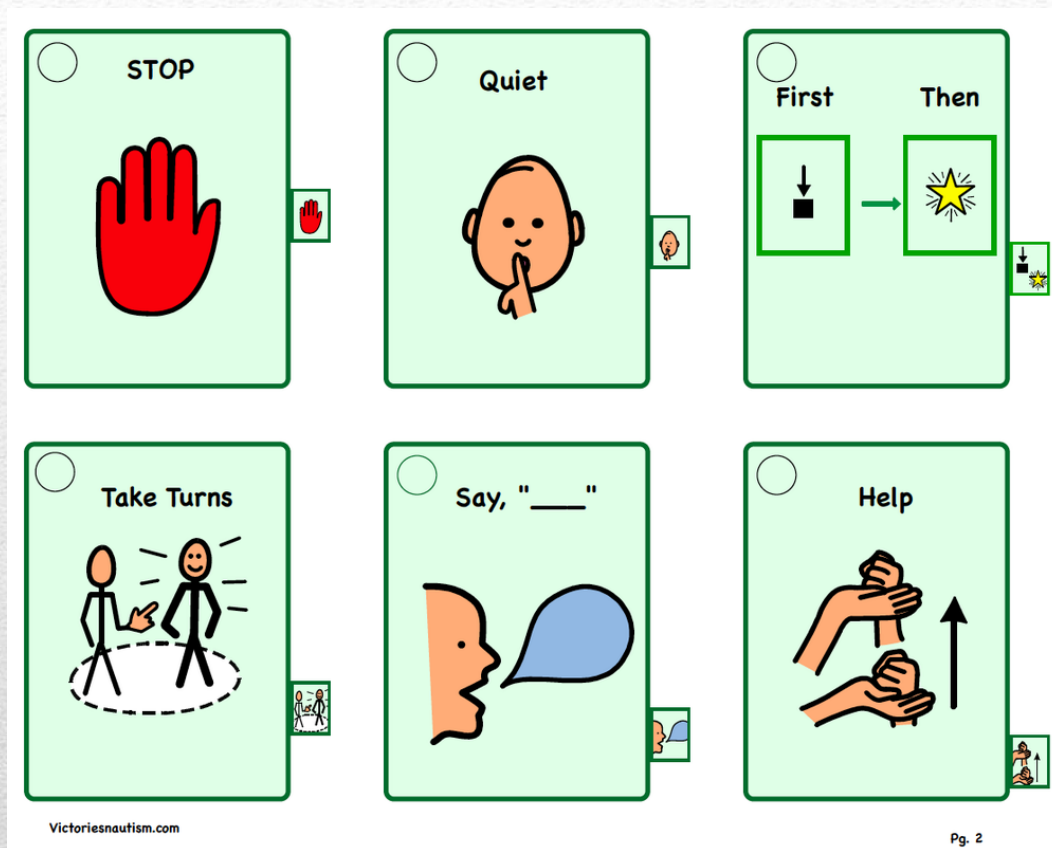
$2 + 4 = 6$

magnetic numbers

Then

ball bounce

Task Sheets



Emotions / Cue Cards



**"IF THEY CAN'T
LEARN THE WAY
WE TEACH, WE
TEACH THE WAY
THEY LEARN."**

DR. O. IVAR LOVAAS