



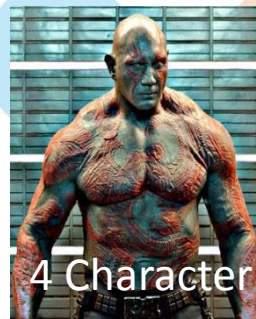
1 Character



2 Character



3



4 Character



5



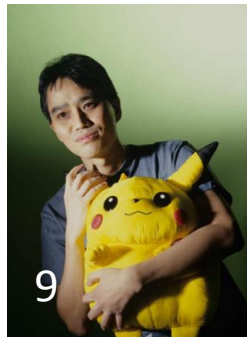
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7 Character



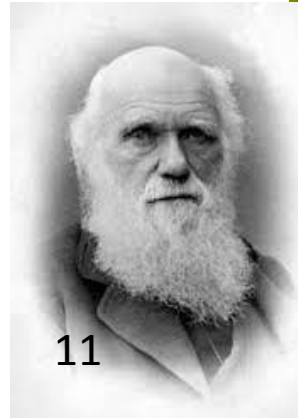
8 Character



9



10



11



12



13



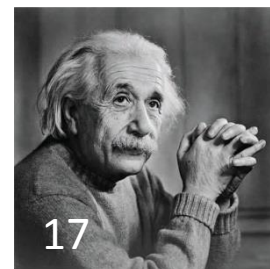
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15



16



17



18



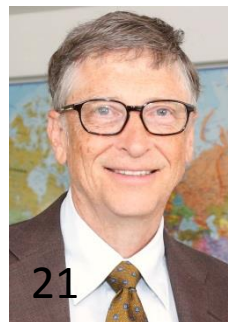
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20



21



22



23



Pupil Support Worker Conference

Monday 22nd October 2018

Howden Park Centre

ASD Strategies

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Agenda

- What is Autism?
- History of Autism
- Triad of Impairment
- The ASD Umbrella
- Theories
- Strategies

Classroom
Dinner hall
Outdoors





What is Autism?



Autism is a lifelong, developmental disability that affects how a person communicates with and relates to other people, and how they experience the world around them.



Autism Spectrum Disorder (ASD) is the name for a range of similar conditions, including Asperger syndrome, that affect a person's social interaction, communication, interests and behaviour.



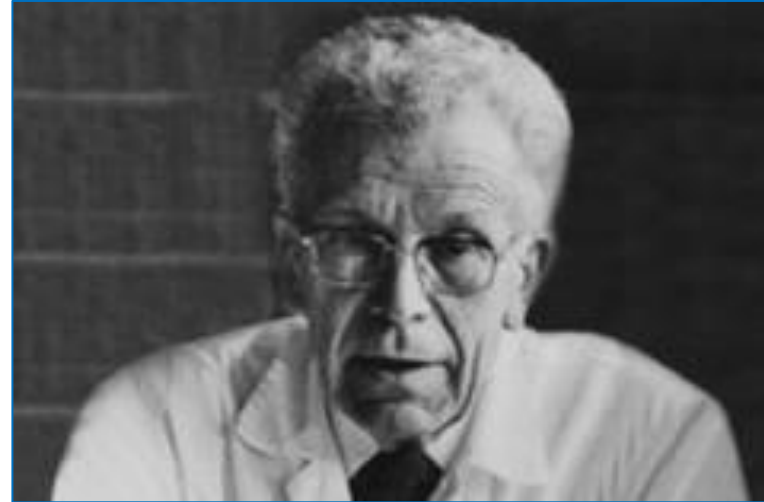


- Born in 1894 in Klekotow, Austria (now Ukraine)
- Moved to USA from Austria in 1924
- Studied 11 children from 1938
- Published 'Autistic Disturbances of Affective Contact' in 1943.
- Introduced the label 'Early Infantile Autism'
- Auto meaning self
- Kanner's Classic Autism – Inability to relate to others, self sufficient, no social awareness, happy/ desire to be alone, irregular language development, rote memory, literal.

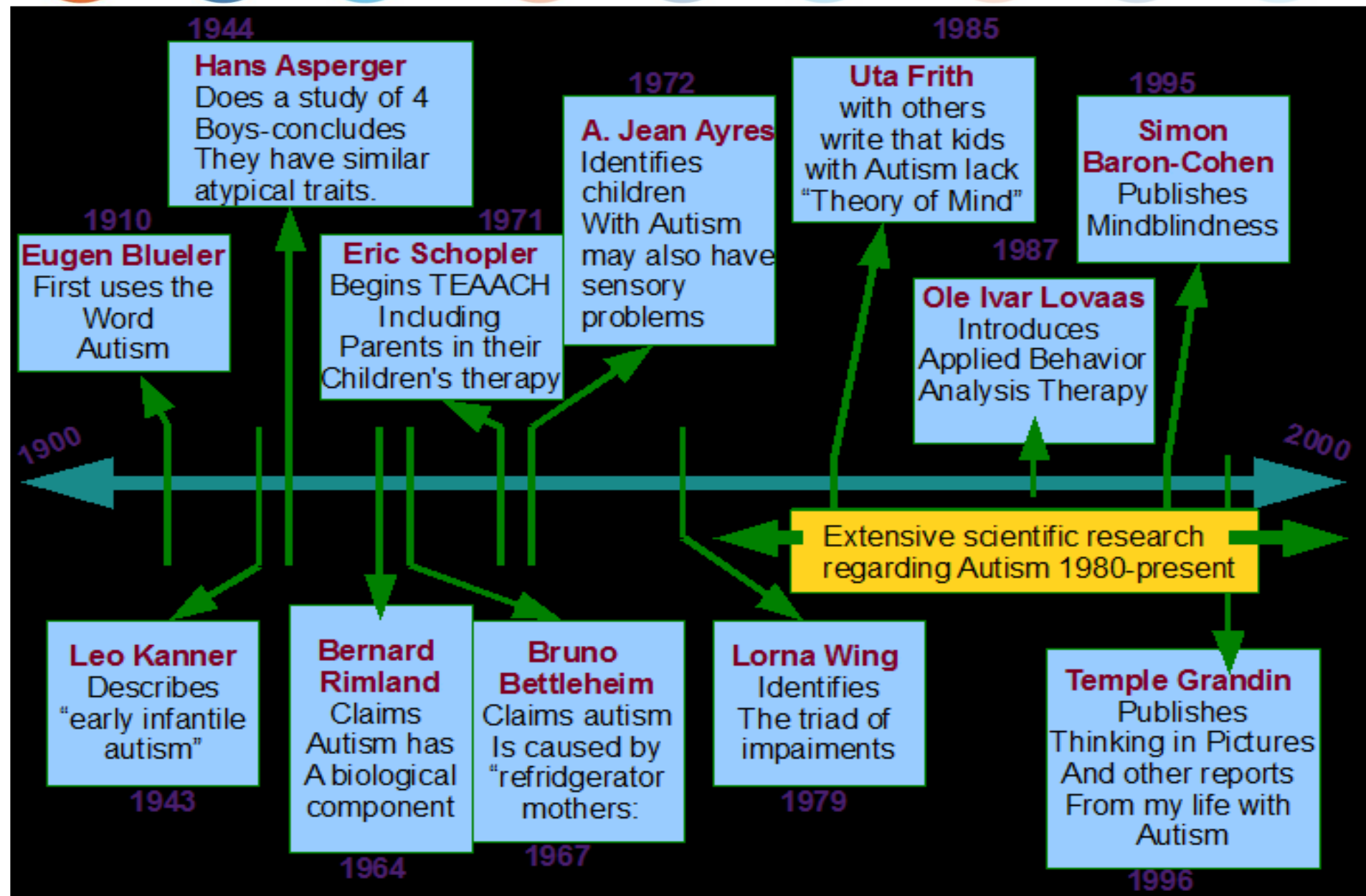


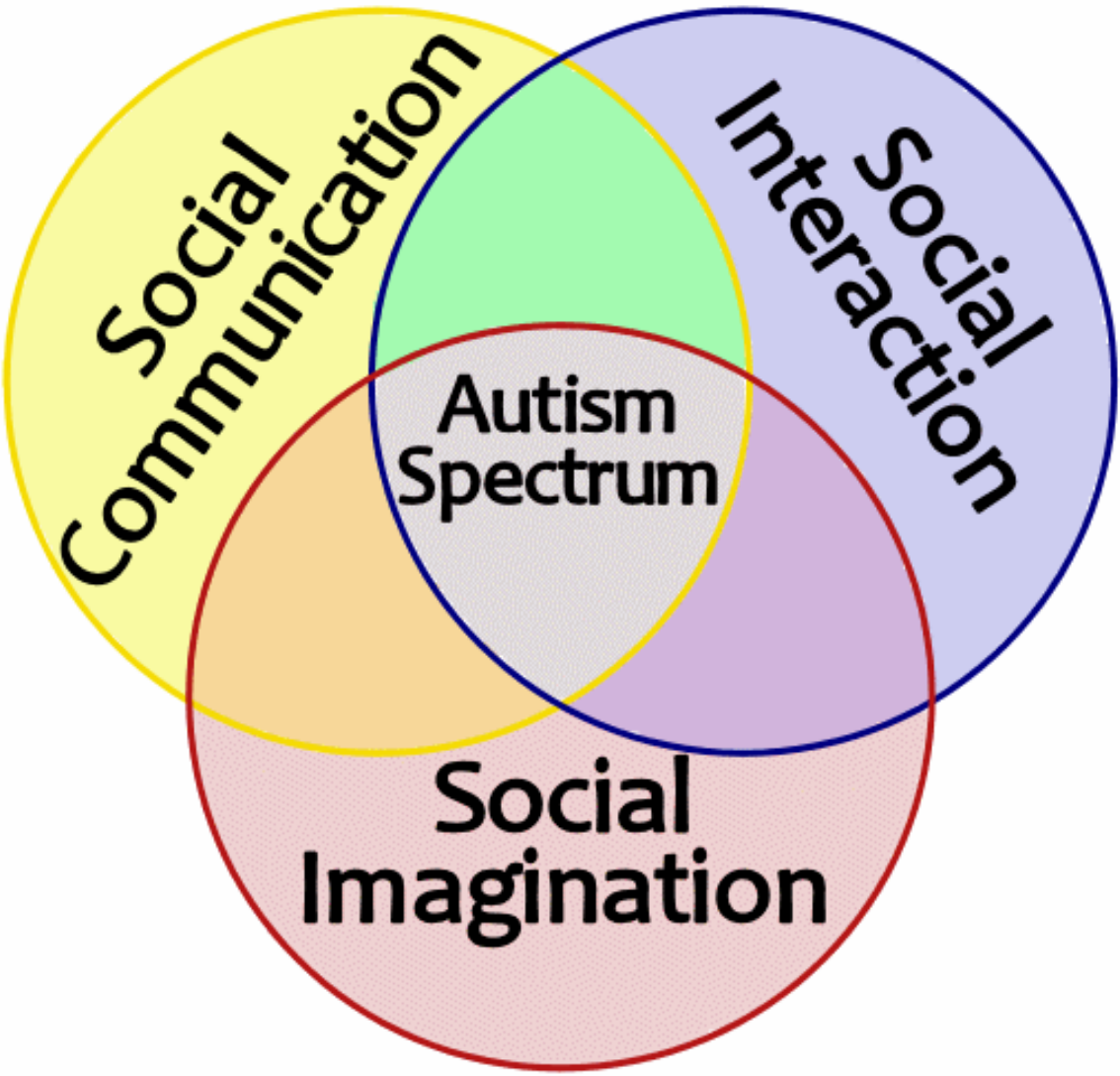
Hans Asperger

- Born in 1904 in Austria
- Studied 4 boys from 1938
- Published 'Die 'Autistischen Psychopathen' im Kindesalter' in 1944.
- "Autistic psychopathy," Auto meaning self and psychopathy meaning personality
- A lack of empathy, little ability to form friendships, one-sided conversation, intense absorption in a special interest, and clumsy movements, Little Professors.
- Nazis' intolerance for disabilities
- Work recognised in 1981 by Lorna Wing – Introduced Asperger's Syndrome
- 1994- Asperger's Syndrome recognised as part of DSM assessment.



Key Players in Autism







Social Interaction

- Lack of interest in other people
- Eye contact (Staring or none)
- Lack of reciprocity (Turn taking/ monologue)
- Prefer to be alone
- Difficulty anticipating how others think or feel
- Difficulty knowing how to react to others behaviour
- Difficulty reading emotional expressions – face/ voice/ posture
- Difficulty accepting others perspectives
- Lack of joint attention

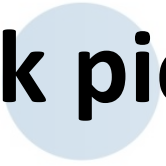
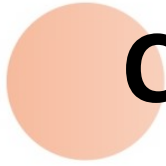




Communication

- Echolalic Speech
- Neologisms – using idiosyncratic words instead of conventional terms (Muffin top/ Chillax/ Google)
- Literal understanding of speech (Wash your hands in the toilet, Look at the road, Walk through the door, Don't cover up the truth.)
- Non literal speech (Irony, humour, sarcasm, metaphors)
- Language delay to various degrees
- Using speech inappropriately in social situations – (Why are you so fat? You have enormous boobies!)
- Giving too much information or too little
- Difficulty judging listeners needs





Create a firework picture





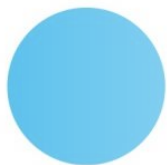
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Wellbeing Service



Routine & Imagination

- Highly repetitive behaviours
- Mesmerised by movement (toy car wheels, fans)
- Lining up objects
- Unable to transfer learning to different context
- Limited imagination for visualisation
- Spinning , Flapping (stimming)
- Obsessional interests (touching / collecting)
- Severe tantrums due to change
- Unusual memory
- Need to sameness (routine/ clothes / food)
- Islets of Intelligence – Experts in a topic





Symptoms not on Triad

- IQ level
- Learning difficulties
- Unaware of danger
- Anxiety / Depression
- High risk of Epilepsy
- Self Injury
- Sensory Issues
 - Sight
 - Sound
 - Smell
 - Taste
 - Touch
 - Balance (Vestibular)
 - Body awareness (proprioception)
 - Synaesthesia (experiencing in through a sense but out through another – tasting a smell, hearing a colour.)





The ASD Umbrella



Autism Spectrum Disorders

PDD—NOS

Impaired social interaction

or

Impaired communication

or

Restricted repetitive and stereotyped patterns or behaviors, interests and activities

AUTISTIC DISORDER

Impaired social interaction

and

Impaired communication

and

Restricted repetitive and stereotyped patterns or behaviors, interests and activities

ASPERGER'S DISORDER

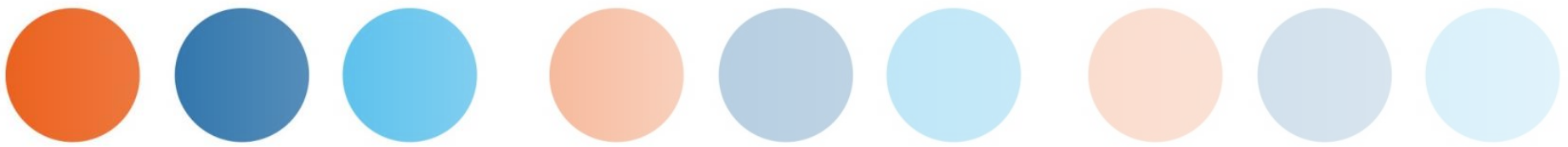
Impaired social interaction

and

Normal communication/
language development

and

Restricted repetitive and stereotyped patterns or behaviors, interests and activities



Autistic Spectrum Conditions

High functioning
autism, Asperger's,
or PDD

Classic Autism

Extreme ability
in some areas

Above
average I.Q.

Average
I.Q.

Mild learning
disability

Moderate learning
disability

Severe learning
disability

- Diagnostic and Statistical Manual of the American Psychiatric Association (DSM-V)

- International Statistical Classification of Diseases and Related Health Problems 10th Revision (ICD 10)

ASD Prevalence
2000 – 1 in 150
2010 – 1 in 100
2016 – 1 in 68
2018 – 1 in 59



Theory of Mind



The ability to take another's perspective or "put yourself in their shoes".

Difficulty Explaining Own Behaviours

Difficulty Understanding Emotions

Difficulty Predicting the Behaviour or Emotional State of Others

Problems Understanding Perspectives of Others

Problems Inferring the Intentions of Others

Lack of Understanding that Behaviour Impacts How Others Think and/or Feel

Problems with Joint Attention and Other Social Conventions

Problems Differentiating Fiction from Fact

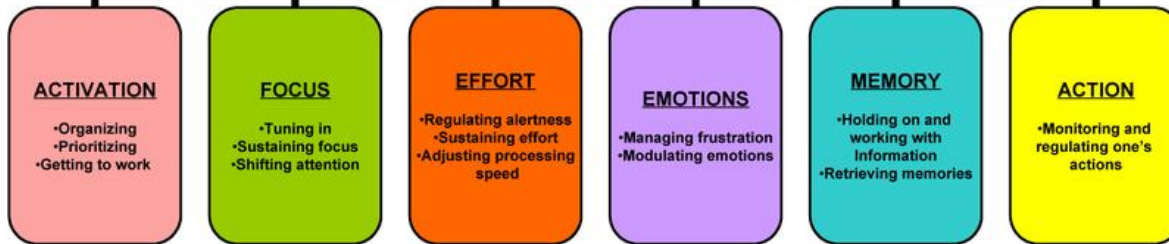


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Executive Function

The brain's ability to take in information, interpret this information, and make decisions based on this information.

The Brain's Executive Functions



Planning

Organizing

Shifting Attention

Multi-Tasking

Challenges

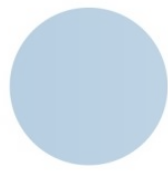
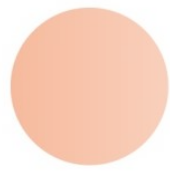
How to Systematically Approach a Task

How to Break Down a Task into Smaller Steps

How to Manage and Organize Time

How to Complete a Task





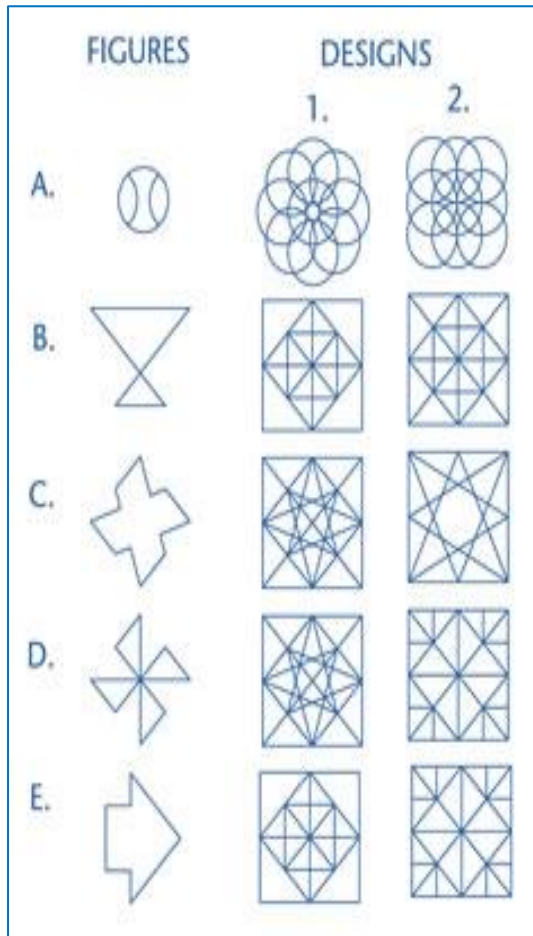
Central Coherence

Weak Central Coherence Theory

- Attention to detail
- Unable to see the big picture
- Unable to generalise
- Inability to apply context
- Reason for Islets of Ability / Intelligence
- Unable to recognise faces
- Unaware of pronunciation of words when reading
- Unable to transfer skills



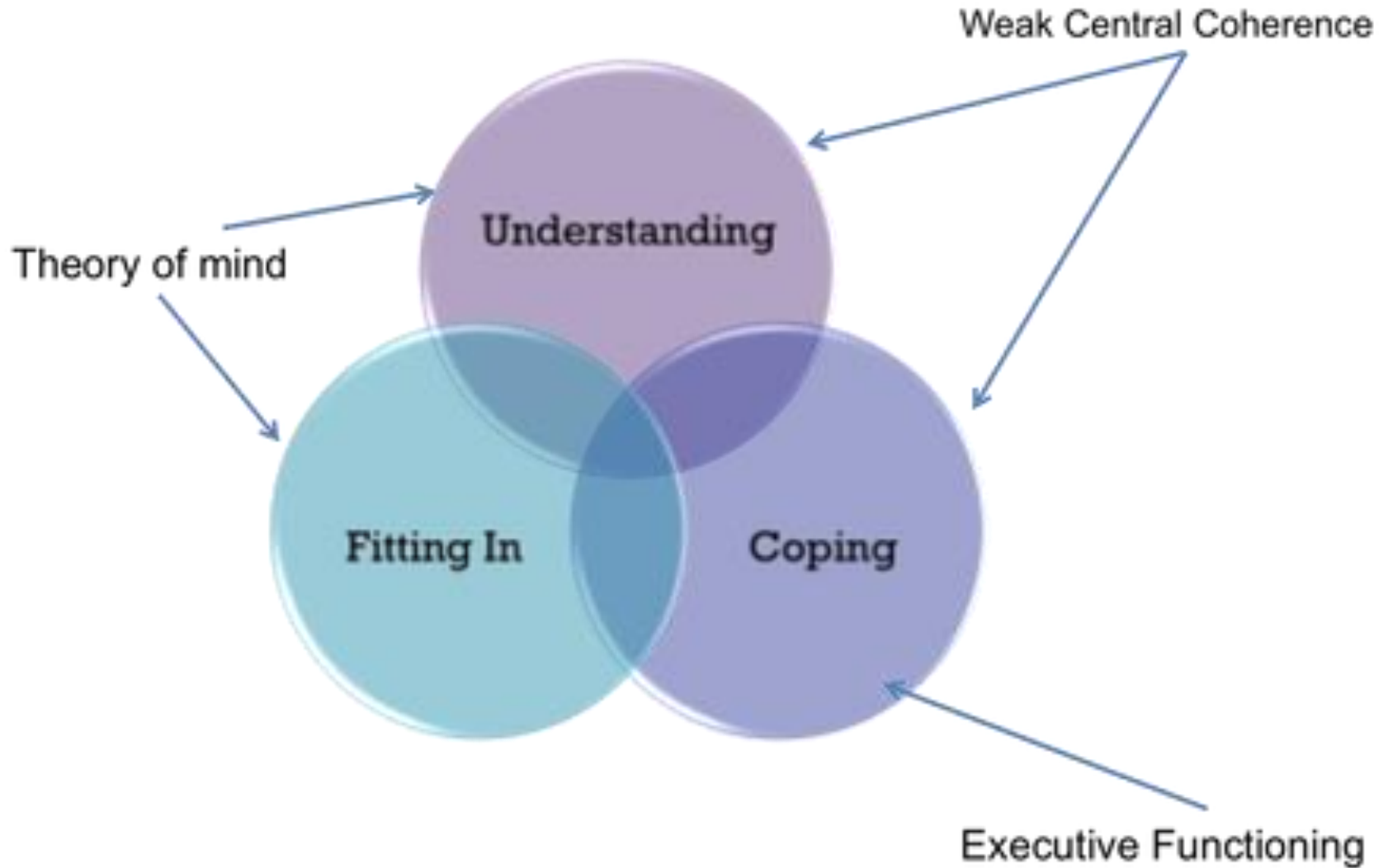
No awareness of context



Embedded Figures Test



Impact on Pupil



Task

Think of a pupil who displays some of these difficulties.

With the person next to you, discuss examples of difficulties this young person might experience in a classroom.



Classroom Behaviours

Walks out of
the
classroom

Makes loud
noises

Unable to
complete
task

Destroys
own work

Swearing

Destroys
other
peoples
work

Violent
outbursts

Constantly
makes
squeaky
sounds

Pace
across the
floor

Anxious



Classroom Strategies

Blake – Adults I would like to speak to.



Mrs Grigor

Mr. Graham

Mr. Hay

Mrs. Mackenzie

Mr. Gibson

- Identify a place to go
- Team Around The Child
- Provide visual prompt
- Provide social story
- Allow time to self regulate

break



Call Home



Jamie's Go Home Card

home



PSA Pass

Matthew

Please allow Matthew Time Out to go to the library. This is a polite request.



PSA Pass

Matthew

Please allow Matthew Time Out to go to a calm place. This is a priority.

The Quiet Room

The Skills Centre has a quiet room which has a tent in it.



Quiet Tent



You can go there if you need some quiet time. If you want to go there you can say to the adult or show them the Quiet Room Card. An adult will come to check on you.

When you are calm you can return to class.

Classroom Strategies

- Free from anxiety
- Consistent routine
- Allow processing time
- Prepare for change
- Social Stories
- Clear instructions

When I'm Frustrated
theautismhelper.com

Sometimes I get really frustrated and mad.

I want to throw things, hit people, yell, and cry.

If I act that way I can get in trouble and people won't want to be my friend.

When I am frustrated, I need to take a deep breath. I can ask for a break, take a walk, get a drink of water, or put my head down.

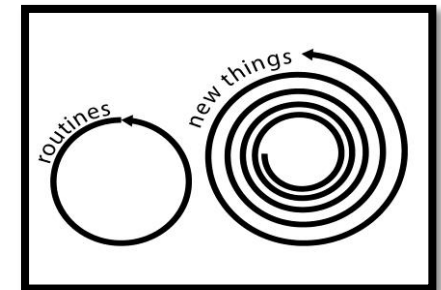
I tell people around me, "I am frustrated right now." I use my words. Soon I will feel better.

The Picture Communication Symbols (PCS) 01081-2010 by Mayer-Johnson LLC. All Rights Reserved. PCSymbols Used with permission. PCSymbols™ is a trademark of Mayer-Johnson LLC.

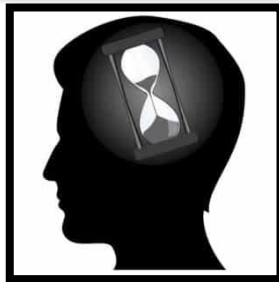


Morning Routine

	6:15 am Wake Up	<input checked="" type="checkbox"/>
	6:20 am Feed & Water Dog	<input checked="" type="checkbox"/>
	6:25 am Make Bed	<input checked="" type="checkbox"/>
	6:30 am Brush Teeth/ Wash Face	<input type="checkbox"/>
	6:35 am Brush Hair	<input type="checkbox"/>
	6:40 am Get Dressed	<input type="checkbox"/>
	7:00 am Take Medication	<input type="checkbox"/>
	7:10-7:20 am Get on Bus	<input type="checkbox"/>



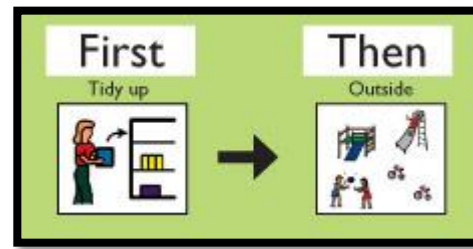
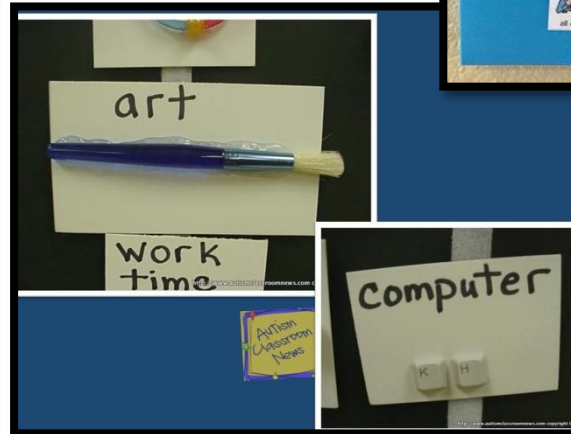
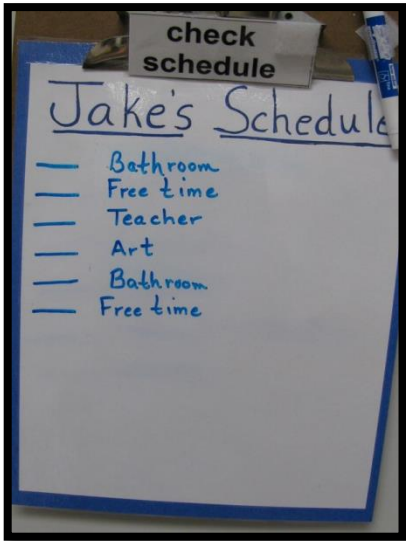
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Classroom Strategies

- Visual Timetable
- First and Then Card
- Transition objects
- Real object signifiers

	8:45am-9:15am	9:15am-9:45am	9:45am-10:15am	10:15am-10:45am	10:45am-11:15am	11:15am-11:45am	11:45am-12:15pm	12:15pm-12:45pm	12:45pm-1:15pm	1:15pm-1:45pm	1:45pm-2:15pm
Monday	Lunch Hall	Core Mrs MacKenzie Mrs Austin		Social Subs Ms Austin Mrs Mearick	PE Mrs Grogan Mr Kerrigan	HE Mrs Livingston Mrs Brown	PSE Ms McKev Mrs Mearick	IT Mrs Grogan Mrs Milne			
Tuesday	Lunch Hall	Core Mrs MacKenzie Mrs Johnston		Maths Mrs Chalkley Mrs Mearick	English Ms Grogan Mrs Johnston		John Muir Mr O'Hara Ms Riley				
Wednesday	Lunch Hall	Core Mrs MacKenzie Ms Riley		Maths Mrs Chalkley Mrs Mearick	English Ms Grogan Mrs Johnston		Music Stephen Gordon	Science Mrs Chalkley Mrs Grogan	HE Mrs Livingston Mrs Milne		
Thursday	Lunch Hall	Art Mr Ranson Mrs MacKenzie	Core Mrs MacKenzie Mrs Johnston		IT Mrs Grogan Mr Kerrigan	Sit Fit Mrs Grogan Mr Kerrigan		Equine Mrs Cunningham Mrs McKev			
Friday	Lunch Hall	P1 Social Subs Ms Austin Mr Meldrum	P2 Golden Time Mrs MacKenzie Mrs Grogan	Break	P3 Swimming Ms Grogan Ms Riley	P4					



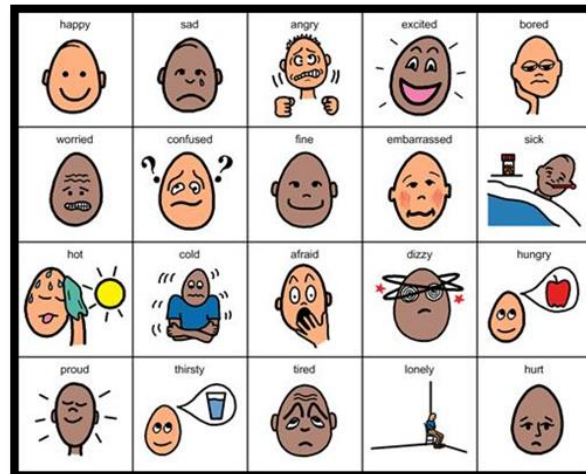
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Classroom Strategies



- Identify own space
- Recognise emotions
- 3 Point Scale
- 5 point Scale

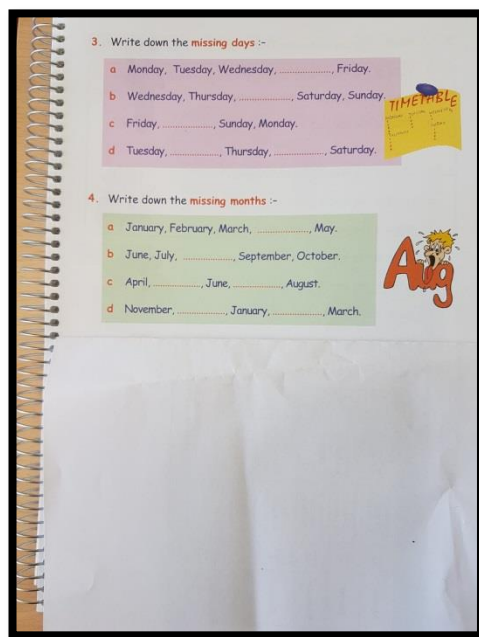


5 Scale Rating for Getting Angry.				
Rating	Looks/ Sounds Like	Feels Like	I can try	
5	- Screaming - Hitting - Punching - Shouting - Kicking - Spitting	- I can't control it - I feel very angry - Going to explode - I want to physically stop the other person	- Leave class for a calm place - Let an adult help you leave - Read a book to calm - Get Mr Millar, Mr McLean or Mr Denholm - Walk in the playground - Phone call to parents	
4	- Saying unkind things to others - Threatening - Shouting - Spitting	- People are not listening to me - I feel angry - I want to make the other person stop/change	- Leave class for a calm place - Go to the library for a book - Let an adult help you leave - Don't speak to anyone	
3	- Being too close to others - Moving towards someone to annoy them - Not completing work - Loud voice	- grumpy - Bad mood - tense - annoyed by someone	- Leave class for a calm place - Tell an adult you are feeling a little cross. - Stay away from person annoying you - Count to ten in head - Go to the Toilet - Don't speak to anyone - Read a book outside the classroom	
2	- Telling people what to do - Being too close to others - Speaking in a loud voice	- Ok - Someone is doing something a little annoying	- Tell an adult you are feeling a little cross. - Stay away from person annoying you - Go for a short walk around the school - Go to the toilet - Read a book outside the classroom	
1	- I have a smile on my face - Saying nice things to others - Having fun	- relaxed - happy - calm - friendly	- Enjoy it! - Stay that way	





Classroom Strategies


check schedule





FRIDAY

1. o'clock 
2. Circle which shape does not belong.

3. 5, 6, 7, 8, 9, , 11, 12
4. Write the numeral nine.
5. What day is it tomorrow?



6. Is your hand:
longer than ☐
shorter than ☐
about the same as ☐
your pencil?

7. How many eyes are shut?


8. How many are open?

9. 
Take 2  away.

10.  add  = 3, so

 add  =

* Finished *

- What I need to do?

Clear instructions

- When will I be finished?

Clearly mark where work can be finished

Cover parts of the page if it is too busy

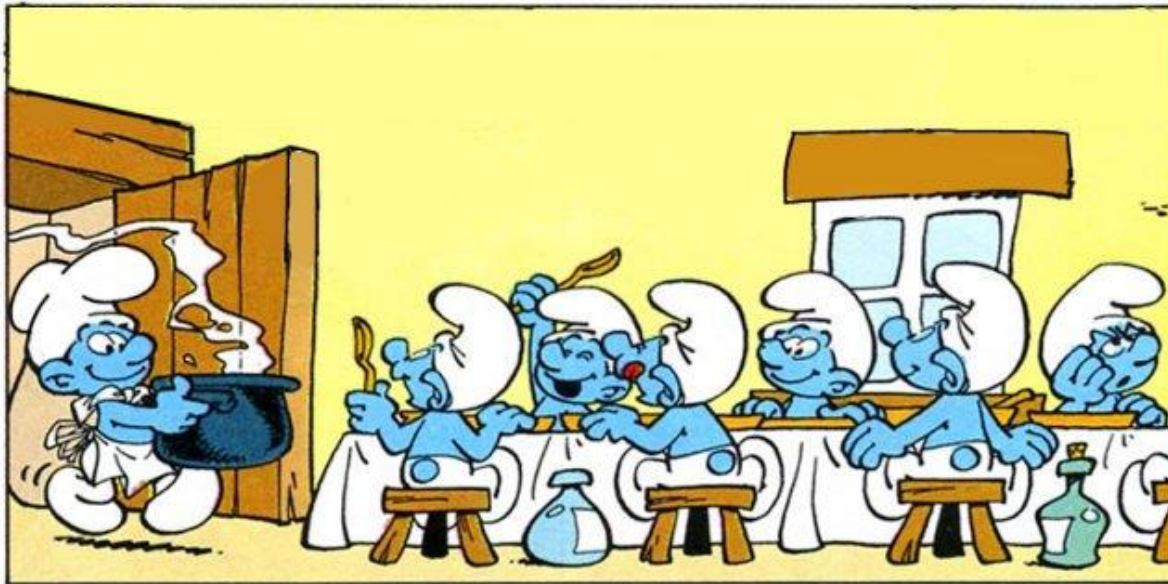
Timer or clock

- Model good behaviour and play skills



Task

With the person next to you,
discuss examples of difficulties
this young person might
experience in the dinner hall.



Dinner Hall Behaviours

Unwilling to
try new
food

Doesn't like
to sound of
others eating

Food
touching on
plate

Different
smells of
food

Can't cope
with noise

Eats
sweeties
first

Will only
eat a small
amount

Unable to
chew
different
textures

Won't use
cutlery, eats
with hands

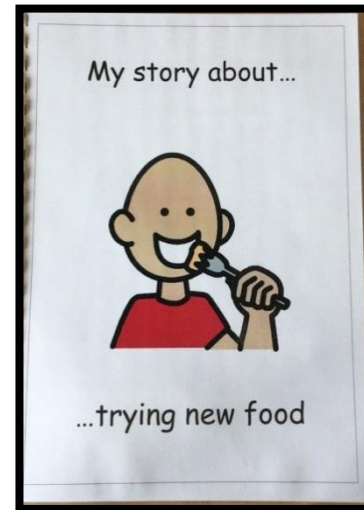
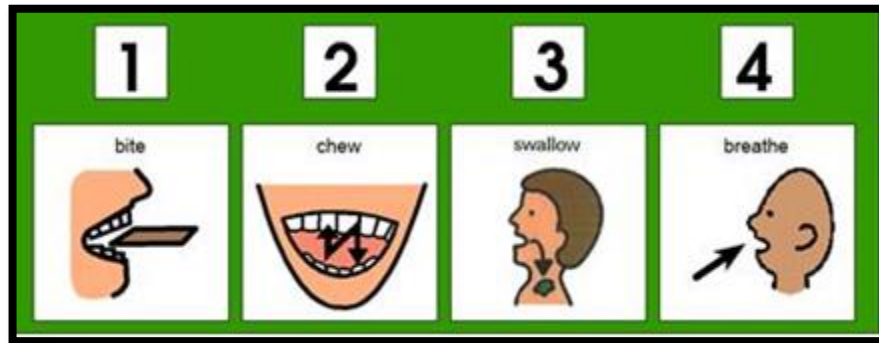
Can't look
at other
people
eating



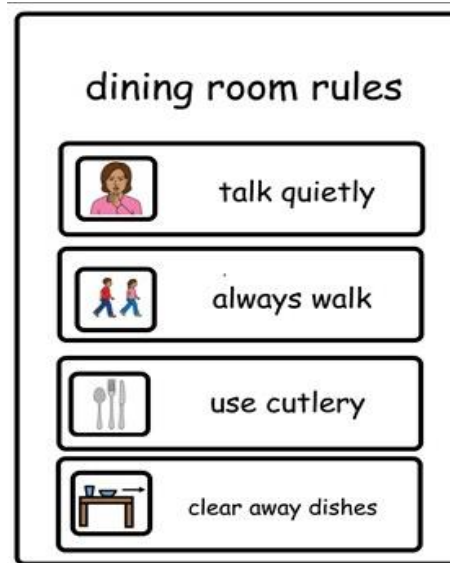
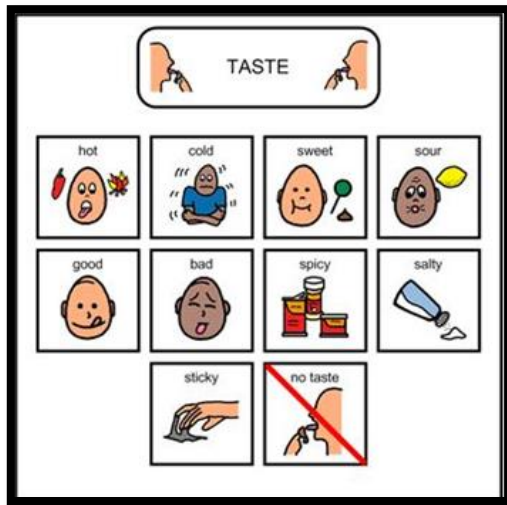
Dinner Hall Strategies



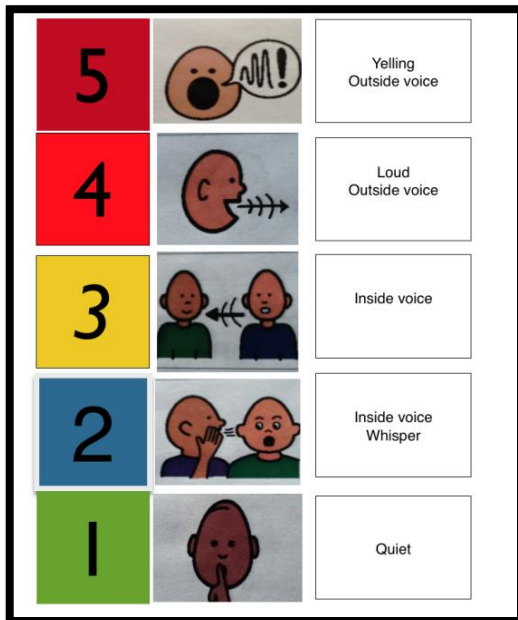
- Plates to separate food
- Find out likes and dislikes
- Aware of sensory distractions
- Use ear defenders
- Try a sample from school menu
- Reward attempts
- Story to support new food



Dinner Hall Strategies



- Display Rules
- Use a timer
- Different tastes
- Seating plan
- Eat early / later
- Eating food order



Task

With the person next to you,
discuss examples of difficulties
this young person might
experience in the playground.



Playground Behaviour

Unable to
play group
games

Walking
around the
perimeter

Stand too
close to
others

Can't lose
a game

Bullied by
others

Inflexible
with rules

Being left
out

Try to
control
others

Don't join
in games



Playground Strategies



- Buddy Bench
- Teach playground games during PE
- Display rules written & pictures
- Social stories
- Board games in class
- If child is happy, leave them!

Joining in a Game

Sometimes Marika and John play ball together.



Sometimes I want to play with them.



I can stand close to them and wait for a small break in the game and ask them if I can play.



If they say, "No", I can ask someone else to play.



If they say "Yes," or "Sure," I can say, "Thanks" and then play with them. It is fun to play together.



5 Rules to make a happy playground



Take care of your playground and all the plants and creatures in it.



Be helpful to others.



Listen to adults and follow their instructions.



Show respect and good manners towards others.



Be kind and considerate towards others.



Strategy Summary



- Get to know the child!
- Try to build a relationship & trust
- Attempt to identify triggers
- Choose a strategy
- All strategies can be use in a variety of contexts
- Individualise resources
- Be consistent in actions and resources
- Be consistent with language
- Praise
- Stick with it, change can be slow!





Agenda Review

- ✓ What is Autism?
- ✓ History of Autism
- ✓ Triad of Impairment
- ✓ The ASD Umbrella
- ✓ Theories
- ✓ Strategies

Classroom
Dinner hall
Outdoors





Thank you

ASD Strategies

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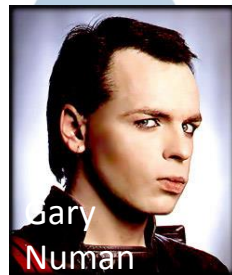
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Sheldon Cooper



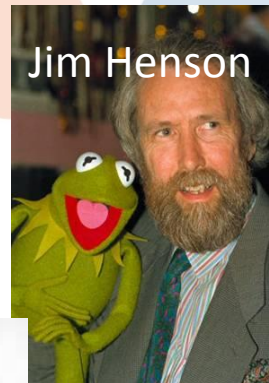
Mr Spock



Gary Numan



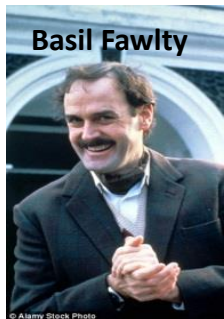
Drax the Destroyer



Jim Henson



Temple Grandin



Basil Fawlty



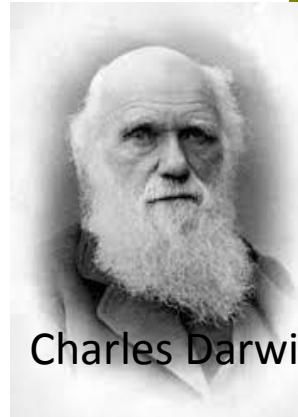
Mr Bean



Satoshi Tajiri



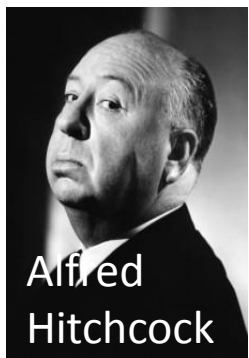
Mozart



Charles Darwin



Chris Packham



Alfred Hitchcock



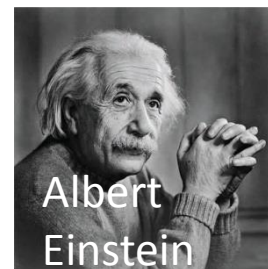
Michael Palin



Kimi Raikkonen



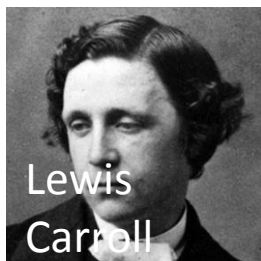
Tim Burton



Albert Einstein



Susan Boyle



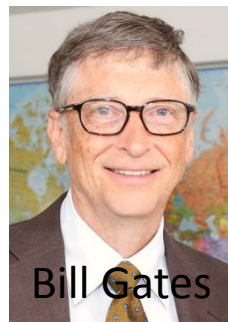
Lewis Carroll



Daryl Hannah



Guy Martin



Bill Gates



Andy Warhol



Dan Aykroyd