



Integrated  
Treatment Services  
Client-centred Therapy

## Supporting children with Autistic Spectrum Condition in the classroom

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# What is Autistic Spectrum Condition?

- [https://www.youtube.com/watch?feature=player\\_detailpage&v=K7JbMEyPxHs](https://www.youtube.com/watch?feature=player_detailpage&v=K7JbMEyPxHs)
- Autism is not a single condition but a collection of conditions that have common behavioural characteristics.
- An Autistic Spectrum Condition (ASC) is a lifelong developmental disability that affects the way a person communicates and relates to the people and world around them.
- A spectrum of difficulties.
- Share three main areas of difficulty
  - Social interaction
  - Social communication
  - Social imagination.

# ASC – Areas of Difficulty

## ASC

### Social Interaction

May have difficulties:-

- Understanding unwritten Social rules.
- Understanding emotions and feelings and expressing their own emotions.
- Interaction with peers may appear over formal, ego centric.
- Find it hard to form Friendships
- Limited eye contact

### Social Communication

May have difficulties:-

- Understanding verbal and Non verbal language
- Processing language.
- Using and understanding tone and pitch of voice.
- Understanding jokes and Sarcasm.
- Some may have no speech or very limited speech.
- Conversational difficulties

### Social Imagination

May have difficulties:-

- Understanding and predicting others behaviours.
- Imagining situations outside of their own routines.
- Can show a range of repetitive Activities.

**Sensory sensitivity** - maybe over or under sensitive to certain sensory stimulation.  
Sight/sound/smells/touch.

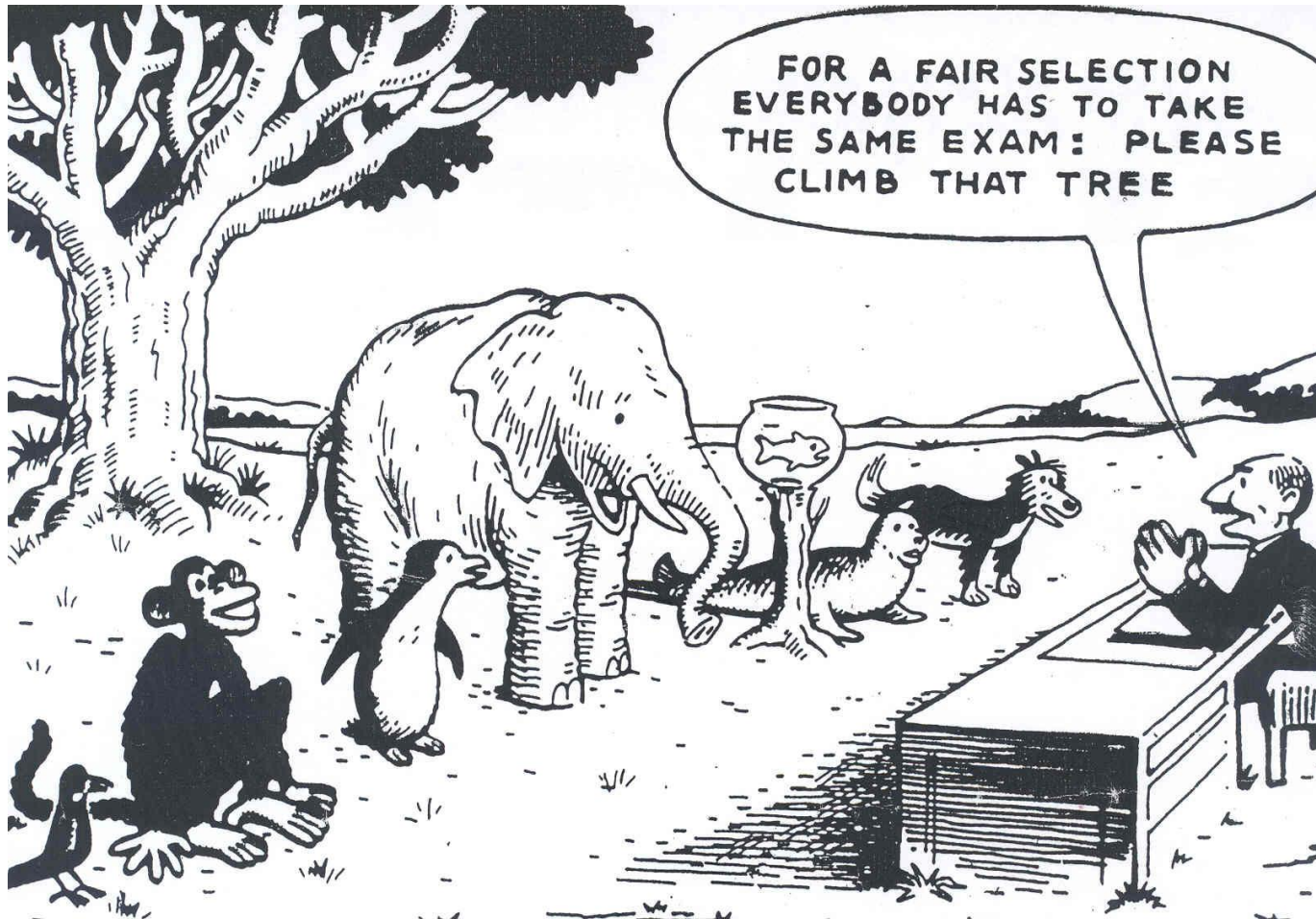


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# Statistics

- 1 in 1000 children aged 5 to 16 years in the UK have a diagnosis (office of National Statistics 2005). Expect that a majority of mainstream schools will have one or more children with ASD (Fombonne et al 2001).
- NASUWT Support for Children & Young people with Special Educational needs (June 2013)
  - 60% of teachers in England do not feel they have adequate training to teach children with autism
  - 35% of teachers think it has become harder to access specialist support for children with autism.
- DFE Special Educational Needs in England: January 2014
  - 70% of children with ASC are educated in mainstream schools.
  - Over 11% of children with Special Educational Needs in state funded schools have a diagnosis of ASC.
  - The number of statements/EHCPs that list autism as the primary need has increased by 3% since 2010.

# Reasonable adjustments



# Visual supports.

“I think in pictures. Words are like a second language to me .....When someone speaks to me, words are instantly translated into pictures ..... one of the most profound mysteries of autism has been the remarkable ability of most autistic people to excel at visual spatial skills while performing so poorly at verbal skills

Temple Grandin



- Visual supports are adaptable, portable and can be used in most situations.
- Visual supports can:-
  - Reduce anxiety – As the individual is aware of their routine
  - Motivate – The child can see a reward on their schedule if they finish their work.
  - Manage behaviours – By visually scheduling favourable activities in the timetable as well as warning students of any changes.
  - Reinforce social expectations - Social stories
  - Help with sequencing
  - Provide a reminder for the child.
  - Assist the child with making choices.

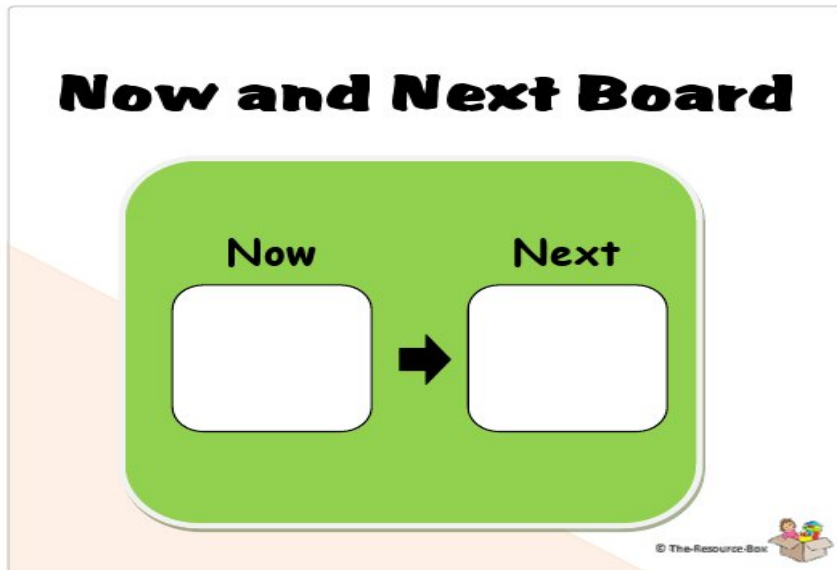
# Visual timetables



1. **Gather materials**
2. **Choose pictures**
3. **Cut, glue, laminate and velcro.**
4. **Create a strip**
5. **Velcro the pictures to the strip in order that they will occur. Explain and model how to use pictures with the child. Take off completed pictures or use finished box.**
6. **Use the Timetable – convenient place, eye level of child and use consistently**



# Now and next boards



- Aid with transition
- Help the child complete less motivating activities.
- Break down large sequences of activities.

# “I’m working for .....” boards

- <https://www.youtube.com/watch?v=LAtCr70tqVs>

- Step 1 – Simple deals.

Reinforcer in sight give the student a small “task” to do. Once complete “nice work” and reinforcer given.

- Step 2 – The Visual Contract.

Begin using the a picture to represent the reinforcer for the next deal. Prompt the child to give you the token to receive the reinforcer.

- Step 3 – add on circles.

When the child tries to cash in his token point to the remaining circles and indicate they should carry on with their work.



# Promoting independence



# Social Stories

- Introduced by Carol Gray in the early 1990s, social stories are short (written) descriptions of a particular situation, event or activity, which include specific information about what to expect in that situation and why.
- They can provide a person with an ASD with some idea of how others might behave in a particular situation.
- They can also introduce a new social skill. Social stories can be strengthened by using visual supports, such as symbols or illustrations.

# It's a good idea to be quiet

Sometimes, my teacher talks to the children.  
She tells them about lots of new things.  
The children know they have to sit still and listen.  
They know it's a good idea to be quiet.  
This will help them to learn new things.  
I know it's a good idea to be quiet when I am listening.  
I will try to be quiet when my teacher is talking.  
This will help me learn new things.

# Communication Passports

- Contains information about a person.
- Helps people get to know the student
- Can be presented in a number of ways for example photos, or a digital form such as a DVD.
- Should be completed with the student.
- Suggested headings could be
  - About me
  - Important things about me
  - People that are important to me
  - My communication
  - Likes
  - Dislikes
  - Timetable of activities.

# Yet another 'getting lost' story

## Luke Jackson

"I was only around five or six and mum had come to pick me up from school. Eventually a worried headmistress came out and said she needed a word with mum. Mum was told not to worry (I am sure that wasn't very comforting), but that the school were having difficulty finding me. Apparently my teacher was in a right old state and everyone had been searching for me for a long time. Knowing a bit about how I thought, mum asked what was the last thing the teacher had said to me. The teacher replied that she had told me to put my file back under the desk. Understanding my ways, mum quickly looked under the desk and there I was"



# Communication strategies

- Simple, concise and clear language.
- Use visual aids to support.
- Avoid using sarcasm/idiomatic sayings.
- Consider the use of a home/school communication book.
- Build in opportunities within the day for the child to practice communicating.
- Present information in small chunks to help the child to attend to relevant information.
- Ensure you have the child's attention before giving a whole group instruction, as they may not be aware that they are part of the group being addressed.

# School environment.

- Lightening – Flickering lights, reflection on items within the classroom.
- Ordered classroom – Equipment clearly labelled with visual aids. Consider classroom displays.
- Sounds from inside/outside the classroom – whiteboard, photocopier and pre warning of alarms/bells.
- Large rooms/busy corridors – early pass to avoid the busy corridor, going to the dining room earlier, pre arrange seating plans in the dining room and assembly hall.
- Unstructured times – buddying system, circle of friends and use of timetable in the playground.

# Useful websites

- National Autistic Society - <http://www.autism.org.uk/>
- Autism Education Trust - <http://www.autismeducationtrust.org.uk/>
- Do2learn - <http://www.do2learn.com/>
- Twinkl - <http://www.twinkl.co.uk/>

# Thank you

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