

Bolton Learning Partnership

Virtual Teaching and Learning Conference 2020

“Supporting learners with Autism”

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Aims of the session: To have a greater understanding of improving teaching and learning for students with Autism.

What will the session look like?

1. Overview of Autism
2. The classroom environment
3. Instructions and delivery
4. Crisis
5. Reflections
6. Question and answer



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National
Autistic
Society



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The diagnosis of Autism

The characteristics of autism vary from one person to another, but in order for a diagnosis to be made, a person will usually be assessed as having had **persistent difficulties with social communication and social interaction** and **restricted and repetitive patterns of behaviours, activities or interests** since early childhood, to the extent that these "**limit and impair everyday functioning**".

A **diagnosis** is the formal identification of autism, usually by a multi-disciplinary diagnostic team, often including a speech and language therapist, paediatrician, psychiatrist and/or psychologist.

Some terms that you may hear when Autism is discussed: Autism Spectrum Disorder (ASD), Kanner Autism, Pervasive Development Disorder, Asperger Syndrome, High Functioning Autism, Pathological Demand Avoidance (PDA)



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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 is much more common than many people think. There are around 700,000 people on the autism spectrum in the UK – that's more than 1 in 100¹. If you include their families, autism is a part of daily life for 2.8 million people.

63% of children on the autism spectrum are not in the kind of school their parents believe would best support them³.

17% of autistic children have been suspended from school; 48% of these had been suspended three or more times; 4% had been expelled from one or more schools⁴.

Only 16% of autistic adults in the UK are in full-time paid **employment**, and only 32% are in some kind of paid work



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We are all teachers of SEND...

Adaptive Teaching (Standard 5 – Adapt teaching)	
Learn that...	Learn how to...
1. Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed. 2. Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching. 3. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. 4. Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils. 5. Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining pupils. 6. There is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and	Develop an understanding of different pupil needs, by: • <i>Identifying pupils who need new content further broken down.</i> • <i>Making use of formative assessment.</i> • <i>Working closely with the Special Educational Needs Co-ordinator (SENCO) and special education professionals and the Designated Safeguarding Lead.</i> • <i>Using the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively.</i> Provide opportunity for all pupils to experience success, by: • <i>Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.</i> • <i>Balancing input of new content so that pupils master important concepts.</i> • <i>Making effective use of teaching assistants.</i> Meet individual needs without creating unnecessary workload, by: • <i>Making use of well-designed resources (e.g. textbooks).</i> • <i>Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge.</i> • <i>Building in additional practice or removing unnecessary expositions.</i> • <i>Reframing questions to provide greater scaffolding or greater stretch.</i>



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So how can we make the school
experience work for learners with
Autism?



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Too much information...

What was the campaign about?

Autistic people and their families told us that **the big five things** that they wanted the public to understand were that autistic people can:

- Need extra time to process information
- Experience anxiety in social situations
- Experience anxiety with unexpected changes
- Find noise, smells and bright lights painful and distressing
- Become overwhelmed and experience a 'meltdown' or 'shutdown'



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https://www.youtube.com/watch?v=Lr4_dOorquQ&safe=active



Let's think about the classroom environment?

Keep the room tidy and clutter free

Keep items in familiar places

The board at the front of the room - consider any displays on the wall around this...

Displays and busy working walls... How can you minimise visual sensory overload?

Allocated and familiar seating

Changes to displays? Changes to seating plans? How would you minimise potential distress?



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Instructions

Like with all teaching, your delivery of content and the instruction behind it is key

Use the students name first in the sentence

Repeating instructions, get the children to help you with this. Simple signing can help!

Avoid inferred meaning, sarcasm and idioms

Watch your word count...

Modelling throughout the whole lesson

Simple structure of the lesson on the board - wipe this off as you go

Visual prompts that are easily accessible as a reminder - you can use this in place of a verbal reminder



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Instructions

1. Listening



2. Experiment



3. Writing



4. Checking work



5. Finished



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Instructions

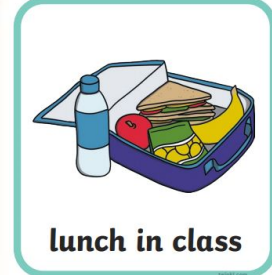
Now



Next



Then



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Instructions: the school day



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Social stories

My name is _____

My teacher is _____

I go to _____ school.



Sometimes when I talk to my friends, I stand too close. This can be uncomfortable for them.



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Social stories

I need to take one step back. This will make it comfortable for my friends to talk to me.

My friends will like it if I take one step back.

My teachers will like it if I take one step back.



I will remember to take one step back when talking to my friends.

This will make my friends happy.

This will make my teachers happy.



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Crisis in the classroom

By getting to know your learners and putting the necessary steps in place you minimise the risk of a young person entering 'crisis'

'Crisis' can be displayed in many ways from a total shutdown to disruptive and dangerous behaviour

It is likely that this response is generated a result of lots of little 'things' adding up throughout the day...

It is important to ensure that the young person has a safe space to work through the 'crisis' response and that they are given enough time to decompress following the outburst

Staff intervention may look different for each individual experiencing a crisis



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How will you use this for lesson planning?

What will you now consider about the learning environment of your classroom?

How will you deliver your instructions throughout the lesson?

How will you ensure to strive to be an inclusive practitioner?



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Thank you!

**Remember to consider SEND schools as
placements with a valuable learning
experience and also a great avenue for
your career to follow one day!**

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