

Content and evidence base behind the Elklan 'Supporting verbal pupils with ASD' (5 week)

"It is generally accepted that training is the key to the successful placement of children and young people with autistic spectrum disorders (ASDs). An excellent teacher or support assistant with no formal, specialist training may be able to work with a pupil with an ASD but to really understand how that pupil thinks and learns, they will need a sound background knowledge of autism. Teachers and Learning Support Assistants (LSAs) need to know how to develop pupils' communication, interaction and flexible thinking/behaviour and to also understand why they are working in a particular way with an individual child. In addition, other members of staff (administration, mid-day supervisors and drivers and escorts) need a general level of awareness of ASDs to enable them to respond appropriately to individual pupils."

West Midlands SEN Regional Partnership, 2001 regarding training of staff working in schools with children on the autism spectrum.

Session 1

What is Communication and where does ASD fit?

- Denes & Pison, The Speech Chain, W.H. Freeman, 1993. Chapter One - The Speech Chain
- The diagnostic criteria in DSM V was used in this section, a link to this is here: <https://www.autismspeaks.org/what-autism/diagnosis/dsm-5-diagnostic-criteria>
- The background for the work on social communication and links to the communication chain were based on the evidence here http://www.asha.org/uploadedFiles/ASHA/Practice_Portal/Clinical_Topics/Social_Communication_Disorders_in_School-Age_Children/Components-of-Social-Communication.pdf

Session 2

Sensory Integration and ASD

This session is based on work by Williams and Shellenburger and Dr Jean Ayres and was researched through discussion with SI therapists and the web in particular the following websites:

- <http://www.spdfoundation.net/about-sensory-processing-disorder/>
- http://www.autism.com/symptoms_sensory_overview
- <http://www.pediatrictherapynetwork.org/images/content/208.pdf>
- Dockrell J.E and Shield B (2006) The effect of irrelevant noise on children's processing of verbal and non-verbal tasks.

Session 3

The importance of structure

Structure is based on the TEACCH model we teach:

- Visual structure
 - Visual schedules
 - Visual instructions
 - Visual clarity
- Physical structure

Task plans, graphic organisers

Based on the Hyerle maps, described in 'Visual tools for transforming information into knowledge', by David Hyerle published by Corwin Press 2009

Session 4

Developing interaction

Comic Strip Conversations (Chat cartoons)

- Gray, C. A. (1994) Comic strip conversations: Illustrated interactions that teach conversation skills to students with autism and related disorders, Texas: Future Horizons
- Glaeser, B. C., Pierson, M. R., and Fritschmann, N. (2003) Comic strip conversation: A positive behavioral support strategy, *Teaching Exceptional Children*, 36, 14-19
- Kerr, S., & Durkin, K. (2004) Understanding of thought bubbles as mental representation in children with autism: Implications for theory of mind, *Journal of Autism and Developmental Disorders*, 34, 637-648
- Pierson, M. R. and Glaeser, B. C. (2005) Extension of Research on Social Skills Training Using Comic Strip Conversations to Students Without Autism, *Education and Training in Developmental Disabilities*, 2005, 40(3), 279–284
- Pierson, M. R., and Glaeser, B. C. (2007) Using comic strip conversations to increase social satisfaction and decrease loneliness in students with autism spectrum disorder, *Education and Training in Developmental Disabilities*, 42, 460-466
- Rogers, M. F., and Myles, B. S. (2001) Using social stories and comic strip conversations to interpret social situations for an adolescent with Asperger Syndrome, *Intervention in School and Clinic*, 36, 310-313

Developing interaction

- Girolametto, L. (1988). Improving the social-conversational skills of developmentally delayed children: an intervention study. *Journal of Speech and Hearing Disorders*, 53, 156-167.
- Girolametto, L., Pearce, P. & Weitzman, E. (1996). Interactive focused stimulation for toddlers with expressive vocabulary delays. *Journal of Speech and Hearing Research*, 39, 1274-1283.
- Theory of Mind Simon Baron Cohen
- Westby, C. & Robinson, L. (2014). A developmental perspective for promoting theory of mind. *Topics in Language Disorders*, 34(4), 362-383.
- de Villiers, J. G. & de Villiers, P. A. (2014). The role of language in theory of mind development. *Topics in Language Disorders*, 34(4), 313-328.

Session 5

Behaviour is Communication

The Antecedents Behaviour Consequences (ABC) checklist is the basis for this session.

- http://www.specialconnections.ku.edu/?q=behavior_plans/functional_behavior_assessment/teacher_tools/antecedent_behavior_consequence_chart
- Functional Behavioral Assessment: A Three-tiered Prevention Model by Kevin J. Filter, Michelle Alvarez
- <https://books.google.co.uk/books?id=GEoANv9wwxC&pg=PA89&lpg=PA89&dq=evidence+for+antecedents+behaviors+and+consequences+checklist&source=bl&ots=1R4mam3Xnl&sig=msJd9cjRz4Seta9uNYtrufFbv3E&hl=en&sa=X&ved=0ahUKEWjPmI7cq4TLAhWGWbBQKHfkvAokQ6AEIUTAJ>

Liz Elks

Director Elklan Training

19/2/16