

Trainers guide

Aim

The presentation materials at level 1 are designed to give participants a better understanding and awareness of autism and the way it affects pupils in school.

Key principles

These should inform the delivery of the training:

1. Focus on **difference** and not deficit.
2. Promote **positive** attitudes to autism.
3. **All** school staff can have an **impact**.

Learning objectives

The training should be delivered to ensure that all participants will be able to:

- Identify the four key areas of difference that need to be taken into account when working with pupils with autism.
- Know the importance of understanding the individual pupil with autism and their profile of strengths and weaknesses.
- Identify the key areas to help pupils with autism build positive relationships with staff and their peers.
- Know that many pupils with autism can be unusually sensitive to everyday sights, sounds, touch, tastes and smells which affects their learning and emotional state.

Content of level 1 materials

- There are four themes:

The individual pupil	Building relationships	Curriculum and learning	Enabling environments
----------------------	------------------------	-------------------------	-----------------------
- Each theme has 3 main slides and 3 additional resource slides.
- There are also 5 case studies and 3 activities.
- The menu allows you to visit each of these in whichever order you prefer, but essentially each unit builds on the previous one.
- In addition there are five participant handouts, four relating to each theme.

Trainers guide

Core materials – these should be delivered during each training session.

Main slides:



These **12 slides** contain the **key messages** that should be the **focus** of the training. Information from the relevant participant handout can be used to expand on the key message for each slide.

Films:



The **5 films** and **3 audio clips** should be used to reinforce and expand on the key messages from the slides. Trainers should reference who is in the films before showing them. These are outlined below.

Diagrams:



The **4 diagrams** should be used to give **further detail** to the key messages and reinforce good general practice.

Time allocation:

Trainers should aim to spend **equal** amounts of **time** on each of the four themes e.g. **15 minutes on each theme** for 1 hours training. Trainers should avoid going into great detail about any of the materials and keep to a limited amount of key points.

Audience:

Trainers will need to consider how to best use the materials for different settings and audiences e.g. teachers, TA's, transport, lunchtime staff, senior management, governors.

Additional materials – Trainers can be flexible in their use of these materials

Case studies:

These can be used to **reinforce the range** of pupils who have autism. They can also be used in the activity "Why does s/he do that"? Trainers should choose the case study which is most relevant to the setting they are training in. Hard copies of the case study could be given to participants as part of the activity.



Activities:

These are designed to make the participants think about issues that may affect pupils with autism and staff responses. Trainers should make it clear participants do not need to take part if they feel uncomfortable about an activity. Trainers do not have to use every activity in every session. For the activity "Why does s/he do that?" trainers should make it clear that there may be many different underlying reasons, not all of them easily identifiable.



Trainers guide

Participant handouts:



These are designed to **reinforce the information** given during the training session. Trainers can be flexible in the way these are used but all participants should be given the handouts to take home. The trainer may want to point out that there is a box on some of the pages for space to write notes.

Key resources:



Four web addresses to four key resources from the AET "Tools for teachers" can be found in the participant handouts. Each tool relates to one of the four themes. Trainers can be flexible in the way these are used but should reference the AET "Tools for teachers" to participants.

Structure of level 1 materials

Introduction

Aim and learning objectives page

– Trainers should briefly describe the context of the AET training hubs programme. This should reference level 2 and 3 training. Trainers should reinforce the aim and learning objectives of the level 1 training and can highlight the key principles to participants.

Contents page

– Trainers should briefly describe how the training material will work under the four themes. Trainers should reference the 12 key messages and the use of films, audio clips and diagrams to illustrate these.

Navigation page and navigation tabs

– Trainers should familiarise themselves with the structure of the presentation and how the navigation works, clearly understanding the 4 theme tabs on the navigation page and at the top of the core materials and resource pages and how they work.

Core materials

Initial quote

– Each theme starts with a quote. Trainers can outline the focus for each theme at this point.

Trainers guide

Theme 1 – The individual pupil

Main slides:

Autism is a lifelong condition which affects the way that a person communicates and relates to people and the world around them.

It is a **spectrum condition**, which means that, while all people with autism share certain features, their condition will affect them in different ways.

There are approximately **134,000 children (or 1 in 100)** with autism in the UK. This means that if you are not already aware of a pupil with autism in your school it is very likely that you will meet a pupil with autism at some point in your career.

Diagram: **What are the four key areas of difference that need to be taken into account in the education of pupils with autism?**

Trainers should make it clear to participants that the four key areas of difference referred to in this section are not diagnostic criteria for autism.

Films

Dean – A young adult with autism explains a personal view of autism. This film is at the start of the session as it reinforces the key principles of the materials.

AET Youth Council – pupils from the AET youth council talk about their experiences of school.



Theme 2 – Building relationships

Main slides:

See the **pupil as a partner** in the education process and build on their strengths. We cannot take for granted what a pupil can or cannot do.

Understanding social behaviours and emotions usually develops from birth but pupils with autism do not easily learn or understand the skills involved in building and maintaining relationships.

Encourage **parents** to be **actively engaged** with school to support their child's progress and ensure information is shared effectively.

Diagram: **What are the key areas we need to be aware of to enable pupils with autism to build relationships with staff and their peers?**

Audio clips

John – a young adult with autism explains the uneven profile of pupils with autism.

Sam – parent of a primary pupil with autism explains the importance of good home/school links.



Trainers guide

Theme 3 – Curriculum and learning

Main slides:

It is important for us to **understand** the individual pupil and how their **autism** affects them. This can help us understand their **behaviour** and enable us to work with them effectively.

If your school works well for pupils with autism it is likely to **work well** for **other pupils** too.

We need to help pupils with autism to help themselves and become **independent learners**.

Diagram: **What are four key features of a good school for pupils with autism?**

Film

Dean – a young adult with autism explains the importance of understanding why behaviour occurs.

Audio clip

Ian – a young adult with autism discussing his experience of TA support at school.



Theme 4 – Enabling environments

Main slides:

Sensory differences can cause pupils with autism to experience stress and anxiety at school.

Pupils with autism find change difficult and **providing structure** can help reduce their levels of anxiety.

The **learning environment** needs to be **adapted** to better meet the needs of the pupil with autism. We need to know and listen to pupils with autism to understand the best way to achieve this.

Diagram: **How can we structure the learning environment to enable pupils with autism to manage change?**

Films

A is for Autism – young adult explains differences in sensory processing and how this affected him as a child.

Helen – a pupil in a mainstream secondary school talks about her experiences of school. This film is at the end of the session as it reinforces many of the key messages from the materials.



End of training

Final slide

– Trainers should encourage participants to think about what they have learnt and how this will inform their understanding and awareness of pupils with autism in their own setting. Trainers should mention the resources available from the AET and the AET website www.autismeducationtrust.org.uk. Trainers can highlight who to contact for more information on autism and the level 2 and 3 training.

Acknowledgements

- Film – Dean Beadle discussing his view of autism. AET – Autism: Receiving and understanding a diagnosis DVD: Autism Education Trust, 2011. The film is not licensed for use without previous agreement from the AET.
- Film – AET youth council. Shows range of pupils with autism. AET youth council film : Autism Education Trust, 2009. The film is not licensed for use without previous agreement from the AET.
- Audio – John describing the uneven profile of pupils with autism: IDP. Inclusion Development Programme: Supporting pupils on the autism spectrum, Autism Centre for Education and Research from University of Birmingham, 2009, Crown Copyright. This information is licensed under the terms of the Open Government Licence <http://www.nationalarchives.gov.uk/doc/open-government-licence>.
- Audio – Sam, a parent talking about home school links for her son Bill. Inclusion Development Programme: Supporting pupils on the autism spectrum, Autism Centre for Education and Research from University of Birmingham, 2009, Crown Copyright. This information is licensed under the terms of the Open Government Licence <http://www.nationalarchives.gov.uk/doc/open-government-licence>.
- Film – Dean Beadle AET diagnosis DVD discussing school and behaviour. AET – Autism: Receiving and understanding a diagnosis DVD : Autism Education Trust, 2011. The film is not licensed for use without previous agreement from the AET.
- Audio – Ian talking about the use of TA support. Inclusion Development Programme: Supporting pupils on the autism spectrum, Autism Centre for Education and Research from University of Birmingham, 2009, Crown Copyright. This information is licensed under the terms of the Open Government Licence <http://www.nationalarchives.gov.uk/doc/open-government-licence>.
- Film – Extract from 'A is for Autism' this describes differences in sensory processing 'A is for autism', produced by Finetake Productions, 1992, Channel 4. This information is licensed under the terms of the Open Government Licence <http://www.nationalarchives.gov.uk/doc/open-government-licence>.
- Film – Helen's film from the AET website. AET – Helen's film: Autism Education Trust, 2009. The film is not licensed for use without previous agreement from the AET.

The programme has been developed by the Autism Centre for Education and Research (ACER) at Birmingham University and Oxfordshire County Council in consultation with a range of partners and the Training hubs. The core development team are Dr Karen Guldberg, Ryan Bradley, Rachael Cooper, Dr Glenys Jones, Jenny Mackness, Dr Elpida Makriyannis, Damian Milton, Dr Mitzi Waltz, Dr Kerstin Wittemeyer.

acer Autism Centre for
Education and Research
at Birmingham University



Designed by
GENIUM
THE FULL SERVICE CREATIVE AGENCY

For more information

Contact us: Training materials team
Karen Guldberg
k.k.guldberg@bham.ac.uk