



early years autism competency framework

acer Autism Centre for
Education and Research

UNIVERSITY OF
BIRMINGHAM

 **Birmingham City Council**


Puzzle Centre
Education, support & research
for early years autism

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early years programme

Introduction and instructions

A. What is the purpose of the AET early years autism competency framework?

The [autism education trust](#) developed this competency framework for early years settings with funding from the Department for Education in England, to set out the skills, knowledge and understandings that staff require to work effectively with children with autism. This framework has been designed to enable individual staff to consider which competencies they have already and which they need to develop. The evidence produced by completing the framework can be used for a number of purposes (e.g. to determine staff training needs; to feed into a development plan; to consider environmental adaptations; to build parent/carers confidence; to submit as evidence to Ofsted and other external agencies). Ultimately, it is hoped that working on these competencies will improve outcomes for children with autism in the early years.

Differences seen in children with autism

The development and learning style of children with autism differ from those of typical children. In Development Matters in the EYFS (DES, 2012, p.2), It is stated that

'Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them.'

For children with autism, however, it is very important to know that they

are not as able to reach out to interact with others and some children with autism actively avoid this. As teaching and learning in the early years is done largely through interactive play and communication with adults and children, staff have to use a different approach with children with autism. Autistic adults explain that they share the same world, but are often attending to different parts of it (the non-social, physical, sensory and material world) and find interaction with others difficult and stressful. An autistic adult who was late to be identified and diagnosed with autism, illustrates this very powerfully, in describing her early years:

'I found much social interaction with peers painful and confusing, but I loved solitary activities and was particularly 'switched on' to colours and patterns. Knowing this would have enabled relevant professionals (e.g. In school) to use this information in creating a physical and social environment that motivated me to engage – when I was at school many of the motivational techniques were social (extra playtime for successful completion of learning tasks, chance to sit next to best friend etc) had my social and sensory skills been measured it may have been possible to use other motivational factors for me to increase my incentive to engage and learn. (e.g. 'If you complete this learning task you can sort the books ... you can tidy the painting area ... you can play in the water etc.)'

A separate framework – **the aet early years autism standards** sets out the key elements to good practice in children with autism in early years settings.

B. Why has this AET early years autism competency framework been developed?

Autism is often hard to detect in some children and their needs might go unnoticed as some children may not show their difficulties or distress to staff. Using this competency framework is likely to enable staff to better identify and meet needs.

C. Who should read this AET early years autism competency framework?

This competency framework has been written for all preschool and early years settings for children with autism from birth to 5 years. Children with autism in the early years will attend a range of different settings. Most children in the early years attend a preschool group or a nursery or children's centre. Some will attend special schools or units and some are home educated. There will also be children with autism with child minders or in playgroups and mother and toddler groups.

Some children will already have a diagnosis of autism or Asperger syndrome. Other children will not yet have been diagnosed, as autism is often not detected until after the age of five years. The competency framework can be completed by an individual member of staff, by a small group of staff, by the whole staff and/or by an external professional (e.g. Autism outreach service; educational psychologist).

The statutory framework for the early years foundation stage (DFE, 2012), is underpinned by a new inspections framework. In summary, there is stronger emphasis on three prime foundations: personal, social and emotional development; communication and language and physical development. The first two areas are significant areas to focus on in relation to autism and will affect the child's ability to engage in early years activities. The areas of learning specified are literacy, mathematics, expressive arts and design; and understanding the world.





D. What is covered in the AET early years autism competency framework?

There are 37 competencies in total and it is highly unlikely that any individual member of staff – even a person working in a specialist unit or setting, will have established all these competencies. The aim is that over time, a person will increase the number of competencies they have developed.

The early years autism competency framework is divided into 4 main headings which focus on:

1. **A unique child** (how to understand and address each child's strengths and needs)
2. **Positive relationships** (with staff; parents/carers; other agencies and peers)
3. **Enabling environments** (how to create good indoor and outdoor environments for children with autism).
4. **Learning and development** (priorities in autism; adjustments that can be made to activities)

Each competency statement is **linked to resources** which show how a staff member might evidence and improve their knowledge and skills in this area. Users can **click on a link** and the resource will open if they are connected to the internet. These **resources include published papers, audio-visual material and a range of reports and guidelines related to the competencies.**

These standards have been developed referencing the [SEND code of practice: 0 to 25 years \(2014\)](#) introduced as a result of the [Children and Families Act \(2014\)](#), however because these standards were developed during a period of transition some of the resources linked to in these standards may reflect the previous code.

The AET does not promote any specific approaches to education intervention for children and young people on the autism spectrum, our programmes, research and materials illustrate/include a wide range of good practice.

E. How is each competency rated?

For each competency, the user can evaluate the extent to which they feel they meet the competency, using the four ratings:

- **Not appropriate**
- **Not yet developed**
- **Developing**
- **Established**



Definitions of these headings

Not appropriate

This category can be used for one of two main reasons. In some early years settings there may only be one or two children with autism, some aspects of practice might not be necessary or relevant to those particular children, or staff may have other good reasons to know that this competency is not needed. Whenever this box is ticked, the user should provide the rationale for this decision.

Not yet developed

Work will be done to consider how to develop competency in this area.

Developing

Work has started to develop this competency.

Established

This competency is established and met by the user.

F. How will a member of staff in an early years setting show that they have met the competency?

In deciding the extent to which a competency is met, the member of staff completing the competency framework should aim to show documentary evidence (D) (e.g. Policy document; accounts from children, staff or parents; records on training events); for relevant practice to be observable and obvious (O) within the early years setting; and for staff, parents and/or children to be able to verbalise (talk about) the policies and procedures within the setting (V), if asked.

G. What are the next steps/actions to be taken after completion of the competency framework?

On the basis of the responses to this document, staff within the setting can discuss and decide which competencies are well established and require little development, those that require regular review, and those competencies that are not yet developed. Decisions can then be made as to which competencies in the latter group should take priority for further development and training. These are likely to be those where a change in practice could have the most benefit to children with autism. The last column for each of the competencies enables staff to enter the priority level for work on each competency, based on the needs of the current children with autism in the setting. The priority level for work on each competency can be rated as:

HIGH

MEDIUM

LOW





H. What is the evidence base for the competency framework?

Most other competency frameworks and principles of practice are based on the expertise and opinions of people who have worked in the field of autism for several years, and take account of current research. Research is complex due to differences between children with autism and assessment issues. The recent NICE guidance on approaches for children with autism found that many research studies were not robust enough to make firm recommendations. This competency framework has therefore been written largely on the basis of expert opinion and the views of parents, carers, practitioners and autistic adults. A list of the groups and key people involved in producing this competency framework is given at the end of this document.

I. What this competency framework is not

This competency framework is not a complete list of all the skills and knowledge that staff will require to work with children with autism. Even when a member of staff has met all these competencies, there will always be a need to update and refresh this knowledge in the light of new understandings and new children to the setting.

J. Early years foundation stage documents

Recent key early years foundation stage documents and reports can be accessed through the online version of this competency framework including:

- [British Association of Early Childhood Education, Development Matters](#)
- [Department for Education \(2013\) Early Years Outcomes, London: DFE](#)
- [Department for Education \(2014\) Statutory Framework for The Early Years Foundation Stage, London: DFE](#)
- [Nutbrown, C \(2011\) Mapping the Early Education and Childcare Workforce: A Background Paper](#)
- [Nutbrown, C \(2013\) Nutbrown Review: Foundations for Quality: The Independent Review of Early Education and Childcare Qualifications](#)
- [Standards and Testing Agency \(2014\) Assessment and Reporting Arrangements: Early Years Foundation Stage](#)
- [Standards and Testing Agency \(2014\) Early Years Foundation Stage Profile: Handbook](#)
- [Inclusion Development Programme \(IDP\) Supporting children on the autism spectrum in the Early Years](#) - A very useful, free, self study online resource.



K. What is autism?

Autism is a term used to describe a neurological difference in brain development that has a marked effect on how a child develops. There are four areas of difference that are particularly important for staff to understand and pay attention to as most children with autism will have individual educational needs to be met in these areas. Children on the autism spectrum will have different levels of support needs in relation to:

- Understanding the social and emotional behaviour of staff and peers – much as it is difficult for staff and peers to understand the social responses and emotional expression of children on the autism spectrum.
- Understanding and using communication and language - both verbal and non-verbal (e.g. gesture; facial expression; tone of voice)
- Differences in how information is processed can lead to children on the autism spectrum having difficulties in predicting what will happen when a familiar routine or activity is changed. This can lead to them wanting to stick rigidly to routines and rules. Different styles of processing may also make it difficult for the child to follow a sequence of actions to complete a task and also to switch or divide their attention.

- Differences in the way sensory information is processed can lead to over-sensitivities or under-sensitivities. These can be internal, such as pain, body awareness and hunger or external such as lighting, smells or sounds. The child may be overwhelmed by these feelings or they may not recognise those feelings at all. It should be noted that sensory sensitivities can lead to extreme levels of stress and anxiety in unfamiliar or over-stimulating environments.



L. Further resources, references and websites

There are additional resources linked to the competency framework, and references and websites which can be accessed by clicking on the link when you are viewing this competency framework online.

Copyright issues

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A unique child

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**By understanding the hopes,
dreams, strengths and weaknesses
of autistic people, society can gain
a deeper and rounder view of
human nature.**

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Lawson, W (1998)

Extract from life behind glass. London: Jessica Kingsley. p.ii.



| Competency | | | | | | Examples of practice within settings | Next steps/ priority rating | If N/A please give the reason why |
|--|---|------------------|-------------------|------------|-------------|--|--------------------------------|--|
|  A unique child | | N/A State Reason | Not yet Developed | Developing | Established | | H M L | D= Document O = Observed V = Verbal report |
| | | | | | | | | |
| 1 | You can assess and identify the key strengths, interests and challenges of children with autism. You understand the four key areas of difference and how they impact on how the child learns. | | | | | <u>4 key areas of difference</u> <u>Observation Early Years checklist (Cumine, Stevenson and Leach)</u> <u>AET Teachers Guide</u> <u>Views of autistic adults on assessment</u> <u>Wiltshire Early Years SENCo Toolbox for autism</u> AET early years autism standard 8 | | |
| 2 | You understand that using the child's interests and favourite activities is very important in gaining and maintaining their attention and build in many opportunities for the child to engage with these. | | | | | <u>www.attentionautism.com</u> <u>Reactickles website</u> <u>Phoebe Caldwell, see films</u> <u>Make a deal</u> <u>Ipads for autism</u> <u>Thomas the tank painting</u> AET early years autism standard 18 | | |

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| Competency | | | | | | Examples of practice within settings | Next steps/ priority rating | If N/A please give the reason why |
|-----------------------|--|-----|-----|-----|-----|--|--------------------------------|---|
| A unique child | | N/A | NYD | Dev | Est | | | |
| 3 | You gather as much information about the child before they start as possible, including finding out about the child's interests, skills, dislikes, fears, means of communication, medical and safety needs and ways to comfort them. | | | | | <u>Profile of a girl</u> <u>Profile of a boy</u> <u>Likes and dislikes</u> <u>The Child's voice – all about me</u> <u>Our family, my life (Early Support)</u> AET early years autism standard 12 | | |
| 4 | You observe and assess each child across a variety of situations. You learn to understand their responses and work out how they are feeling, physically and emotionally. | | | | | <u>Autistic lens</u> <u>Views of autistic adults on assessment</u> <u>Sensory Profile</u> <u>Leicestershire sensory processing resource pack for early years</u> <u>Recording the session</u> AET early years autism standard 5 | | |

| Competency | | | | | | Examples of practice within settings | Next steps/ priority rating | If N/A please give the reason why |
|-----------------------|--|-----|-----|-----|-----|--|--------------------------------|---|
| A unique child | | N/A | NYD | Dev | Est | | | |
| 5 | You know that some children with autism may find physical contact difficult and adjust your approach when playing and working with them. | | | | | <u>Insights as an adult with autism</u> <u>Legal guidelines from DoF</u> <u>Fact sheet on physical intervention</u> <u>IDP Early Years Foundation Stage (BESD)</u> AET early years autism standard 4 | | |
| 6 | You spend time observing how the child communicates; giving them reasons and opportunities to communicate; providing means to communicate and accessing advice from the speech and language therapy service. | | | | | <u>Universally speaking</u> <u>Objects of reference devised by Coventry LA</u> <u>Other ways of speaking</u> <u>Misunderstood</u> <u>Means, reasons and opportunities</u> AET early years autism standard 26 | | |
| 7 | You are able to assess a child's sensory needs and have strategies to help address these. | | | | | <u>Sensory Profile</u> <u>Leicestershire sensory processing resource pack for early years</u> <u>Sensory Issues in autism (East Sussex County Council)</u> <u>Sensory Processing (Centre for Autism)</u> AET early years autism standard 4 | | |

| Competency | | | | | | Examples of practice within settings | Next steps/ priority rating | If N/A please give the reason why |
|-----------------------|---|-----|-----|-----|-----|---|--------------------------------|---|
| A unique child | | N/A | NYD | Dev | Est | | | |
| 8 | You know that children with autism may have other conditions too (e.g. visual or hearing impairment, learning disabilities, dyspraxia, ADHD, and speech, language and communication difficulties) and know how to access advice on these. | | | | | <u>NICE guidance on autism, ADHD, epilepsy and OCD</u> <u>Gascoigne paper on meeting the needs of children with SLCN in integrated services</u> <u>Universally speaking</u> <u>It's not what you do; it's the way that you question: that's what gets results</u> <u>ican</u> <u>Guidance for Identifying and Supporting Young Children with SEN - Oxfordshire</u> AET early years autism standard 11 | | |
| 9 | You create a profile of each child setting out key information (e.g. their likes, dislikes, interests, fears and form of communication) based on close observation and information given by the child's parents/carers and you use this to inform plans and practice. | | | | | <u>Harry's passport</u> <u>AET Person-Centred Planning</u> <u>Child Profile</u> <u>Examples of targeted plans</u> AET early years autism standard 6 | | |

| Competency | | | | | | Examples of practice within settings | Next steps/ priority rating | If N/A please give the reason why |
|-----------------------|---|-----|-----|-----|-----|---|--------------------------------|---|
| A unique child | | N/A | NYD | Dev | Est | | | |
| 10 | You take into account the child's perspective when making decisions on how to engage and work with them. You consider the four key areas of difference when reflecting on the child's actions and responses. | | | | | <u>4 key areas of difference</u> <u>Autistic lens</u> <u>A is for Autism video</u> <u>Talking mats</u> <u>The Child's voice – all about me</u> <u>I want to choose too</u> <u>Autistic view resource bank</u> AET early years autism standard 10 | | |
| 11 | You understand that children with autism often focus on the non-social, sensory, physical and material things rather than people. They may find interaction with other children difficult and stressful. You observe and assess the child's social preferences and ability and take steps to help the child to play and work with others. | | | | | <u>Debbie Waters video talking about her son Joe as a baby – on Early Years IDP.</u> <u>Choosing an approach – Questions to consider</u> <u>Lego therapy paper by Miranda Andras</u> <u>Mapit</u> AET early years autism standard 1 | | |

Positive relationships

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As the professionals in most regular contact with the parents, it is commonly the early years setting that will cope with an array of questions, problems, issues and the emotions and feelings of the parents at the pre- and post-diagnosis stages.

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Wall, K. (2004)

Autism and early years practice: a guide for early years professionals, teachers and parents. London: Chapman.



| Competency | | | | | | Examples of practice within settings | Next steps/ priority rating | If N/A please give the reason why |
|--|---|------------------|-------------------|------------|-------------|---|--------------------------------|--|
|  Positive relationships | | N/A State Reason | Not yet Developed | Developing | Established | | H M L | D= Document O = Observed V = Verbal report |
| 12 | You welcome parents and carers, value their knowledge and listen to their concerns. You have a means of finding out what each parent would like you to work on, what their child enjoys at home and how best to comfort the child when distressed. You have a number of different ways of involving and informing parents/carers (e.g. discussing goals, reports, training, email, DVD, photos, parent helpline). | | | | | <u>Statutory Framework for The Early Years Foundation Stage</u> <u>Structured conversations with parents (Achievement for All)</u> <u>Jackie's story</u> <u>AET Parents/Carers Standards in Education</u> <u>How helping works</u> <u>Peal - The EYFS Parents as partners</u> <u>AET early years autism standards 12 and 13</u> | | |

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| Competency | | | | | | Examples of practice within settings | Next steps/ priority rating | If N/A please give the reason why |
|-------------------------------|--|-----|-----|-----|-----|--|--------------------------------|---|
| Positive relationships | | N/A | NYD | Dev | Est | | | |
| 13 | You know that some children will not have been identified as having autism. You know that you are not able to make a diagnosis. You talk to parents sensitively about any concerns and signpost parents to appropriate services. | | | | | <u>National Autism Plan for Children</u> <u>SIGN Document 98 on the identification of autism</u> <u>NICE Guidance on diagnosis of autism</u> <u>Guidance for Identifying and Supporting Young Children with SEN - Oxfordshire</u> AET early years autism standard 14 | | |
| 14 | You create time to discuss your ideas and concerns with other staff to reflect on, discuss and evaluate your practice in relation to children with autism. | | | | | <u>AET good practice report</u> <u>Working together to safeguard children</u> <u>Practitioner views on what makes a good EY setting</u> <u>Peeters and Jordan paper on what makes a good practitioner</u> AET early years autism standard 32 | | |

early years programme

| Competency | | | | | | Examples of practice within settings | Next steps/ priority rating | If N/A please give the reason why |
|------------------------|--|-----|-----|-----|-----|---|--------------------------------|---|
| Positive relationships | | N/A | NYD | Dev | Est | | | |
| 15 | You understand that it is important for all staff to respond in a consistent way to the child. All staff also respond to the parents in a consistent way. You ensure that new and supply staff are informed about the needs of each child with autism. | | | | | McAteer paper on adult style Harry's passport Child Profile Working with charts from the AET tools for teachers Principles of adult communicative style AET early years autism standard 22 | | |
| 16 | You work effectively with other professionals in education, health, social care and the voluntary and independent sectors. | | | | | Website for health professionals on autism Mapit EHC factsheet Example EHC plan 1 Example EHC plan 2 AET early years autism standard 17 | | |

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| Competency | | | | | | Examples of practice within settings | Next steps/ priority rating | If N/A please give the reason why |
|------------------------|---|-----|-----|-----|-----|---|--------------------------------|---|
| Positive relationships | | N/A | NYD | Dev | Est | | | |
| 17 | You have attended training in autism and shared this with support staff and non-contact staff in your setting. | | | | | Early years IDP AET programme Planning your learning Recording your learning Self evaluation checklist from the IDP primary AET early years autism standard 33 | | |
| 18 | You promote the attitude that all children, including those with SEND and autism, have the same rights as other children to access the EYFS curriculum. | | | | | Disability Discrimination Act (2010) Differentiation - principles and practicalities AET early years autism standard 2 | | |
| 19 | You help children with autism to develop friendships with other children whilst respecting each child's social differences and preferences. | | | | | Scottish Autism factsheet Autism West Midland factsheet on play AET early years autism standard 27 | | |

Enabling environments


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Placing every child into a school governed by inclusive policy but not inclusive practicalities is like trying to fit all shapes into one (or round pegs into square holes). It will not work. //

Lawson. W (2008)
p.98



early years programme

| Competency | | | | | | Examples of practice within settings | Next steps/ priority rating | If N/A please give the reason why |
|---|--|------------------|-------------------|------------|-------------|--|--------------------------------|---|
|  Enabling environments | | N/A State Reason | Not yet Developed | Developing | Established | | H M L | D= Document O = Observed V = Verbal report |
| | | | | | | | | |
| 20 | You observe and assess the potential sensory challenges to children with autism both indoors and outdoors and consider how to address these. | | | | | Autism West Midland factsheet on play Sensory audit tool Audio of John Simpson talking re sensory issues AET early years autism standard 21 | | |
| 21 | You organise the setting with clearly defined spaces/areas for personal equipment and with quiet places of safety for children with autism. | | | | | Low arousal factsheet (Bell, 2013) AET early years autism standard 26 | | |

| Competency | | | | | | Examples of practice within settings | Next steps/ priority rating | If N/A please give the reason why |
|-----------------------|---|-----|-----|-----|-----|--|--------------------------------|---|
| Enabling environments | | N/A | NYD | Dev | Est | | | |
| 22 | You ensure that activities are well organised, structured and planned. You give visual cues to indicate routine activities. You give advance warning of any changes to familiar routines in a meaningful way. | | | | | <u>GAP paper by Johnston and Hatton on the effects of change</u> <u>Visual supports</u> <u>Change symbols from the AET tools for teachers</u> <u>First/Then Resource from the AET tools for teachers</u> <u>Structure leisure times: Playtime activity schedule from the AET tools for teachers</u> <u>Whole day timetables and schedules</u> <u>Photos of activity symbols</u> AET early years autism standard 15 and 24 | | |
| 23 | You combine different methods to communicate with the child to make your message clear (e.g objects, photos, speech and gesture). | | | | | <u>Adding meaning to communication – Norwegian clip from EY IDP video</u> <u>Objects of reference devised by Coventry LA</u> <u>Swimming toolkit</u> AET early years autism standard 23 | | |
| 24 | You provide individualised tools and opportunities for the child to initiate communication. | | | | | <u>Other ways of speaking</u> <u>Portable communication aids from AET Tools for teachers</u> AET early years autism standard 26 | | |

| Competency | | | | | | Examples of practice within settings | Next steps/ priority rating | If N/A please give the reason why |
|-----------------------|--|-----|-----|-----|-----|---|--------------------------------|---|
| Enabling environments | | N/A | NYD | Dev | Est | | | |
| 25 | You work hard to ensure that you are consistent in your use of language for everyday events and objects (snack; drink; play; story). You aim to ensure that children are not confused by the spoken and written language used or by illustrations. You share communication strategies with parents and carers so language and systems at home and the early years setting are similar. | | | | | <u>Phrases that may confuse</u> <u>Confusing world of words</u> <u>Misunderstood</u> AET early years autism standard 25 | | |
| 26 | You adjust your communication by speaking clearly, slowly and calmly, giving the child enough time to process and respond to your instructions. | | | | | <u>Interpersonal supports checklist</u> <u>Principles of adult communicative style</u> <u>McAteer paper on adult style</u> AET early years autism standard 6 | | |

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| Competency | | | | | | Examples of practice within settings | Next steps/ priority rating | If N/A please give the reason why |
|-----------------------|--|-----|-----|-----|-----|--|--------------------------------|---|
| Enabling environments | | N/A | NYD | Dev | Est | | | |
| 27 | You support children with autism to select activities both inside and outside, taking their interests and social preferences into account. | | | | | <u>Choice boards from Tools for Teachers</u> <u>Views of an autistic adult on being misunderstood</u> <u>Autistic lens</u> <u>Gina Davies Autism Centre – videos available to purchase on</u> <u>on understanding behaviour: www.ginadavies.co.uk</u> <u>AET early years autism standard 19</u> | | |

Learning and development


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If we consider the work we undertake with children with autism, we observe and assess their strengths, likes and dislikes and use this information to inform our planning and interventions. This is not different practice for children with special needs but positive and effective practice for all children. //

Wall, K. (2004)

Autism and Early Years Practice: A Guide for Early Years Professionals, Teachers and Parents. London: Chapman, P. 19.



| Competency | | | | | | Examples of practice within settings | Next steps/ priority rating | If N/A please give the reason why |
|--|--|------------------|-------------------|------------|-------------|--|--------------------------------|---|
|  Learning and development | | N/A State Reason | Not yet Developed | Developing | Established | | H M L | D = Document O = Observed V = Verbal report |
| | | | | | | | | |
| 28 | You have a good sense of your own knowledge and understanding of autism and seek out ways to enhance this. | | | | | <u>4 key areas of difference</u> <u>What is autism? - NAS</u> <u>AET early years autism standards</u> <u>Early years autism IDP</u> <u>Autism Self-evaluation form</u> <u>Self evaluation checklist from the IDP primary</u> | | |
| 29 | You keep accurate and updated records on the child's progress based on observations of the child, parents' views, and information from other professionals and offer parents a central role in the development of the targeted plan. | | | | | <u>An example of an IEP 1</u> <u>An example of an IEP 2</u> <u>EYFS Profile Sheet</u> <u>Examples of targeted plans</u> <u>EYFS profile handbook</u> <u>EYFS Developmental Journal</u> <u>AET early years autism standard 13</u> | | |

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| Competency | | | | | | Examples of practice within settings | Next steps/ priority rating | If N/A please give the reason why |
|--------------------------|---|-----|-----|-----|-----|--|--------------------------------|---|
| Learning and development | | N/A | NYD | Dev | Est | | | |
| 30 | You understand that a key aim is to promote the child's independence and their inclusion with peers, where appropriate. | | | | | <u>Children and Families Act (2014)</u> <u>Blatchford report on support from teaching assistants</u> AET early years autism standard 15 | | |
| 31 | You understand that children with autism will often play in different ways to other children. You teach them how to engage with others gradually and help other children to engage with them. | | | | | <u>Autism West Midland factsheet on play</u> <u>Scottish Autism factsheet</u> <u>Lego therapy paper by Miranda Andras</u> AET early years autism standards 1 and 8 | | |
| 32 | You design play activities to promote each child's development and emotional well-being based on your knowledge of their strengths, interests and challenges in the four key areas of difference. | | | | | <u>4 key areas of difference</u> <u>Wiltshire Early Years SENCo Toolbox for autism</u> <u>Early Years Sensory Resource</u> <u>Autism West Midland factsheet on play</u> <u>Scottish Autism factsheet</u> AET early years autism standard 33 | | |

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| Competency | | | | | | Examples of practice within settings | Next steps/ priority rating | If N/A please give the reason why |
|---------------------------------|--|------------|------------|------------|------------|---|--------------------------------|---|
| Learning and development | | N/A | NYD | Dev | Est | | | |
| 33 | You understand that group activities such as sharing news or story time can be very difficult for a child with autism and take targeted steps to support the child at these times. | | | | | <u>Lego therapy paper by Miranda Andras</u> AET early years autism standards 8 and 27 | | |
| 34 | You know that children with autism may have issues with eating, drinking, sleeping, dressing and toileting skills. Together with parents, you agree autism specific strategies to support the child's development. | | | | | <u>Dr. Gillian Harris Selective Eating</u> <u>Gina Davies Autism Centre – videos available to purchase on</u> <u>on understanding behaviour: www.ginadavies.co.uk</u> <u>Autism and eating</u> <u>Autism and toileting</u> <u>Autism and sleeping</u> <u>Jigs from the AET tools for teachers</u> AET early years autism standard 31 | | |
| 35 | You understand that children with autism can become very stressed and anxious, by social and sensory demands and you take steps to reduce or prevent this. | | | | | <u>Early years IDP</u> <u>IDP Early Years Foundation Stage (BESD)</u> <u>Early Years Sensory Resource</u> AET early years autism standard 8 | | |

early years programme

| Competency | | | | | | Examples of practice within settings | Next steps/ priority rating | If N/A please give the reason why |
|--------------------------|--|-----|-----|-----|-----|---|--------------------------------|---|
| Learning and development | | N/A | NYD | Dev | Est | | | |
| 36 | You carefully prepare children with autism for transitions (e.g. between activities, groups, areas). | | | | | AET early years autism standard 30 | | |
| 37 | You create a detailed profile of the child's skills, strengths and key areas of need to pass on to the next setting and prepare the child and parents (e.g visits; photos; staff exchange; parent discussions) | | | | | AET transition toolkit Starting School with Early Support film - CDC Moving class Transition booklet AET early years autism standard 30 | | |

N. Next Steps Action Plan

| Competency | Competency numbers with highest priority | Next steps | Time scale |
|-----------------------------------|--|------------|------------|
| A unique child | | | |
| Positive relationships | | | |
| Enabling environments | | | |
| Learning & development | | | |

o. References and further suggested reading

Useful references

<http://teacch.com/about-us/what-is-teacch>

<http://www.pecs.co.uk>

<http://www.phoebecaldwell.co.uk/>

graycenter

Useful websites

www.researchautism.net

Provides information on the evidence of different interventions in autism

www.autismeducationtrust.org.uk

www.ambitiousaboutautism.org.uk

www.autism.org.uk

www.thecommunicationtrust.org.uk

Provides support, information and materials on how to support children with speech, language and communication difficulties.

www.early-education.org.uk

www.foundationyears.org.uk

www.nasen.org.uk

www.asdinclusion.info

www.talkingmats.org.uk

www.communicationmatters.org.uk

www.thedyslexia-spldtrust.org.uk

www.thecommunicationtrust.org.uk

www.csie.org.uk Index for inclusion

www.leics.gov.uk

www.northants.gov.uk

www.bild.org.uk

Website for BILD (British Institute for Learning Disabilities) Resources on children and adults with learning disabilities

www.education.gov.uk

www.dfe.gov.uk

www.nes.scot.nhs.uk/asd

Website with information on autism for health professionals

www.sexualhealthsheffield.nhs.uk

www.afa3as.org.uk

www.dotolearn.com

Several resources for children and staff

www.tda.gov.uk

www.acer.bham.ac.uk

Autism Centre for Education and Research

www.crae.ioe.ac.uk

Centre for Research on Autism and Education

early years autism competency framework

acer Autism Centre for
Education and Research

UNIVERSITY OF
BIRMINGHAM

 **Birmingham City Council**


Puzzle Centre
Education, support & research
for early years autism

genium
www.geniumcreative.com

To find out more please contact:

AET, c/o National Autistic Society, 393 City Road, London EC1V 1NG, UK

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