

Autism



Diagnostic Criteria

Autism is a neurodevelopmental disorder that affects how individuals perceive the world and interact with others.

- 1.Social Communication Challenges
- 2.Social Interaction Difficulties
- 3.Restricted and Repetitive Behaviours



Sensory sensitivities

Many individuals with autism experience sensory sensitivities, which can vary from person to person.

Sensory sensitivities may include hypersensitivity or hyposensitivity to sounds, lights, textures, tastes, or smells.



Support and Intervention

Early intervention and ongoing support are crucial for individuals with autism.

Strategies such as speech and language therapy, occupational therapy, support to navigate social differences, and individualized education plans can help individuals with autism develop their communication, social interaction, and adaptive skills.



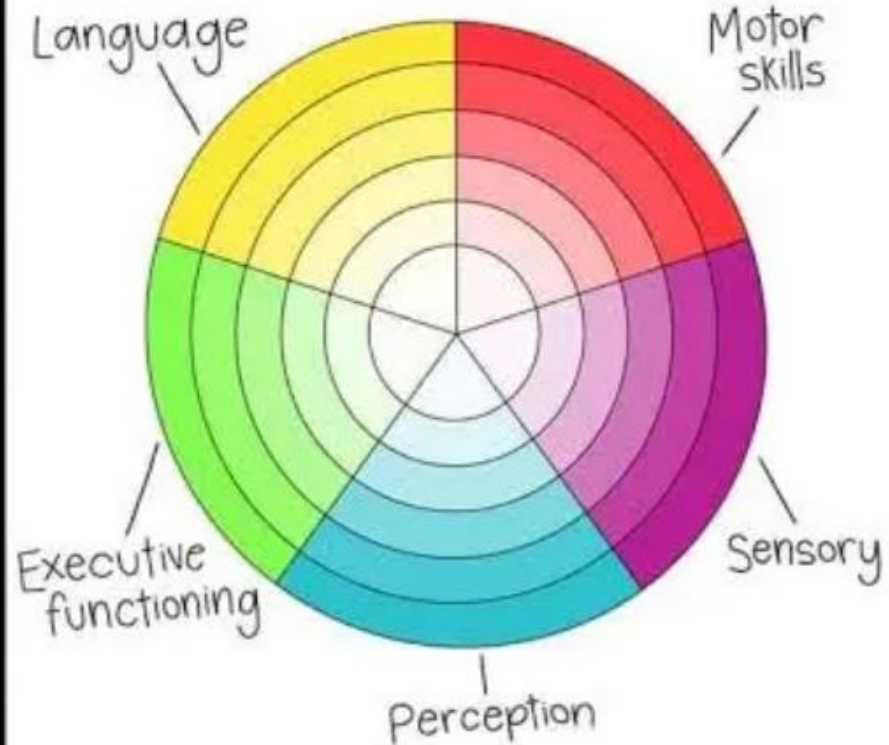
Individual differences

- Autism is a spectrum disorder- individuals with autism can have varying strengths, challenges, and abilities.
- Each person with autism is unique, and their experiences and support needs may differ

What People THINK
the autism SPECTRUM
LOOKS Like:



What it CAN
ACTUALLY
LOOK Like:

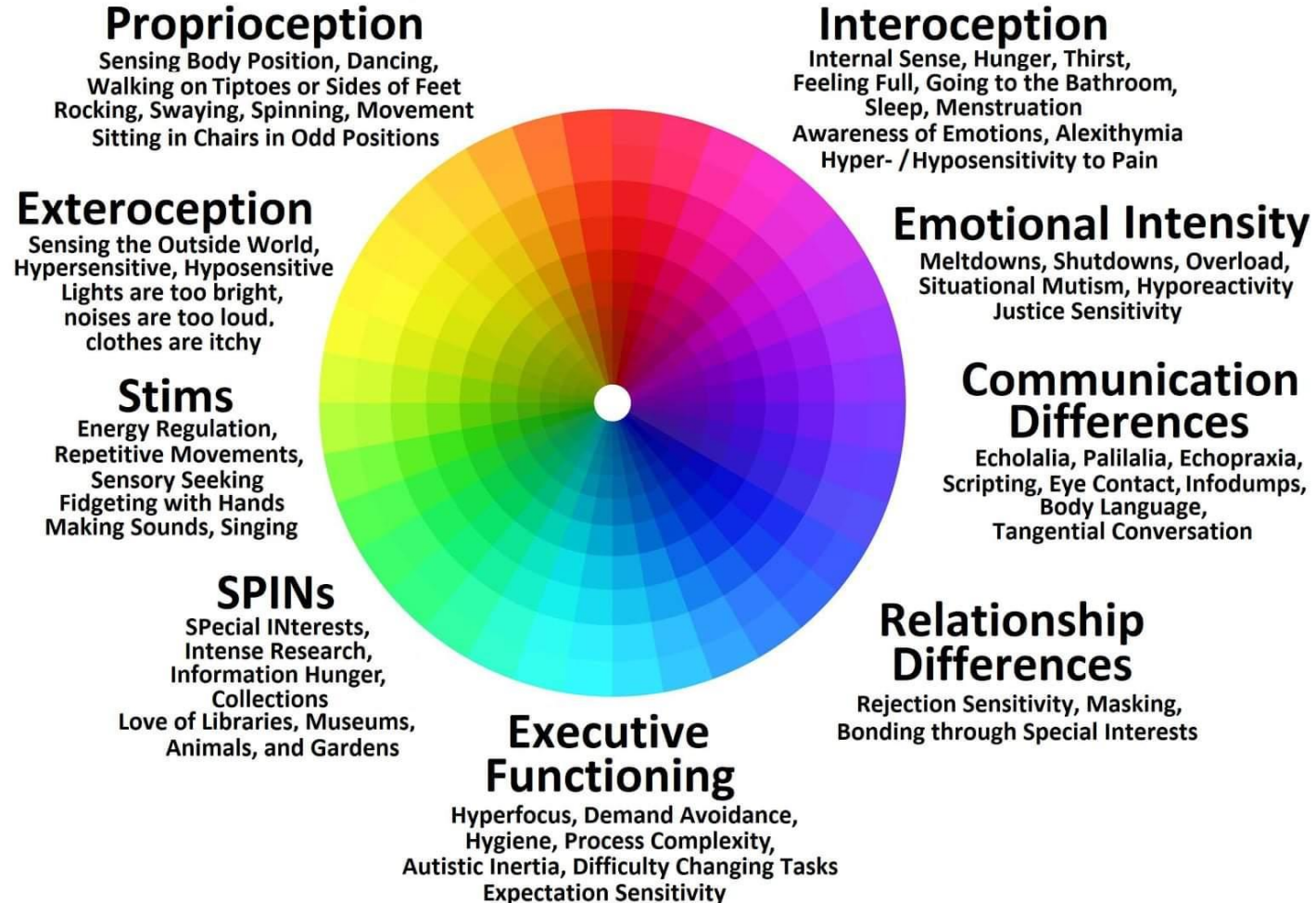


The Autism Spectrum

Child & Adolescent Psychological Evaluations, LLC

Matt Lowry, LPP

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In depth view

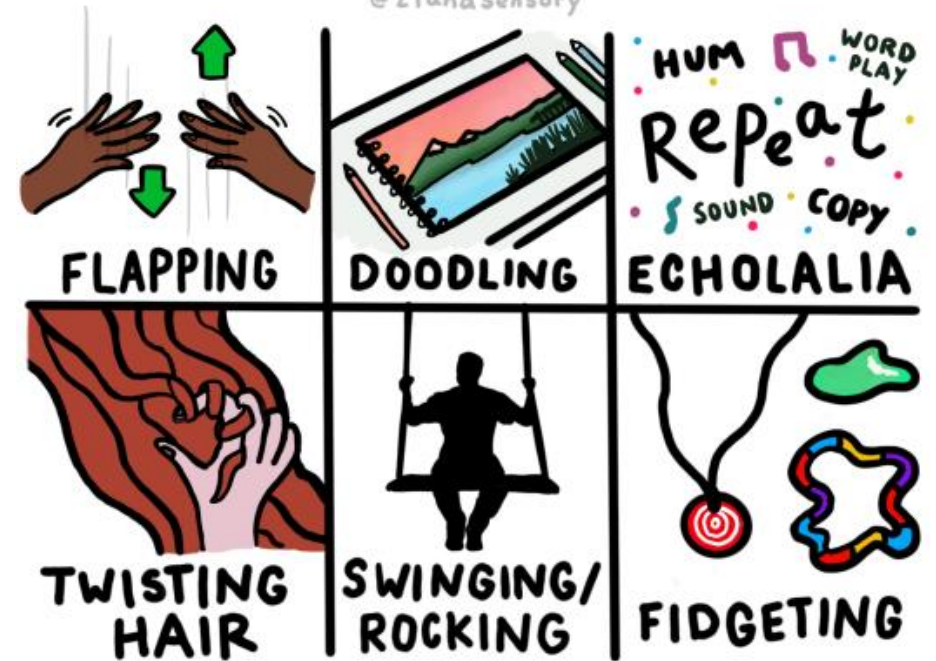
WHAT IS STIMMING?

Self-stimulatory behavior, also known as stimming, is the repetition of physical movements, sounds, or movement of objects and is common in individuals with autism. Stimming, or "stims," may include hand flapping, rocking, repeating noises or words, snapping fingers, spinning objects, and jumping, among many others. It is often used as a way to calm, stimulate, or express thoughts and feelings.



WHAT DOES STIMMING LOOK LIKE?

@21and sensory



High functioning autism- Masking

- Camouflaging ones autistic traits in order to fit in with social norms
 - Making eye contact
 - Small talk
- Immense mental effort- exhausting
- Often leads to anxiety burnout and depression
- Must make an environment that fosters inclusivity and understanding
- They can release their mask without a fear of rejection





Mimicking others' social behaviours



Imitating eye contact



Imitating gestures



Hiding behaviours that are not neurotypical



Pre-preparing phrases, jokes, conversations

looks like

Masking

leads to



Autistic burnout



chronic anxiety



Sensory overload



Emotional overload



delayed diagnosis

Educational Health Care Plans (EHCPs)



Childs Name

Final Education, Health and Care Plan

In accordance with the Children and Families Act 2014, the following Statutory Education, Health & Care Plan is made by Wokingham Borough Council ('the local authority') and the Royal Berkshire NHS Clinical Commissioning Group ('the health authority') in respect of *Child* whose particulars are set out below.

I'm *Childs name*

Home address:	Date of birth:
NHS number:	Gender:
Mothers name:	Fathers name:
Home telephone number:	Telephone number:
Email address:	Email address:

What is it?

- Legal document
- EHCP- supports the health and well-being of students with special educational needs or disabilities (SEND) in educational settings.
- EHCPs- health conditions or disabilities- appropriate care

What does it do?

- 1.Addresses Health Needs
- 2.Ensures Inclusion
- 3.Collaborative approach for all professionals



Sections of the EHCP

- Section A- child's profile
- Section B- strengths and SEN needs
- Section C- health needs
- Section D- social care needs
- Section E- **Long term outcomes**
- Section F- **SEN provision**

Section F

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical
- **Community and Independence**

Personal Learning Intention Maps (PLIMS)

My Communication - Communication and Interaction

I can use a person's name to gain their attention

My Thinking - Cognition and Learning

I can create a shopping list and use the correct change

My World Around Me - Community and Independence

I can follow the correct steps to cross the road

My Creativity

I can use the correct tools to tolerate touching different materials



My ICT

I can turn on and play an interactive game

My Body & Independence - Sensory and Motor

I can hold and use my cutlery when eating

My Play & Leisure Social Emotional and Mental Health

I can actively participate in a short game with my peers

My Personal Development

I can follow instructions to be a class helper


Section F

End of the Key Stage- Long term target

Bob will use a visual timetable in order to further understand the routine of school and engage in a range of learning experiences

Yearly- Short term target

Bob will be able to follow a 'now and next' board to complete an activity and move to a motivating reward



What is the child's **REAL**
need?



Alisha- Yr 1

Challenges- community and independence

Alisha will often need support to follow a shopping list

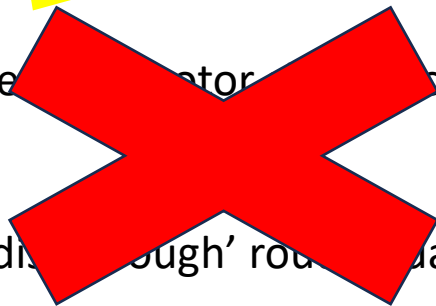
She will need help to touch the button when crossing the road

Alisha finds it challenging to use her fine motor skills to pick up items and bring it to an adult

Alisha will need up to 15 minutes to process a transition instruction. Alisha refuses to move anywhere around the school even within the classroom without her transitional bag.

Long term target: Alisha to develop her motor skills and confidently be able to deliver in every day jobs

Short term target: Alisha to follow a 'discovery' route daily



John- Yr 7

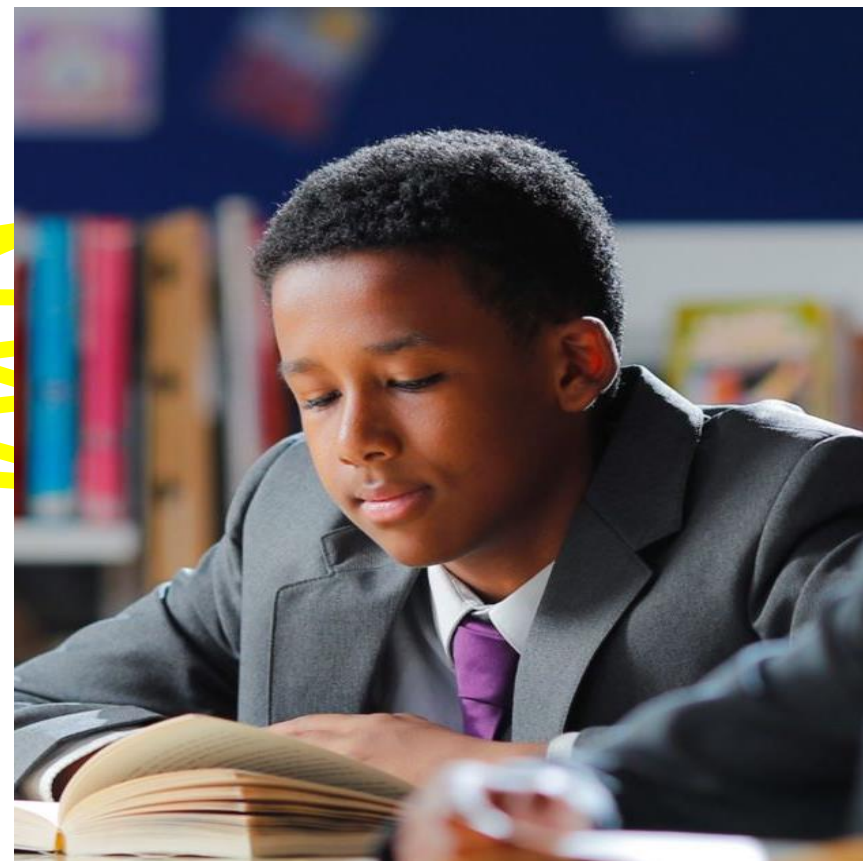
Challenges-My Thinking

John is 2 levels behind his expected grade for literacy

John struggles to maintain attention on one task he often moves quickly to the next task without completing the first. When asked to go back to the first task he will quickly become aggressive and will often leave the room.

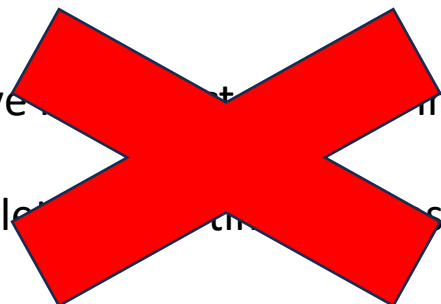
He is not yet able to complete his times tables up to 10

John struggles to use capital letters consistently throughout his work.



Long term target: John to achieve ~~at least~~ in maths

Short term target: John to complete ~~his~~ up to 10 consistently



from dependent		INDEPENDENCE						to independent	
Child completes the task independently									
I gave my child support throughout the task. I did this by using spoken help/hand gestures/guiding him/her using my hand.		I still needed to give my child help, but it was less so than before. I can see he/she needs less support.			I only needed to give minimal support for my child to complete the task independently. He/she needs more practice though to ensure he/she is secure in completing the task.			My child can complete the task without my help. I may give spoken encouragement, but I do not need to give any prompts/help related to steps of the task.	
1 2		3 4 5			6 7 8			9 10	
from approximate		FLUENCY						to accurate	
Child reaches a level of mastery combining speed and accuracy									
My child's skill is approximate (inexact) and in order for him/her to succeed, the task has been broken down/heavily adjusted.		My child's performance in the task is more purposeful and coordinated but isn't accurate enough to be successful in the task.			My child starts the task with little hesitation. His/her skill level is accurate enough to succeed in the task, but there is still ways in which could improve in it.			The skill is smooth and accurate. There are no 'minor improvements' to be made.	
1 2		3 4 5			6 7 8			9 10	
from inconsistent		MAINTENANCE						to consistent	
Child maintains competency over time through repetition. He/she remembers how to do a task after a break									
The skill has been observed on one occasion only.		The skill is observed on more than one occasion but only intermittently/from time to time.			The skill is reliably repeated but may need refreshing after my child has not completed the task in a while.			The skill has been consolidated and maintained over time. It is remembered after a break.	
1 2		3 4 5			6 7 8			9 10	
from single context		GENERALISATION						to many context	
Child achieves mastery in different settings or contexts with different stimuli or different people									
My child can demonstrate the skill in one single environment, with the same person/people.		The skill is repeated but with some minor changes in where/when and who he/she does it, and the materials/resources we use.			The skill is demonstrated in different places with different people, with different resources or materials.			My child can adapt the skill when we are in a new situation that changes the demand of the task.	
1 2		3 4 5			6 7 8			9 10	

Name:	Learning Intention:
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Date:	Staff Initials:
Observation	
Prompting	
1 2 3 4 5 6 7 8 9 10	
Fluency	
1 2 3 4 5 6 7 8 9 10	
Maintenance	
1 2 3 4 5 6 7 8 9 10	
Generalisation	
1 2 3 4 5 6 7 8 9 10	

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Generalisation	
1 2 3 4 5 6 7 8 9 10	

Sensory and Physical Needs

James Beach
19
18 Jul 23

Put your long term OUTCOME here

Communication

Put your short term OBJECTIVE here

Social, Emotional

Generalisation: learners achieve mastery in different settings or contexts, with different stimuli or with different staff.

Cognition and Learning

Maintenance: learners maintain competency over time through repetition. They remember how to do a task after a break.

Put your short term OBJECTIVE here

Fluency: learners reach a level of mastery combining speed and accuracy.

Generalisation: learners achieve mastery in different settings or contexts, with different stimuli or with different staff.

Prompting: learners complete tasks independently.

Maintenance: learners maintain competency over time through repetition. They remember how to do a task after a break.

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1	2	3	4
5	6	7	8
9	10		



Any questions?