Interventions and Resources

As each child/young person with autism is unique, it is vital to ensure that their individual learning style is taken into account when adapting the curriculum, making resources and selecting appropriate programmes and interventions.

Following assessments of a child / young person, the Specialist Advisory Teacher will sometimes recommend that a specific intervention programme be undertaken. The team's Specialist HLTA's are able to support school staff with the implementation of programmes and will also deliver specific programmes in a variety of settings.

The implementation of some programmes may require the child/young person and staff member to have regular access to a quiet space away from the classroom.

Specialist Advisory Teachers and Specialist HLTA's will advise and support schools with implementing a bespoke curriculum when necessary and also advise on the use of an individual workstation.

The interventions and approaches included in this section is not an exhaustive list, nor intended as a recommendation of any particular approach. Their inclusion is to provide information about interventions you may have heard about or may be introduced to in discussion by other professionals or parents. Where possible we have included links to relevant websites.

Click on each area below to see examples of available resources.
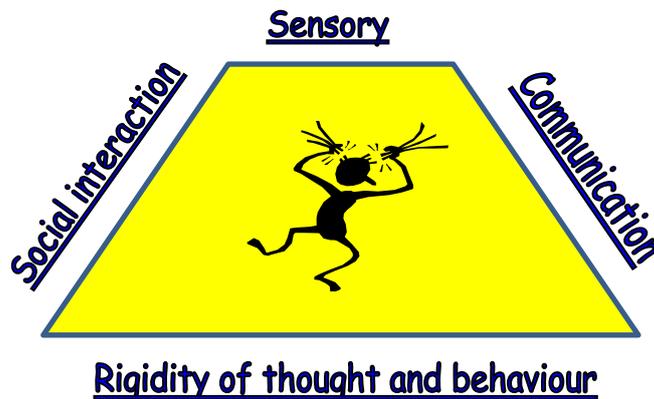
Communication and Social Interaction - click on links for additional details of resources below.

The programmes below are specific to developing language and interaction. They are best delivered in a small group.

- Time to Talk - suitable for KS1/EY
- Socially Speaking - suitable for KS2
- Social Use of Language Programme (SULP) - suitable for EY/KS1/KS2/KS3
- Talkabout – available in both primary and secondary versions. Primary programmes focus on various themes such as: Self-esteem; Friendships; Social skills.   The secondary version (Talkabout: Teenagers) comes as a single book programme.
- SEAL –Social Emotional Aspect of Learning. The SEAL initiative aims to support children aged from 3-16 years to develop the personal and social skills of:
  - self-awareness
  - managing their feelings
  - motivation
  - empathy
  - social skills.

In addition other resources include:

- Blob Tree - The Blobs are simple. They deal with deep issues using the primary languages we learn from infancy – feelings and body language. This is why they are used with children as young as 4, all the way through to the elderly. This can be used either individually or with a small group.

- Visual Supports – Children and young people with autism often respond positively to information being presented to them visually rather than verbally.

Rigidity of thought and behaviour

- The Incredible 5 Point Scale & A 5 is Against the Law
- TEACCH
- Visual timetables (see visual supports)

Sensory

- SmartMoves
- Chewellry – some websites we have found useful include:
  - https://www.chewigem.co.uk/
  - https://www.etsy.com/uk/search?q=chewelry
  - https://www.cheapdisabilityaids.co.uk/ark-bite-saber-sensory-chewelry-74037-p.asp
- Weighted blankets (must follow provider's recommendations and instructions for use). Some websites we have found useful include:
  - http://www.astitchdifferent.co.uk/

Other useful resources for motor skills, agility and balance can be found here

Visual supports

Children and young people with autism often respond positively to information being presented to them visually rather than verbally.

Visual supports are not just timetables! They:

➢ are an effective instructional tool
➢ make auditory information visual
➢ organise a sequence of events
➢ enhance a child's/young person's ability to understand, anticipate and participate in those events.
➢ supplement verbal instructions
➢ clarify information for the child/young person and increase comprehension
➢ can be used to cue communication, providing reminders of what to do and say in a situation.

Why use visual supports?

We all need visual supports to some extent. The most common visual supports we use are diaries, planners, to-do lists, shopping lists and post-it notes. Using spoken language usually serves to increase rather than decrease stress levels. When we present information verbally, the words are available for a brief moment but visually presented, they can be there as long as needed. Using visual supports allows us to communicate effectively with the children without adding to their stress. It is only by using the visual supports that child or young person will attach meaning to them. It can sometimes take days, weeks or even months to see results. Be prepared to modify, sometimes one little change can make a big difference. The higher the stress level the more need for visuals. Visual supports promote independence by providing visual cues which can eventually be used by the student for self-prompting. Verbal cues alone can create dependence on other people. Some visual supports may be used less over time but it's a good idea to keep them handy for those times when the child or young person needs a little extra support because they aren't feeling well, haven't had enough sleep or are just having an "off day". If the supports are kept in place they can be easily changed when the pupil transitions to a new, more challenging environment. Make visual supports age appropriate, portable, in context with environment. Take account of school setting, don't forget breaks and lunchtimes.

Visual supports should only be used if deemed appropriate for the child/young person and are effective. The use of visual support should be reviewed and assessed regularly. If visual supports are used indiscriminately then they are often ineffective and in some cases can be detrimental to social development and self-esteem.

Visual supports can be:

- **Written words:** *timetables/lesson schedules, instructions, first…then cards, break cards, help cards, reminders and rules, prompts (i.e. changing for P.E.)*
- **Timers:** *Sand timers, dot countdowns, stopwatches, bleepers etc.*
- **Pictures**: *photos, colour pictures, black and white pictures, picture-symbols like those used in the Mayer Johnson Boardmaker programme and PECS.*
- **Gestures:** *nonverbal communication. These should be explicit and agreed with the individual.*
- **Objects of reference**: *i.e. resources that are needed for the next activity are sitting on the table or desk where that activity will occur:*
- **Arrangement of the environment**: *i.e. the child's workstation prepared in advance.*
- **Videos & DVD's:** *i.e. Talkabout by Alex Kelly*

Examples of visual timetables

TEACCH

TEACCH was developed by Eric Schopler and Gary Mesibov in North Carolina. TEACCH has been developing since 1966 and in the UK since 1990. The TEACCH approach focuses on skill development and fulfilment of fundamental needs such as dignity, engagement in productive and personally meaningful activities, feelings of security, self-efficacy, and self-confidence using "Structured Teaching." The principles include:

- Understanding the nature of autism.
- Developing an individualised plan for each child (rather than following standard curriculum).
- Structuring the physical and social environment.
- Using **visual supports** to:
  - ➢ ensure the sequence of daily activities is predictable and understandable.
  - ➢ communicate and make individual tasks understandable
  - ➢ structure the physical and social environment.
  - ➢ communicate and make individual tasks understandable.

Link to workstation set up guidance

Link to www.autism.org.uk/teacch

SETTING UP - TEACCH SYSTEM

Using schedules – try and use Daily schedule's vertically and task schedules horizontally (if possible – as long as both systems are consistent)
Schedule can be Pictorial, words, both or objects of reference dependent on child's need.

Daily schedule

Task schedule (words or symbols)

| Registration |
| Carpet time |
| Numeracy |
| Choosing |
| Break/Snack |
| Literacy |
| Choosing |
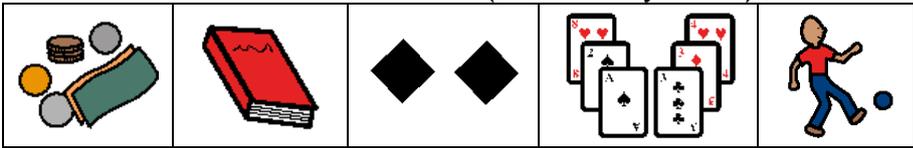
o   Tasks are ordered /chunked into manageable parts and compartmentalised within a trays or folders (colour coded if possible).
o   **Tasks should be as self explanatory as possible and require minimum adult input – both physical and particularly verbal.**
o   Task schedule symbols need to match with a symbol on the trays.
o   Child matches 1st task to tray and takes tray onto start point. System works from left to right. Ideally the task should be as self explanatory or need minimal prompts. Finished task gets put into the finish point – this can be another tray or a box or a folder (ideally colour coded)
o   Removing the task symbols gives the child a passage of time and builds on 'Now/next' routine with reward at the end.

Trays

Start

point

*Waiting

Trav

Finish

Point

Work area
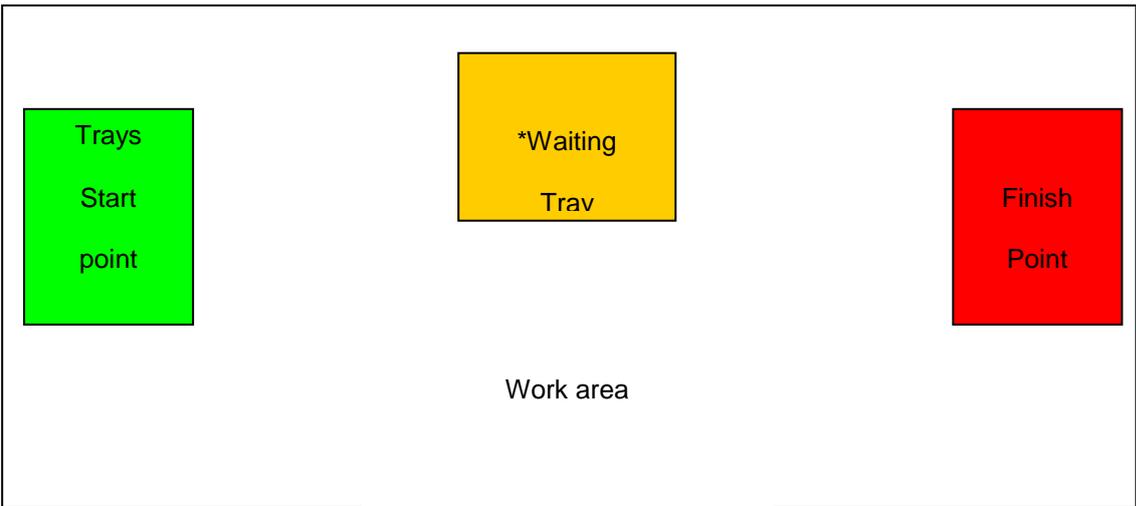
* The yellow (Waiting tray) can be introduced after the Left to right system has been consolidated. It can be introduced for children who have difficulty in leaving a task mid way through it. Compartmentalising the waiting shows it will be there to return to.

Gross Motor Skills, Balance,Strength,Agility and Coordination Resources

Resource	Type	Description
Smarty Pilates Author:Gaye Holmes.	Book and resource Package. Cost £35 www.smartypilates.com	Easy to follow Pilates Exercises for children aged from Early Years to 11. Resource pack includes books plus downloadable flash cards and white board slides. Schools in Cumbria will be eligible to a discounted package deal if they mention that the resource was recommended by the SEND TST team.
Cosmic Kids www.cosmickids.com	Website Most resources can be accessed for Free on You Tube. www.cosmickids.com	Jamie Amor teaches yoga moves through storytelling to young children. Free videos can be accessed through You Tube. Cosmic Kids have also recently added the Zen Den to encourage mindfulness in kids aged 5+ and are making a series of guided relaxations.
Smart Moves Motor Skill Development Programme. Author: Sharon Drew	3 Part Package Including: A Screening tool to assist in the early identification of children with motor co-ordination difficulties through a series of tasks based on the PE curriculum. An extensive activity bank related to each of the PE curriculum areas. A CD-Rom with printable resources Cost £85 www.smartcc.co.uk	A package devised by Sharon Drew a children's Occupational Therapist. It aims to assist SENCO's, teachers and teaching assistants in identifying children with motor co-ordination difficulties and help them plan tailor made programmes to develop movement skills for children in KS1 and KS2.
WakeupShakeup	DVD Movement Videos. Each pack includes 6 or 7 routines. Most DVD's priced £45.99 www.wakeupshakeup.com	WakeupShake up is based on fun moves to 'pop' music which are designed around core movement skills to encourage good physical development. Each pack has 6 or 7 routines, ready to go and also includes a licensed music CD. The DVDs in the series include EYFS, KS1 and KS2. I am aware that schools in Cumbria will be offered a 10% discount if they use the code KG16
Activate	DVD Movement Videos Age level pack for 5, 7, 9, 11 or 13.	Exercise to music programmes that take whole classrooms of children through repetitive movement activities within their personal stand-up space. Activate **is designed to**

	Full Active Play Every Day Package £95-110 http://www.valsabinpublications.com/publications/6-daily-activities-positive-play-activate-skillax/	**increases physical fluency, agility, balance and co-ordination. It develops attention, concentration and listening skills, self-awareness, self-confidence and self-esteem.**
Teddy Gym		Gross motor exercises with a teddy. Increases balance, co-ordination, attention and listening.
5 A Day	On line Subscription.	Movement to music activities using popular music and "funky" moves. Also included is two minute calming sequence for after lunch time.
Brain Gym	www.braingym.org	Brain Gym Movement, exercises or activities 26 Brain Gym movements. These activities recall the movements naturally done during the first years of life when learning to coordinate the eyes, ears, hands, and whole body.