

Inclusion Development Programme (IDP) 2nd strand

The online version of the second phase of the Inclusion Development Programme (IDP) went live on 20th March 09. The e-resource is located on the National Strategies website and is simple to access as long as pop-ups are allowed on the computer being used. If there are difficulties with this go to the relevant website (see further details) then click on Tools ► Pop-up blocker ► Turn off pop-up blocker.

This programme has been produced by the DCSF in partnership with the Autism Centre for Education and Research from the University of Birmingham. It consists of two e-resources:

- Supporting children on the autism spectrum (for Early Years Foundation Stage settings and schools)
- Supporting pupils on the autism spectrum (primary and secondary schools)

As with the first phase of the IDP on dyslexia and speech, language and communication needs, the information on the website is very similar to that provided on the DVD. This will be distributed when available to schools via their local authority.

Early Years Foundation Stage Inclusion Development Programme (IDP): Supporting children on the autism spectrum.

This e-learning course - part of the Inclusion Development Programme (IDP) was developed by the University of Birmingham Autism Centre for Education and Research and aims to support early year's practitioners in meeting the needs of young children on the autism spectrum. The content of the e-learning resource and accompanying booklet is intended to support LA consultants, Early Years Advisory Teachers (EYATs) or area special educational needs coordinators (SENCOs) to provide support for inclusion in all early years' settings such as school based nurseries.

Following an introduction to autism, the modules explore autism provision informed by the Early Years Foundation Stage (EYFS) principles:

- Introduction
- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development
- Learning outcomes

The aim is to provide EY practitioners to:

- Identify areas where further knowledge is required.
- List the characteristics of autism.
- Define possible early signs of autism.
- Recognise the triad of impairments.
- Identify how different aspects of autism may affect children's learning.
- List ways in which support could be provided for children on the autism spectrum which could remove barriers to learning and socialisation.
- Demonstrate ways in which parents' and children's voices can support planning provision.
- Be aware of current terminology and the accompanying debate around autism and Asperger's syndrome.
- Identify effective use of resources

This information looks at the content of e-learning website. In addition EY practitioners will also be able to access the programme via a DVD and booklet that will be distributed by the local authority.

The website is simple to access as long as pop-ups are allowed on the computer being used. If there are difficulties with this go to the relevant website (<http://preview.tinyurl.com/cok7mp> click on Tools ► Pop-up blocker ► Turn off pop-up blocker.

Website contents:

Autism

This provides 4 quotes (adults with autism, parents and a professional) highlighting the benefits of meeting the needs of children with autism.

Introduction (19 pages)

1. Quote from an adult with autism
2. A guide – identifies aim of programme
3. Features – Explains training strategies used: audio, video, questions, talks, personal reflective journal, case studies, links and downloadable materials.
4. CPD - Booklet provided with DVD and online materials. Divided into sections for leaders and managers, practitioners, childminders, LA Consultants, EY Advisory teachers and area SENCOs.
5. What is in the IDP? Explanation of IDP, why autism was selected and other materials available.
6. The autism spectrum – links to self evaluation tool - 19 questions prompting identification of confidence of practitioners in responding to children with autism.
7. Identifying appropriate strategies
8. Autism defined – triad of impairments – tasks to complete.
9. Children with autism are unique. 4 children with autism are introduced – these will feature throughout the programme.
10. How a child with autism might experience the World - A is for Autism – short animated film created by adults with autism, questions and feedback.
11. Adults with autism – video clip from adult with Asperger's syndrome
12. Diagnosing children – multiple choice activity
13. The hidden condition – click activity
14. What causes autism –
15. How many children have autism – interactive response.
16. Myths surrounding autism – multiple choice activity – Time to Talk
17. Myths surrounding autism – answers – connected to information links.
18. Focusing on children's strengths – video clip featuring two mums and their boys – Time to work in groups (discussion)
19. Summary – learning outcomes from completion of the Unit

A unique child (12 pages)

1. EYFS principle
2. Philosophy behind a unique child – click on activity
3. Supporting children with autism
4. How a child with autism might experience the world. Video clip (1st Mum talks about her son) questions and feedback.
5. How a child with autism might experience the world. Video clip (2nd Mum talks about her son) questions and feedback
6. Describing early signs of autism - observation on the 4 case studies
7. Some main indicators of autism – click multiple choice activity.
8. Describing early signs of autism through the 4 case study children.
9. Post observational discussion – ideas on routes available.
10. Uneven profiles of development – click task – refers to 4 case study children's different levels of developmental attainment.

11. Hooking in to Ty's motivation and interest - video clip of staff in a nursery, questions and feedback.
12. Summary – learning outcomes from completion of the unit.

Positive relationships (18 pages)

1. EYFS principle
2. Developing positive relationships between parents and practitioners – quote from adult with autism.
3. Different aspects of parent practitioner's relationships – 4 people talk about aspects of relationships, video clips, questions and feedback.
4. Understanding stress – views of parents –multiple choice activity
5. Good open relationships- relationships between parents and key workers – video clip, questions and feedback.
6. Sharing information – ECM, CAF and Early Support.
7. Describing early signs of autism. How different agencies are involved with the 4 case study children. Time to Talk
8. The importance of consistency- involving the child. Click multiple choice activity –view of young person with Asperger's syndrome.
9. Gaining the perspectives – offering children choices – 4 case study children exemplars
10. Decoding the social norm – click and drag activity to identify difficulties children may have with interactions.
11. Social understanding – 3 images – click to clarify specific challenges.
12. Understanding our social rules and systems – quotes from 2 adults with autism.
13. The importance of peers –child interacting with his peers, video, questions and feedback.
14. Enabling interaction – supporting interaction in a nursery, video, questions and feedback.
15. Encouraging interaction. How the 4 case study children are enabled to interact.
16. Enabling interaction – interaction between children in a nursery, video, questions and feedback.
17. Recognising progress. Discussion regarding progress of a child with autism, video, questions and feedback. Time to work group discussion.
18. Summary – learning outcomes from completion of the unit

Enabling environments (17 pages)

1. EYFS principle.
2. The enabling environment – main features.
3. Physical environments – quotes from 2 adults with autism
4. Visual signposts – 5 slides identifying visual signposts and timetables
5. Design your own enabling environments – drag and drop activity.
6. Adapting routines and daily structures. 2 video clips with advice from practitioner on adapting environments – Pause for thought.
7. Finding a balance between freely chosen and adult led activities. Interactive response.
8. Group situation – task to support the child with autism cope with group activities.
9. Sensory processing difficulties – 7 areas identified and clarified – 2 quotes from adults with autism regarding sensory processing difficulty.
10. Consider your environment – 5 specific areas of challenge to investigate regarding sensory sensitivities.
11. Addressing sensory processing difficulties – how these challenges have been responded to with 4 cases study children – Time to Talk.
12. Aiding communication – message in Norwegian – video, questions and feedback.
13. Visual strategies – to support communication of children with autism. Video, questions and feedback.
14. Visual support systems – task – Speech and language therapist developing visual timetable,

video, questions and feedback.

15. Developing visual support systems task – identify suggestions of visual support – exemplars related to 4 case study children
16. Environment checklist – audit your environment.
17. Summary – learning outcomes of completion of the unit.

Learning and development (18 pages)

1. EYFS principle
2. Physical environment – multiple choice activity linked to information buttons.
3. Accessing learning opportunities – 3 key areas.
4. Focusing on children's strengths- using interests to motivate learning - - exemplars from 4 case study children.
5. Learning through play – multiple choice of likely play choices and challenges presented by this.
6. Learning through play: feedback – quotes from adults with autism.
7. Structured play – SENCo engaging child with autism – video, questions and feedback.
8. How to support and extend play – parallel play with an adult – video clip and Pause for thought.
9. Motivation - looking at what motivates the 4 case study children.
10. Planning for the individual – exemplars of individual plans developed for 4 case study children.
11. Encouraging choice and turn taking – adult encouraging child to choose, take turns and share, video, questions and feedback.
12. Generalising learning - to other contexts, quote from adult with autism, Time to Talk – developing individual plans.
13. Coping with Change – multiple choice response.
14. Planning for change – how the 4 case study children are prepared for changes.
15. Planning for transition – 4 key areas clarified.
16. Transition strategies – planning transition to primary school for child with autism, video, question and feedback.
17. Summary part 1 – summarises learning outcomes for completion of the Unit
18. Summary part 2 – summarises learning outcomes for completion of all 5 units - completion of self evaluation to evidence improvements.

Other areas on the website include:

Resources: this includes direct links to case studies of the 4 children used as exemplars throughout the programme, the videos used and other materials e.g. reflective journal, observation tools etc.

Glossary that explains all acronyms and terms used

<http://www.nationalstrategiescpd.org.uk/course/view.php?id=248>

Supporting pupils on the autism spectrum (primary and secondary schools)

As with the EYFS e-learning resource, a DVD will be accompanying the website and will be distributed by local authorities when they become available. However, the content on both is similar, so access to the website and to the DVD is not required.

The first page lists:

1. What's in it for me?
2. Check what I know.
3. Unit menu.

1) What's in it for me?

This opens a page that provides an introduction and sections called:

- How long will it take?
- Aims.
- Key themes.

2) Check what I know

This is a self evaluation sheet that relates to all eight units and asks two questions to identify knowledge and adjustment to practice. It can be completed online or printed off and is intended to be used before and after the completion of the programme.

3) Unit menu -

This lists the eight units. They are:

1. What is the autism spectrum (15 pages)

1. Two video clips.
2. Myth busters.
3. Key developmental areas.
4. Diversity.
5. Falling over in your mind –a hidden condition.
6. Reflection.
7. Diagnosis.
8. Issues relating to diagnosis.
9. Reflections.
10. Challenges.
11. Challenges in school.
12. Anxiety.
13. Engaging and involving parents, carers and families.
14. Difference not deficit.
15. Summary.

2. Social and emotional understanding (20 pages)

1. The social game.
2. What would you say.
3. Knowing the rules.
4. Understanding the rules.
5. Reflections
6. Child development – What is it we learn to do.
7. Progression of social and emotional understanding.

8. Behaviours.
9. Emotions.
10. Reflections.
11. Teasing and bullying.
12. Strategies in action.
13. Outcomes.
14. Success on the pitch.
15. Friendships.
16. Raising peer awareness.
17. Benefits of support.
18. Benefits of peer awareness – three video clips.
19. Reflections.
20. Summary.

3. Communication and language (17 pages)

1. What do you mean?
2. Reasons for communication.
3. Effective communication skill.
4. Understanding different forms of communication.
5. Expressive and receptive language skills.
6. Verbal communication and echolalia.
7. Reflections.
8. Do you mean what you say?
9. A literal interpretation.
10. Repetitive questioning.
11. Benefits of effective communication.
12. How do emotions affect communication?
13. Challenging behaviour.
14. Challenging behaviour at home and at school.
15. Other ways to communicate.
16. Ways you can help.
17. Summary.

4. Flexibility of thought and behaviour (19 pages)

1. An unforeseen situation.
2. Think flexibly.
3. Unpredictability causes anxiety.
4. Break and lunch time.
5. Resistance to change.
6. Changes creates challenges.
7. Ritualistic and checking behaviours.
8. Special interests + view point.
9. Reflections.
10. Aiding flexible thinking.
11. Making choices.
12. Special interests.
13. Using special interests to motivate.
14. Motivation.
15. Moving school, class or new teacher.
16. Transition to a new school – views before the transition
17. Transition to a new school – views after the transition
18. Reflections.
19. Summary.

5. Sensory perception and responses (17 pages)

1. A hidden difficulty.
2. The sensory profile.
3. The five senses.
4. Two more senses.
5. Four case studies.
6. Sensory profile of a pupil.
7. Reflections.
8. Visual stimuli.
9. Auditory stimulation.
10. Auditory strategies.
11. Responses to smell.
12. Responses to taste.
13. Different tactile experiences.
14. Sensitivity to touch.
15. Proprioception + body awareness.
16. The vestibular system: movement and balance.
17. Summary.

6. Know the pupil (16 pages)

1. Everyone is different.
2. The uneven profile.
3. Reasons and consequences.
4. Areas for assessment.
5. Taking action.
6. Case study Matthew.
7. Matthew's passport.
8. Case study Joe.
9. Joe's passport.
10. Reflections.
11. Who should you ask?
12. A week in the life.
13. Other strategies.
14. How can information be shared?
15. Reflections.
16. Summary.

7. Curriculum priorities and inclusive practice (18 pages)

1. A scenario.
2. Why did he do that?
3. Getting to know Josh.
4. Art and humanities
5. The sciences.
6. PE and games.
7. Flexibility in the curriculum.
8. Understanding instructions.
9. Understanding instructions visual timetables.
10. Pre-tutoring.
11. Homework.
12. Revision.
13. Examination and tests.
14. Reflections.

15. What does success look like?
16. Reflections.
17. Key features of an inclusive school.
18. Benefits of mainstream inclusion.
19. Summary.

8. Sources of support (18 pages)

1. A poetry exercise.
2. Sources of support.
3. Sources of information and support.
4. External agencies.
5. In the loop.
6. Parents or carers.
7. Importance of home school communication.
8. The home school book.
9. Consistency across settings.
10. Self advocacy.
11. Deployment of staff: teaching assistants.
12. Preparing pupils for adult life.
13. Reflections.
14. Whole school practice.
15. Sharing the workload.
16. You and your colleagues.
17. Summary.
18. Self evaluation.

In addition the tabs include:

Resources

This allows online resources referred to within the training materials to be located directly. There are two filters. The first allows differentiation between resources appropriate for:

- Headteachers, leadership teams and facilitator
- Those working with pupils

In addition the resources can be sorted by those attached to specific units or those contained within the whole resource.

Glossary

The glossary clarifies abbreviations used.

Details

Primary and Secondary Inclusion Development Programme (IDP): Supporting pupils on the autism spectrum <http://www.nationalstrategiescpd.org.uk/user/policy.php>

The Inclusion Development programme – National strategies website
<http://nationalstrategies.standards.dcsf.gov.uk/idp>