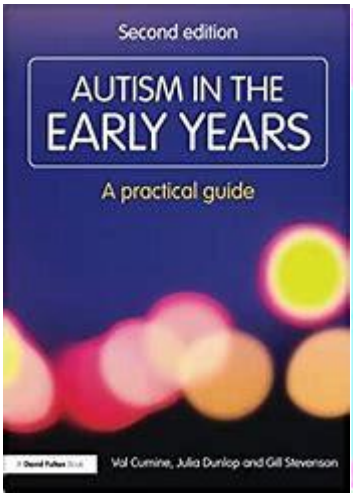
Dover District STLS
Specialist Teaching & Learning Service

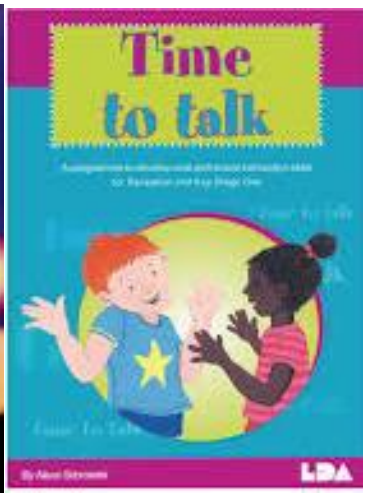
Websites

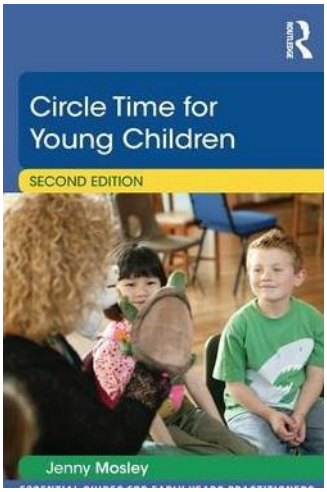
https://www.autism.org.uk/professionals/teachers/teaching-young-children.aspx

https://www.autism.org.uk/about/family-life/in-the-home/environment.aspx

Books

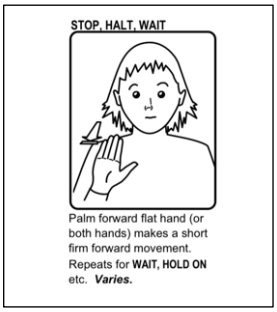


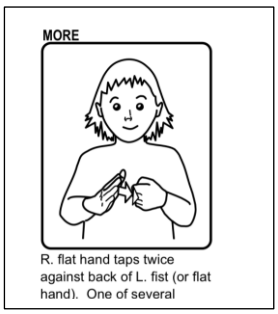




Videos

Intensive Interaction: for those who are at a pre-verbal stage of communication development: https://www.youtube.com/watch?v=EppQXyI5FX0





Enabling Environments	*Transition*
• **Create structured learning environment** – easily accessible resources , clearly labelled with pictures/symbols	• **Review 'My Transition Passport'** http://doverstls.co.uk/wp-content/uploads/2020/04/TRANSITION-passport-DOVER-FINAL-1.docx
• **Provide quiet, well-defined areas for individuals and small groups**	• **Profile strengths and challenges** –parent meeting AUTISM IN THE EARLY YEARS – observation profile to establish baseline for skill acquisition
• **Routines, instructions and changes supported with objects, pictures photographs – visual timetables**	• **Provide photographs of key people, places and resources**
• **Provide calm space – areas where visual & auditory distractions are minimised**	• **E-mail virtual video tour of key places**
• **Motivating and interesting resources to extend and develop play**	• **Share visual time-line of day/timetable**
• **Awareness of Sensory Issues** – Sensory Profile https://www.falkirk.gov.uk/services/social-care/disabilities/docs/young-people/Making%20Sense%20of%20Sensory%20Behaviour.pdf?v=201906271131	• **Provide starting school social story**
• **Provide Sensory Box/Basket** - stress balls, whistle with the pea removed for hard blowing, unbreakable mirror - to be able to see their emotions, scented lotions.	• **Review Sensory Profile** – *consider transition object*
• **Eliminate potential stressors** – awareness of sensory profile	**Plan home-school communication** https://www.tts-group.co.uk/a5-talking-photo-album/1002052.html Talking Book
Teaching	*Supporting Communication*
• Support communication with visuals - symbols, props, cue cards, pictures – Now and Next Board/PECS/Makaton	· **Position at the same level/eye level**
• Give Warnings of Change - symbols, props, cue cards, pictures	· **Gain eye contact before communicating** – use communication temptation strategies –sensory-rich interactive toys
• Communication matched to understanding/ reduce language to key words	· **Support communication with visual cues**
• Provide extra time for processing	· **Use high-level of facial expressions/active encouragement to share joint attention**
• Join in with play (inside & out)	· **Give processing time (ten second rule)**
• Facilitate and directly model & teach turn-taking	· **Use motivating and engaging activities to directly teach language skills**
• Say/sing rhymes action songs with individuals & small groups	· **Review schemas and plan supporting activities** https://www.pacey.org.uk/working-in-childcare/spotlight-on/schemas/
• Support songs and stories with actions, objects and puppets	· **Distraction–free, quiet environment for direct teaching**
• Explicitly support self-regulation -	· **Model activities/play**
• Directly Teach Social Interaction - Time to Talk	· **Allow time to consolidate learning**
• Use Social Stories to support social skills	· **Repetition is key**
• Use commenting strategies rather than direct questioning	· **Share specific praise and rewards**