

S.P.A.C.E. for Autism- how to facilitate social, practical, academic, communicative, and emotional development in those on the spectrum.

The aim of this training course is to develop our practice to best meet the needs and progress the social, emotional, communicative, and academic development in our learners/service users with special educational needs. Whilst there is a greater emphasis on Autism and its common comorbidities of Sensory Processing Disorders, ADHD and Pathological Demand Avoidance, the general strategies and ideas given are beneficial to all our learners/client users with a wide range of additional needs.

This is an online, progressive course and it is recommended that each session is attended.

Each session is £50 but if all three sessions are attended, then the overall cost will be £100. Please book via [Eventbrite](#).

WEDNESDAY 9 JUNE 2021 - Level 1: (3 hours)

- All About Autism:
 - Behaviour strategies and general practice to bring out the best in your learners/clients with autism.
 - Includes strategies such as traffic lights, now and next boards, working for boards and many more!
- ADHD- how to positively channel overwhelming energy and develop greater focus:
 - A brief overview of the research into ADHD and the common difficulties faced by children with ADHD.
 - A look into best practice for children with ADHD. How can we increase engagement skills (by focusing on what we can do to be more engaging!) and strategies like heavy work and proprioceptive input can positively channel high energy levels.
- Sensory Processing Disorder, sensory circuits, and sensory breaks.
 - Some challenging and disruptive behaviours are the result of unmet sensory needs. We will have a whistle stop tour of Sensory Processing Disorder, what behaviours might be linked to different unmet sensory needs and look at Sensory Circuits and Sensory Breaks as a preventative behaviour strategy.
 - This will include Sensory Break ideas for Sensory Seekers and Sensory Avoiders, we recognise that both are challenging and often Sensory Avoidance strategies are overlooked in training.

WEDNESDAY 23 JUNE 2021 - Level 2: (3 hours)

- PDA- what to do when the answer is always no!
 - A brief overview of the research into PDA and how it presents in pupils with autism.
 - A look into best practice for children presenting with PDA traits. An overview of how we can have high behavioural and learning expectations of children with PDA without triggering their innate avoidance of demands.
- Sensory Teaching Techniques.
 - A look into how we can integrate sensory techniques into our lessons/course content. We will have a look at how to create engaging sensory stories, you can take any book and make it into a sensory sensation! This will include examples of whole class/group sensory stories more suited to specialist provisions and examples of creating individual or small group sensory packs that are highly beneficial in a mainstream setting.
 - We will also look at creating and delivering engaging inputs that make learning irresistible to the pupils. These inputs will span the entire Curriculum enabling you to create a Sensory Syllabus within your classroom, this will apply to the National Curriculum, the Pre-Key Stage Assessment, and the Engagement Model.
- The Power of Play.
 - An overview of how we can use purposeful play within our curriculum/course content to develop key social, emotional, and communicative skills.
 - A look at when and how play becomes purposeful and how we can move our learners/service users through the 4 stages of play- solitary play, parallel play, symbolic play, and cooperative play.
 - Examples of how to include play into your curriculum/course content in a way that enhances learning. This includes practical ideas for sensory play, role play and strategies to support sharing.

WEDNESDAY 7 JULY - Level 3: (3 hours)

- Creating individual Sensory Passports.
 - Whilst most practitioners, unless SI trained, are not qualified to complete all encompassing Sensory Integration reports, we are in the position to use observations, our understanding of pupils and our wider skills to create Sensory Passports. These passports will support the pupil in the classroom, at home and in the wider community.
 - We will have a look at how to structure sensory observations using a Springfield Sensory Observation Template which will be available to all those attending the course. We will then look at how to take the information from the observations to create a Sensory Passport entailing the specific sensory strategies required for that child within Sensory Circuits and Sensory breaks and throughout the day. We will finish off looking through a Springfield Sensory Passport Monitoring Template which allows practitioners to monitor and review sensory input to ensure the sensory strategies used are always up to date and the most beneficial for each pupil.
- Creating and Developing Positive Behaviour Plans.
 - An overview of how to combine the strategies and skills we have gained to create coherent, helpful and positive behaviour plans. Furthermore, focusing on how we can implement these plans in a meaningful way.
 - We will look over the Springfield Positive Behaviour Plan templates which are available to attendees of the course and work through examples together.
 - We will finish off by looking at how we can monitor, and review behaviour plans effectively.
- Bridging the Gap.
 - A look at how we can adapt our Sensory Passports and Positive Behaviour Plans for the home setting.
 - Some practical examples of sensory strategies and positive behaviour supports that can be implemented in the home setting to create consistency for the children and bring about long lasting progress.