



# **Effective Intervention for Children on the Autism Spectrum and those with Social Communication Needs**

February 2019



## CONTENTS

<b>Section A: About the Manual</b>	<b>3</b>
Purpose of the manual	3
What key outcomes does it aim to achieve?	3
How to use the manual	3
Setting up a new initiative	3
Implementation and Evaluation Framework	4
<b>Section B - Model of early intervention</b>	<b>5</b>
1. Assessing needs	6
2. Agreeing objectives	8
3. Establishing interventions	9
4. Reviewing impact	14
5. Identifying next steps	16
References	21
<b>Appendices: Useful Tools and Further Information</b>	<b>22</b>

## Section A: About the Manual

### Purpose of this manual

This manual is aimed at Fife education staff. It is designed to take account of the most recent research into effective interventions for pupils with Autism Spectrum Disorders. It provides a framework which allows for approaches to be tailored to the needs of the individual pupil whilst ensuring that there is close monitoring of progress towards targets.

### An evidence informed approach: What works for children and young people with autism?

As the defining characteristics of autism can present differently in each child on the spectrum, no one intervention has been proven to universally benefit all children (e.g. SIGN, 2016). It is difficult to predict which intervention will be most suitable for any individual child in terms of needs, learning approaches, individual responses, etc. Therefore, the choice of appropriate interventions should be informed by an effective assessment process.

The key features of appropriate interventions for autism include:

- addressing the needs associated with autism (for example, social and communication needs, restricted interests, play skills, imitation)
- planning for skill development across contexts (home, school and community) and working towards long-term goals
- promoting family involvement and embedding intervention at home and at school
- considering what a child is trying to communicate through their behaviour
- monitoring progress over time

### What key outcomes does this manual aim to achieve?

- To provide a research informed model of support for children and young people with Autism Spectrum Disorder (ASD), Social Communication needs and associated Additional Support Needs
- To consider a range of effective interventions which can be tailored to meet the needs of an individual child
- To encourage staff confidence in articulating best practice in education and to build on current skills

### How to use the manual

The manual can be used as a needs analysis to identify areas for further development. It is anticipated that there will be a focus on a particular section or parts of sections rather than on the pack as a whole. Schools' link educational psychologists can support schools to navigate and apply the specific parts of the manual that will be most relevant.

The manual can be used flexibly around the needs of the context and the child, e.g. the focus may be on one child alongside a key worker, or it can be used for development at a nursery, class or school level where there are a number of needs.

Throughout the manual there are hyperlinks to appendices, shown by the word being highlighted in blue, which contain further information, tools for practice and exemplars.

### Setting up a new initiative - structure for planning, design and evaluation

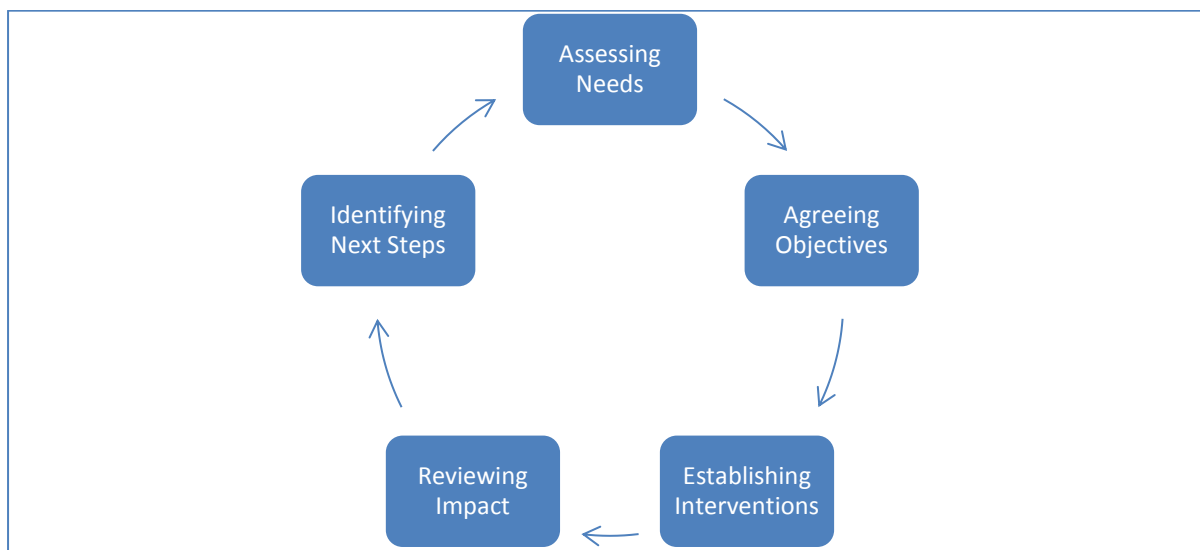
To effectively plan, implement and design any initiative, there are a number of key questions to consider (see below Implementation and Evaluation Framework). Going through these systematically will ensure that an evaluative structure can be built in from the start. This means that any baseline data can be identified and gathered, and methods for the collection of short, medium and long term data can be developed at an early stage. The following structure should cover the main issues.

Your link Educational Psychologist will be happy to support you in the completion of this plan, including helping you to think further about what types of data to gather, and when, and what type of impact to look for, and when.

**Implementation and Evaluation Framework:**

<b>1. What is the problem you are trying to solve?</b>
<b>2. Who are the pupils you are trying to change this for? Who is your target population?</b>
<b>3. What do we think can make a difference in this area – from research, information from other schools</b>
<b>4. How will we know we have made a difference?</b>
<b>5. What will we do and who will do it?</b>
<b>6. What will we measure, who will do it and when?</b>

## Section B - Model of early intervention



The cycle in the diagram above reflects good assessment and intervention practice for any pupil with Additional Support Needs. This complements existing assessment and planning processes in Fife. However, for children and young people on the Autism Spectrum or with Social Communication needs there are additional considerations which mean that the steps in this process may need to be considered in a greater level of detail.

These include:

- Difficulties in picking up on contextual cues and making sense of social situations
- A lack of awareness of social norms, therefore the child or young person may not be motivated or see a need to develop particular adaptive behaviours
- Potential barriers to communication, posing difficulties for adults in understanding the child or young person's needs
- Sensory sensitivities which may impact on the ability to adapt to the education environment
- Stress, frustration and anxiety caused by a lack of understanding may lead to challenging behaviour
- Generalisation of skills to wider contexts

Each stage of the model is considered in greater detail.

## Stage 1: Assessing Needs

The first stage is a thorough and detailed assessment of the pupil's strengths and development needs. In keeping with the principles of Getting It Right for Every Child (GIRFEC), the Child Well-being Pathway, Fife Council Education & Children's Services Individualised Planning – Contextualised Assessment guidance and Specific Learning Difficulties: Core Guidance, the assessment should:

- Be undertaken over a period of time as opposed to being a one-off assessment. This may involve observations undertaken by education staff of the child in different activities and environments (structured / unstructured, with adults / peers, group vs individual tasks, etc). The Autism Spectrum Education Profile (Nursery) or Autism Spectrum Education Profile (School) may have been completed as part of the Autism assessment process and can be a useful tool for gathering information over time.
- Involve the family and child, as appropriate, in a **Person Centred approach** to identifying priorities for intervention. This may include identification of specific behaviours which are proving challenging for them and / or skills which they feel the child would benefit most from developing. Using a **Pupil Passport** or the **Pupil Profile - Autistic Spectrum (PPAS)** could provide a helpful prompt.
- Include information on the pupil's strengths, abilities and interests. These may be used to help inform appropriate interventions and motivators. Again a **Person Centred approach**, such as use of a **Giftedness Poster** or **Pupil Passport**, would be a suitable method to gather this information.
- Incorporate assessment information from relevant multiagency partners such as Educational Psychology, Speech and Language Therapy, Occupational Therapy, Clinical Psychology, etc. Partners may already be involved with the child and family. Alternatively, through discussion there may be agreement that a referral to another agency would be appropriate to add to the assessment picture.
- Consider completing a **Functional Behavioural Analysis** to understand motivations for behaviour. This include looking at triggers, environmental factors and consequences for behaviour.
- The purpose of assessment is to gather information about a pupil's current strengths, abilities and interests, in order to monitor progress and inform future planning.

\*Please note that the above assessment tools can be found as appendices at the back of this manual and can be accessed by clicking on the hyperlink when using the electronic version.

## Outcome of assessment process

The outcome of the assessment period should be a clear outline of the child's current functional skills including:

- Language and communication skills (particularly shared attention, asking for things, labelling/naming things)
- Cognitive skills (such as choice making, literacy, numeracy)
- Social skills (engagement, turn taking, ability in groups, cooperative activities)
- Behaviour / adaptive skills (understanding and following routines, expression of discontent/pain/frustration, managing different environments)

Reference to the Curriculum for Excellence Experience and Outcomes and the Education Scotland publication '[Milestones to support learners with complex additional support needs](#)' will support in the assessment process.

The nursery / school may have an established format for recording assessment information and setting targets, such as a Personal Learning Log or Journal. However, there are a range of planning tools included as appendices in the manual which may support this process, such as the [Assessment Plan](#) or [Objectives Plan](#).

To consider:

Which of the assessment tools are you familiar with / unfamiliar with?

Think about a current or past pupil:

In which circumstances might you use each of the tools or a combination of the tools? Which ones and why?

Are there any of the tools which would not be applicable? Why?



## Stage 2: Agreeing Objectives

Once the assessment information has been gathered, a few key objectives can be identified collaboratively for the home and education environments (as a guide, seek to identify between four and six key targets).

Establishments may already have a format which could be used for this purpose and may decide to use that as an alternative recording mechanism e.g. a detailed PLP, or may choose to use one of the formats included here, such as the [Assessment plan](#) or [Objectives Plan](#). The key aspect is that all the elements are captured within the plan.

Within the chosen recording format, the plan should state:

- The overall objective.
- A breakdown of how that objective will be accomplished using SMART targets (Specific, Measurable, Achievable, Realistic and Timed). The overall objective may stay the same for a long period of time but the SMART targets are likely to be updated more frequently.
- The roles of education staff, parents and other relevant agencies. These should be clearly outlined, along with the process for communication and liaison about progress towards the targets.
- A review date – when the target would be achieved and the next step could be identified

### Overall objective

This may involve replacing a negative behaviour with a more appropriate, [functional behaviour](#), e.g. to communicate dissatisfaction with a sign, symbol or word rather than hitting or pushing. This may involve development of a behaviour or skill which is not already present, through gradual scaffolding (this can also be termed as ‘shaping’).

### Breaking down objectives

Objectives can be broken down by creating SMART targets (Specific, Measurable, Achievable, Realistic, Timed). Breakdown of objectives may also include ‘Chaining’. Chaining involves breaking down learning a skill or behaviour into sequences and starting with one target behaviour before moving onto others in a progressive way.

For example, the overall objective might be for the child to take part in snack routine. This could be broken down into:

- a. Coming to sit at the snack table
- b. Sitting at snack table and helping self to food
- c. Coming to snack area, getting own plate, then sitting and helping self to food
- d. Getting plate, sitting at table, helping self to food, washing up plate
- e. Getting plate, sitting at table, helping self to food, washing up plate, drying plate and putting it away.

To consider:

What planning tools do you already have available in your nursery / school?

How would they fit with creating objectives and SMART targets?

And allowing for close tracking and monitoring of progress?

Are there any of the exemplar formats you think you might use?

### **Stage 3: Establishing Interventions**

#### Building relationships

Successful interventions are about establishing good relationships. Building a strong relationship between key adult(s) and the child will result in greater progress towards reaching the desired objectives.

Whilst building a relationship the adult should make an extra effort to offer the child fun activities, follow the child's interests and spend time engaging with them on these. There may be times when this needs to be the first step in intervention before introducing a task.

In practice in an education setting, developing relationships and supporting the child with the tasks likely will be worked on concurrently. However, staff should ensure that they build in time to spend on tasks and activities that the child prefers.

The pupil ideally should see the process of working toward set objectives as enjoyable and rewarding. Although displaying the actual skill or behaviour may not be motivating in itself, time on a preferred activity, a reward / motivator or opportunity to interact pleasurably with the adult should be appealing.

## Context

When establishing interventions, it is important to consider the context including discussing when and where to begin introducing an approach, task or activity. Initially, it may be that this is done in only one context and with one adult before gradually extending further.

Structuring a session / day to provide both planned and spontaneous opportunities is important. Think about the acquisition and practice of skills in both structured and unstructured situations and how to make the development of the skills as natural as possible.

Discussion should take place between home and key education staff about ways to encourage the child to develop the agreed desired skills.

## Interventions

### *Autism Toolbox*

The Autism Toolbox is a comprehensive resource developed by the Scottish Government in partnership with the national charity, Scottish Autism, with support from Autism Network Scotland. The Toolbox looks at needs, strategies and supports under the headings of Understanding Autism, Supporting Wellbeing, Supporting Pupils, Partnership with Families, Whole School Planning, Working With Others.

In regards to interventions, the Autism Toolbox provides an overview of support strategies and a range of resources commonly used with children and young people with autism within education. For more information, the online version of the Toolbox can be found at <http://www.autismtoolbox.co.uk>

### *Key Interventions*

The development of a flexible, tailor-made package allows the opportunity to promote the development of skills and adapt the environment through a range of different approaches whilst enabling on-going assessment as to the effectiveness of methods for an individual child. It may also be helpful to link with multi-agency partners around appropriate interventions (e.g. Occupational Therapy, Physiotherapy, Speech and Language Therapy, Paediatrician, Clinical Psychology). SIGN (2016) recommends that a range of intervention tools are available, as appropriate to the individual.

Key interventions in education may include:

- a) Using **functional behaviour analysis**
- b) **Chaining** or task analysis
- c) Visual, verbal and physical **prompting** and **fading**
- d) **Modelling**
- e) Reinforcers and motivators
- f) **Augmentative and Alternative Communication (AAC)** approaches such as **PECS** and use of **visuals / BoardMaker** in the environment.
- g) **TEACCH** Approaches
- h) Social communication approaches such as '**Social Stories**'
- i) **Intensive Interaction** approaches

Further information and detail on each of these approaches can be found in the appendices section.

a. **Functional Behaviour Analysis**

This refers to an examination of behaviour in order to understand when a behaviour occurs and the possible reasons for it. It provides a framework which helps staff makes sense of behaviour and what it might be achieving for the pupil i.e. what purpose is the pupil's behaviour serving? What is the pupil saying with their behaviour?

b. Chaining / task analysis

Chaining or task analysis involves breaking down learning a skill or behaviour into small steps or actions. Once all the steps towards independently carrying out a behaviour or skill are identified, a decision can be made about how big each step should be and what level of support the child may need to achieve that step. Skills can generally be broken down into sequences, starting with one target behaviour before moving onto others in a progressive way. This sequence could be visually represented where appropriate e.g. Boardmaker chart. The adult gradually **fades** back, doing less and less while the child does increasing amount.

For example, the overall objective might be for the child to put on their jacket independently.

Forward chaining is where the first step is taught, then the next step, etc. The child does the first step independently and then adult supports them, building up independent steps gradually.

1. Pick up jacket
2. Put one arm in sleeve
3. Put second arm in sleeve
4. Pull jacket on
5. Put zip in zip holder
6. Pull up zip

Backwards chaining is where the last step is taught, then the second-last step, etc. For example, the adult puts on the jacket up until the point where child completes final step by pulling up their zip

1. Pull up zip
2. Put zip in zip holder
3. Pull jacket on
4. Put second arm in sleeve
5. Put first arm in sleeve
6. Pick up jacket

c. Prompting

Prompts are cues that assist the learner in responding correctly or most appropriately for the situation so that they may experience success. Prompts can be verbal (e.g. giving instructions for each step), visual (e.g., photographs, signs, labels, pointing to the correct response) or physical (e.g. tap on the elbow, hand-over-hand guidance, placing materials closer to where the student will need them).

Prompting will be most frequent when the pupil is learning the behaviour or skill initially. This should lessen or 'fade' as the child becomes more practiced at demonstrating the behaviour. Fading refers to gradually reducing the frequency or intrusiveness of a prompt as the child becomes more practised at demonstrating the behaviours. For example, the initial prompt may be used on every occasion to carry out the behaviour using a physical hand over hand prompt. This could gradually 'fade' over time to an occasional visual prompt.

Types of prompts include:

- Visual
- Verbal
- Physical

When deciding which prompt to use, it should be considered how intrusive the prompt is for the child. The least intrusive prompt that is necessary to support the desired outcome being achieved should be used.

### *Visual Prompts*

These can be used in different ways and for different purposes:

- Using a **photo or symbol** of the desired action or of an object / place. For example, holding up a symbol of the toilet as a visual prompt when encouraging the child to request to go to the toilet, or showing a photograph of the child doing 'good sitting' to prompt the desired behaviour when they are on the carpet.
- Having examples of **reference objects / symbols** when asking the child to make choices or to help them to understand concepts e.g. using a wet and a dry cloth when teaching the concepts of wet and dry, having photographs or symbols of a train and a ball when asking the child to make a choice between the two activities.
- **Pointing** to a location or object to reinforce meaning and the desired behaviour. For example, pointing to the plate and to the sink when encouraging the pupil to follow the snack routine.

### *Verbal Prompts*

- This could be as simple as **saying the word** for the child to repeat. For example, starting with 'What is it? Bike'. This can be lessened as a prompt to 'bike' then 'b..' as the child becomes more familiar with the name of the object.
- Another useful approach is **providing the child with a script**. These can be used to encourage social interaction, for example, prompt the child to say, 'Can I play?', or as a way to support the child to regulate their behaviour, such as 'What's your job?', 'Let's make a plan' or Big Deal / Little Deal script.

### *Physical Prompts*

This is the most intrusive type of prompt and should be used for the minimum time possible.

- **Hand over hand** prompt where the person physically takes the pupil's hand and completes the action e.g. taking the food from the snack bowl. This can be lessened, e.g. to a tap on the arm as a prompt, once they are more familiar with the action.
- **Positional** prompt by moving an object or symbol closer to the child when asking them to make a choice.

d. Modelling

Modelling is a form of observational learning in which behaviours are learned by watching others. Modelling should be frequently and consistently used to demonstrate the targeted skill to the child. If the child can master the skill by modelling and imitating what they see, more intrusive prompts may not be needed.

Examples include, modelling the desired behaviour e.g. picking up a snack and putting on the plate, drawing the letter 'a' prior to asking the pupil to do so or showing the child how to line up at the classroom door by lining up.

[Intensive Interaction](#) includes modelling as a key element for the development of engagement and communication skills. [Video modelling](#) may also be used to help demonstrate the skill or behaviour to the child through their own actions.

e. Reinforcers and motivators

Reinforcement is used to encourage desirable behaviours and to decrease non-desirable behaviour. For example, for desirable behaviours the adults can reinforce these through giving attention, 'catching' a child being good and providing structured positive praise (i.e. "Well done, you are doing a wonderful job of staying on task and completing your work") or allowing the child to spend time on their preferred activity.

Reinforcers and motivators will already have been identified as part of the assessment process when looking at the pupil's strengths, interests and skills (e.g. as part of the [Person Centred Approach](#) / [Pupil Passport](#) / [Giftedness poster](#)). These may include favourite toys, preferred activities or people the pupil enjoys spending time with.

Where the pupil enjoys interaction with the key adult(s), the reinforcement may simply be mirroring or copying the skill or communication when it's shown (by using principles of [Intensive Interaction](#)).

f. [Augmentative and Alternative Communication \(AAC\)](#) approaches such as [PECS](#) and use of [visuals](#) / [BoardMaker](#) in the environment.

Augmentative and Alternative Communication (AAC) is the term used to describe various methods of communication that can 'add-on' to speech and are used to support verbal communication. AAC includes:

- Simple and widely available systems such as pictures, gestures and pointing (building on 'visual prompts').
- In certain cases, more complex techniques involving computer technology aids, software and games, also referred to as 'high-technology AAC', may be appropriate. Further advice can be sought from Fife Augmentative and Alternative Communication Team (FAACT) and Speech and Language Therapy.

**Symbols and visual supports** - Symbols are used all around us in everyday life and exist as a kind of visual language. Road signs, care symbols on clothing, or direction symbols at an airport are examples. Symbols offer a quick reference point for visual recognition and can be read, regardless of the person's language or literacy skills. People with communication difficulties may benefit from using symbols to help to understand instructions, information and requests, as well as to communicate their wants, needs, wishes. Communication books and charts are paper-based ways of making a set of symbols available to support both understanding and expressive communication.

**PECS** - The Picture Exchange Communication System (PECS) is described by its authors as "a unique AAC training package developed for use with young children with autism and other social-communication deficits." (Frost & Brody 1994). PECS uses picture symbols and is designed to teach functional communication skills with an initial focus on spontaneous communication. The system is built on ABA principles of shaping and reinforcement. Trained facilitators gradually shape an individual's impulse to reach for a desired object into a communication act of giving a symbol to another person. That person will then give them the desired object in return. More information on developing PECS and training on its usage can be sought through liaison with the child's Speech and Language Therapist.

g. [TEACCH Approaches](#)

TEACCH (Treatment and Education of Autistic and Communication Handicapped Children) is a structured approach first developed in the 1970s by Eric Schopler.

The TEACCH approach relies heavily on physical structure and visual presentation of material to provide information and instructions in the classroom.

It is an approach that is highly beneficial in the development of routines and uses classroom organisation to support learning and teaching. The strategy is core to supporting



understanding and predictability of the order of events. Consequently this can help to reduce anxiety for individuals with autism and as such can be supportive in enabling accessibility and independence.

The approach is flexible enough to be designed specifically for an individual child's needs.

Picture examples and explanation of tools within a TEACCH approach such as work systems and spaces, individual and class schedules and supports for social communication can be found in the Autism Education Trust Tools for Teachers resource:

[www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk)

h. Social communication approaches such as 'Social Stories'

Social Stories (Carol Gray) are short descriptions of a specific situation, skill or concept. The aim is to improve understanding by sharing accurate information and looking at the underlying causes for behaviour. This can help to reduce frustration and confusion may result in a change in behaviour.

i. Intensive Interaction approaches

Intensive Interaction (Dave Hewett Ph.D and Melanie Nind Ph.D) involves a member of staff working one to one with a pupil and watching the behaviours the child uses and building on these to communicate by reflecting these back e.g. vocalisations, banging the floor, rocking. There are three main aspects; Observe, Mirror, Respond.

This approach is particularly useful for complex and non-verbal pupils where the aim is to build joint attention, awareness of turn-taking and fundamentals of communication

To consider:

Which interventions are well established in your nursery / school?

Which others do you think might be applicable?

What additional information would you need to put these into place?

Who could support you with that?

## Stage 4: Reviewing Impact

The development of the identified skill(s) should be regularly monitored through measurement and observation, along with assessment of the effectiveness of the intervention(s).

Assessment should be contextual, formative and ongoing, however it may be appropriate for a more intensive period of assessment to take place at the beginning (as specified in Stage 1: Assessing Needs).

Keep in mind that illness or holiday absence may impact on skill development - including those previously mastered.

Bringing together measurement and observation data will provide evidence of a pupil's progress around specified objectives and information about where they are on 'the journey' towards the target. For example, can the pupil carry out the task / skill unaided on every occasion? Or is this 50% of the time? With a single prompt? Or multiple prompts?

### Observation

Observation will ideally take place over time in different situations / familiar contexts. Informal observations can take place at any time in everyday nursery or class settings, during play or peer interactions.

In addition to everyday contextual observations, it may be appropriate for more planned, formal or structured observations to take place, carried out in a one to one setting and/ or a quiet environment. This can be useful if the focus is reviewing progress and the development of abilities around a specific skill that is less readily demonstrated in a class or nursery context. This would involve staff noting and recording responses to planned activities that are known to elicit the particular skill(s). Structured observations should involve activities that are relevant to the pupil and be carried out in familiar contexts with familiar adults. Included is an example [observation template](#).

Parents / carers and other professionals working with the child should also contribute by sharing their observations.

Examples of observation evidence may include:

- Staff write key points from an observation on to a child's Person Learning Log or Journal or on post-it notes (dated)
- Use of photos and video
- A written summary to be presented at the review cycle

### Consolidation and generalisation

It is important to take account of the context the skill is shown in. Pupils with Autism may not generalise the skill(s) learnt so if they do display the skill in one context, it should not be presumed that they will display this in another context e.g. they may show the skill in indoor play but not outdoors, or with one person but not others.

As described in Stage 3: Interventions, overall the aim is to gradually draw back on the level of prompting provided and to consolidate and develop the skill across contexts.

Remember that development may not be linear e.g. progress in one skill does not necessarily lead onto the expected 'next milestone'. Skills may also need to be revisited.

To consider:

What processes and tools for reviewing impact do you already use in your nursery / school?

Are there any example formats or templates you find helpful for use?

What other questions might you ask about the child, environmental factors or the type and level of support?

How will you work in conjunction with other staff, professionals and parents to corroborate your findings?

How will you use the information gathered to feed into a cycle of developing further objectives and SMART targets?

## Stage 5: Identifying Next Steps

New targets will be identified through ongoing assessment of skill development and the effectiveness of intervention(s). These may extend the previous targets or there may be agreement that an objective has been met and a new objective can be set.

For example:

*Objective:* Joe will take part in snack routine

*Progress:* Joe is now coming to snack on a daily basis. He can understand and follow the routine.

*New objective:* Joe will take part in group time in nursery

To consider:

How confident do you feel in completing all five stages of the cycle?

Thinking about using the approaches and tools in practice with a current or past pupil:

What additional information do you need now?

What action(s) do you need to take?

Who could support you with that?

## References

Gray, C. (2015). *The New Social Story Book*. Arlington, TX: Future Horizons Firm.

Health Improvement Scotland (June 2016) SIGN 145: Assessment, Diagnosis and interventions for Autism Spectrum Disorders.

Available from url: <http://www.sign.ac.uk/guidelines/fulltext/145/index.html>

National Research Council. (2001). *Educating Children with Autism*. Committee on Educational Interventions for Children with Autism

National Institute for Health and Care Excellence (NICE). (2013). *Autism: The management and support of children and young people on the autism spectrum (NICE guideline CG170)*. London: National Collaborating Centre for Women's and Children's Health. Available from url: <http://www.nice.org.uk/guidance/CG170>

Pickles, A. et al (2016) Parent- Mediated Social Communication Therapy for Young Children with Autism (PACT): Long Term Follow-Up of a Randomised Control Trial. Retrieved 8th December 2016 from: [http://www.thelancet.com/pdfs/journals/lancet/PIIS0140-6736\(16\)31656-7.pdf](http://www.thelancet.com/pdfs/journals/lancet/PIIS0140-6736(16)31656-7.pdf)

Toogood & Leitch. (2016). Retrieved on 8th December 2016 from: <http://www.bild.org.uk/our-services/positive-behaviour-support/capbs/capbswebinars/>

Virtues-Ortega, J. (2010) Applied Behavior Analytic Intervention for Autism in Early Childhood: Meta-analysis, Meta-regression and Dose-response Meta-analysis of Multiple Outcomes. *Clinical Psychology Review*, 30 (4) p. 387-399

## Appendices: Useful Tools and Further Information

1. [Person Centred Approaches](#)

Person Centred Planning (PCP) templates, including [Assessment Plan](#)  
[Giftedness poster](#)

2. [Pupil passport](#) example and template
3. [Pupil Profile - Autism Spectrum \(PPAS\)](#)
4. [Functional Behaviour Analysis \(FBA\)](#)

Setting Trigger Action Response (STAR) recording chart template  
Behaviour analysis plan template

5. [Objectives plan](#) and exemplar
6. [Augmentative and Alterative Communication](#)

Visuals  
PECS

7. Social communication approaches incl. [Social Stories](#)
8. [Intensive Interaction](#)
9. [Video Modelling](#)
10. [Observation Template](#)

# 1. Person Centred Approaches

## Why use a person centred approach?

Taking into account features of best practice in pupil involvement (Fife Council Education & Children's Services ASN Support Manual, Specific Learning Difficulties: Core Guidance), person centred approaches recognise the importance of process when it comes to seeking a family and child's views to:

- a) Support the family and child to think about and share what is going well and identify challenges and next steps in school.
- b) Gather information which will then feed into an agreed action plan during a planning meeting.

Formal meetings can be challenging for young people and families. They can feel that they are 'in trouble', under the spotlight, or that they are being judged. The presence of a number of professional adults can be intimidating which can shape what the young person and family feel able to say. Person centred approaches aim to create a more informal and collaborative atmosphere which better facilitates participation of all involved.

## Core elements of person centred meetings

Key principles of person centred meetings are to:

- Negotiate participants in the meeting with the family and child, if appropriate. This may include members of the wider family support network and professionals who will work together in partnership
- Encourage and co-ordinate active participation of relevant staff and support services, where appropriate.
- Ensure everyone at the meeting comes up with ideas and suggestions
- Provide integrated assessment information
- Ensure action planning is made accessible and that the family and child, where appropriate, are involved with whom the plan is shared

Supporting pupils and their families starts with **listening carefully** to what is important to them. Skills of active listening include:

- Being open. Rather than asking questions which only require yes/no answers, try and ask open questions. Be aware of your body language. Try and look calm, unhurried and caring.

- Summarising. It helps to show you've listened and understood what's been said. Typing answers on the slides offers a way of 'checking out' if you've got it right and summarising the key points.
- Reflecting. Repeating back a word or phrase can encourage people to go on. Occasionally nodding or quietly saying "yes" or "aha" can help too.
- Clarifying. If the young person seems to gloss over an important point you could try saying "tell me more about..." or "that sounds as though it was difficult".
- Reacting. Don't feel as though you need to remain completely neutral – show empathy and understanding e.g. "that must have been tricky for you". It is important to be affirming and try to get the message across that you have respect for their opinion and view. This is not the same as saying you agree though and it is ok to communicate this in a considerate manner.

It may be appropriate to engage in problem-solving during the discussion. Try to limit the direct advice you give during the conversation though. It is usually better to start with "what do you think is the best think for you to do next?" than to say "what you should do next is..."

### Preparation for a meeting

For meaningful participation to occur, situations should be facilitated to enable children and young people to give their views in a way that can influence what happens next in practice.

Formal meetings organised to support planning for pupils with ASN (e.g. ISP meetings) can be challenging for young people whether they are to attend or not. Preparation for a meeting and supporting a child / young person to think in advance about their thoughts and feelings and what they may want to share with others is important. Giving views to one adult is generally less challenging than speaking to the whole group. If appropriate, take the opportunity to explain **why** the meeting is happening, **who** will be there, **when** it will take place and for how long, **what** is hoped will be achieved by meeting.

The actual process of discussion with a key adult in school can also support the development of trusting and enabling relationships. By effectively being involved in decision-making, pupils can develop confidence, self-awareness, emotional intelligence, problem-solving and social skills.

More research and future exploration is required to assess the relative merits of different consultation approaches but a number of methods and techniques exist and are currently used in practice e.g.

- Person Centred Planning (PCP) approaches such as the PATH and MAP
- Talking Mats



A flexible and reflective approach to practice is required to adapt to the needs of each individual as there is unlikely to be a 'one size fits all' model.

### Person Centred Tools and Approaches

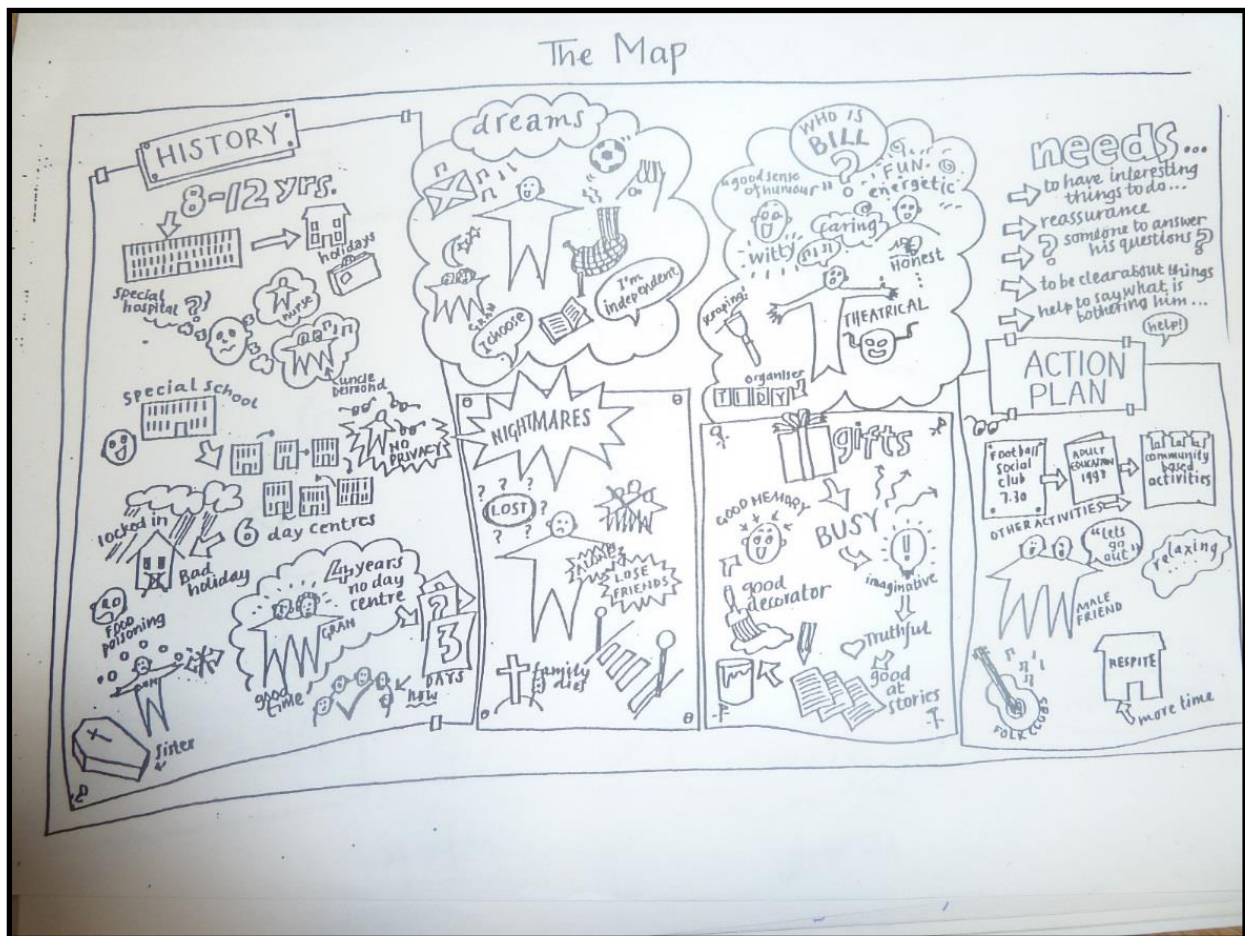
Talking Mats - A communication tool designed for those with communication difficulties to help think about an issue and express an opinion. It is a structured approach supported by symbols and usually organised to support a child to sort into likes and dislikes / good and bad. It is designed to be non-threatening and enjoyable and easy to use. The approach is embedded in Fife policy and procedure and courses are available on CPD management system.



*Example Talking Mat showing a child's likes and dislikes about school*

PATH – this allows for outlining the current situation, discussion of where they would like to be at a future point e.g. 3, 6 months or 1 year forward, and agreeing a plan for how to get to that point. The PATH exemplar below can also be used as an assessment plan to set objectives and to measure progress.

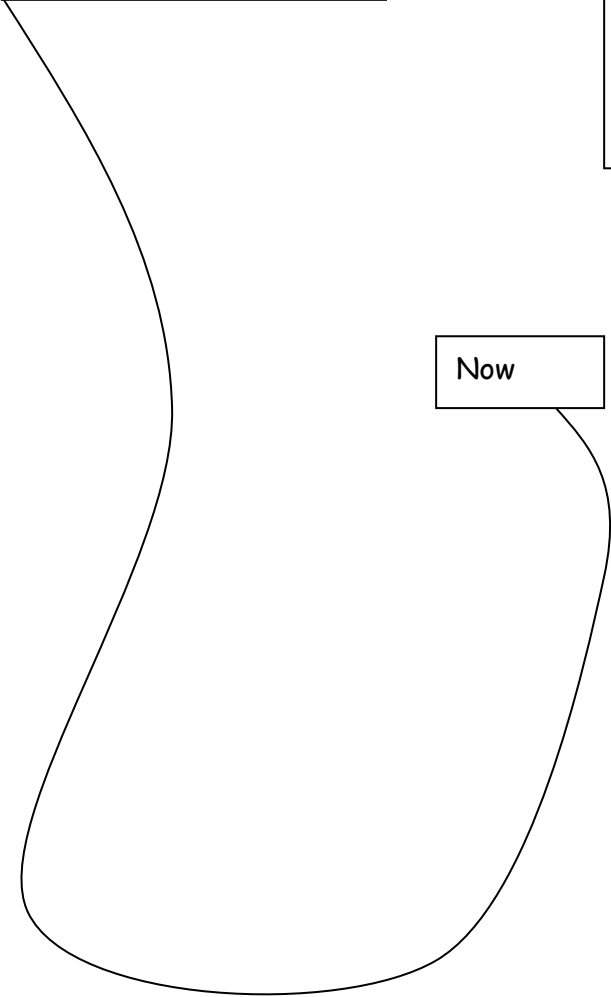
MAP – this covers elements such as the child’s story up until the present time, the child’s strengths and interests, and their hopes/dreams and fears/worries.



- History: Key events in the young person’ life (according to the young person and family).
- The dream: If we could get everything right for this young person what would it look like?
- The nightmare: If we are doing all the wrong things what would this young person’s life look like?
- Who is XXXX?: Everyone participating in the meeting describes the person as they would describe a friend.
- Gifts, talents, strengths: What is distinct, different, unique about the person.
- Action plan: Using all the information - is the young person’s life more like The Nightmare than The Dream. How can all participants move towards the Dream?

Giftedness Poster – this looks at who the young person is and covers elements such as the child’s interests, skills and strengths.

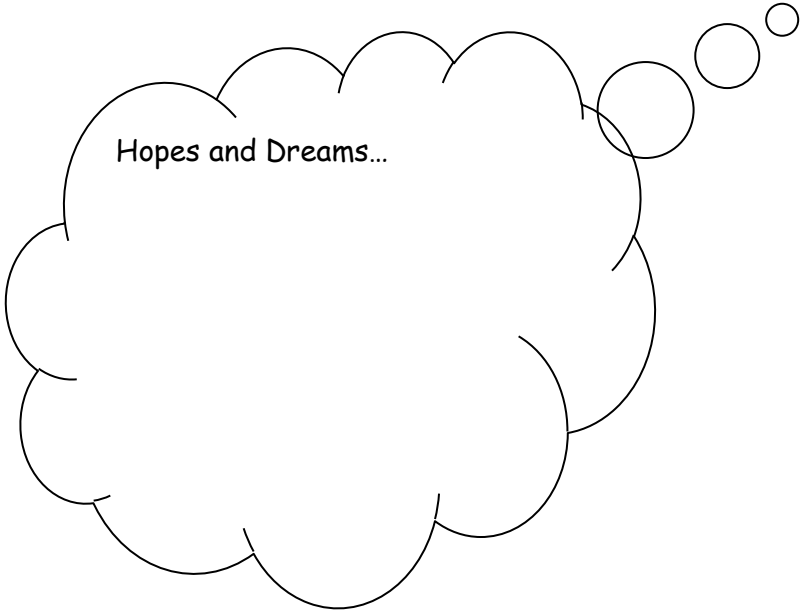
My story so far...



Now

Who is \_\_\_\_\_?

What do I like?



What am I good at?

Action plan

Where are we now?      Assessment of progress      Where do we want to be?

Language

Cognitive

Social

Behavioural / Adaptive

Assessment Plan

Assessment for .....      Date

Where we are now:

Often seems in own world and not aware of others around him. Will take mum and dad's hand and lead them to something he wants e.g. snack.  
 Enjoys mum stroking his back, hums when she does this.  
 Finds it hard to leave mum and dad in the morning and come into nursery.  
 Spends a lot of time spinning around and vocalising in nursery  
 Flits between areas, not spending time at different activities  
 Likes music and spins and vocalises when CD is on  
 Not yet coming to snack in nursery  
 Mostly seems happy and content after initial separation period

Next steps:

Jay will begin to develop joint attention and awareness of adults  
 Jay will be more settled coming into nursery in the morning  
 Jay will spend more time in nursery activities  
 Staff will start to encourage Jay to come to snack time

Will share attention with key adults  
 Happy coming into nursery and leaving mum and dad. Happy being left with his grandparents  
 Enjoy doing activities with adults and looks for key adults  
 Jay will meaningfully access all areas of the nursery  
 Takes part in nursery routines

Where we want to be :

Hopes and dreams

Happy  
 Can communicate what he wants and needs  
 Can take part in activities with other children  
 Independent as far as possible

Who's here...

## Giftedness Poster - exemplar

Loves raisins for snacks

Likes Thomas the Tank DVD

Enjoys having his back stroked by mum

Generally cheerful



Jay Bloggs

Likes coloured blocks at home

Listens to nursery rhyme songs and spins around

Enjoys music

Will go to posting toy in nursery sometimes

Goes to the park with dad and goes on the swings

## 2. Pupil Passport

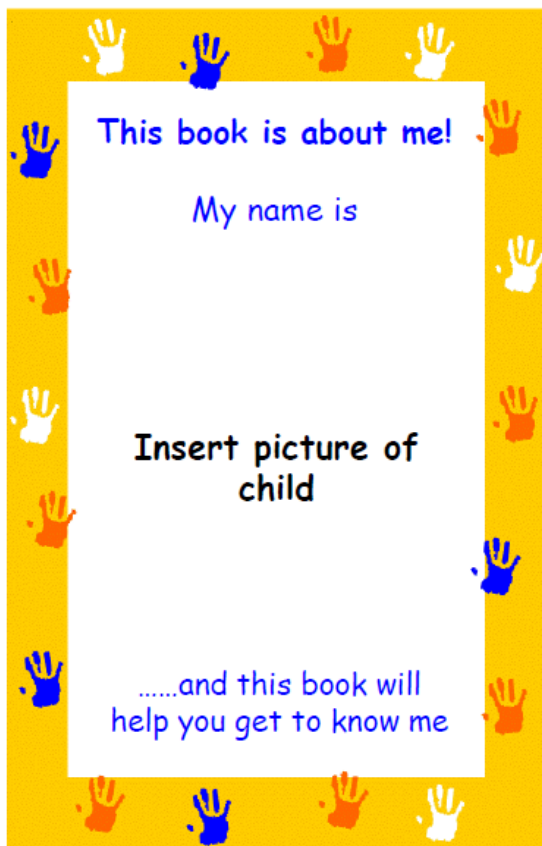
A pupil passport involve the pupil, parents and key staff in identifying key information under headings such as:

- About me, words that describe me
- Important people in my life
- Favourite activities, strengths and talents
- Thing which are tricky, annoy me, worry me, make me feel good
- Things which help, ways to cope, resources and strategies
- The future, goals

\*See example format below. Many schools and nurseries have their own formats or a PowerPoint template can be sought from the [ASIST team / Fife Council ASD guidance - transitions Appendix](#).



This book is about  
me - Exemplar.ppt



Index Page	
●	All about me
●	Family and friends
●	Things I like
●	Things I like to do
●	Important things you need to know about me
●	Things I don't like
●	How I work best
●	Things that might upset me
●	Eating and drinking
●	Things for talking about
●	Things I'm learning about
●	Hearing, sight and position
●	How I communicate
●	Do's and don'ts about helping me communicate
●	People in my life
●	Things I need help with
●	Essence of xxxxxxxxxx

### 3. Pupil Profile - Autistic Spectrum (PPAS)

The Pupil Profile - Autistic Spectrum was devised jointly by the Educational Psychology Service and the ASIST team. The aim is to develop a comprehensive assessment of a child's needs under the headings of:

- Language and Communication
- Social Skills and Relationships
- Flexibility of Thought and Behaviour
- Sensory and Coordination Needs

The profile should be filled in incorporating information from parents, education staff and professionals where relevant.

This can then be used as a tool for problem solving and target setting.



## Pupil Profile – Autistic Spectrum (PPAS)

*The profile is designed to be used as a detailed assessment of pupil needs which can then help future problem solving (especially for behaviour related to unmet needs) and specific target setting.*

To be completed by the key adults working with the child.

The PPAS should sit alongside other assessment and record keeping such as Person Centred Planning, pupil passport, etc. Each heading has prompts to supporting thinking about assessment information to include.

Language and communication	Prompts
How does the pupil communicate in general?	<ul style="list-style-type: none"> <li>- Verbally (single words, phrases, sentences? With depth of understanding of language and vocabulary? Repetitive or stereotyped language?)</li> <li>- Using symbols / photographs / real objects (e.g. points to the symbol, asks for an object by exchanging symbol)</li> <li>- Signing (A few key signs? Fluent signing?)</li> <li>- Gesture (e.g. pointing, taking the person's hand to lead them)</li> <li>- Vocalisations (What and for what purposes? e.g. when excited, when distressed, to indicate yes/no)</li> <li>- Behaviours (What and for what purposes? e.g. rocking, bangs head)</li> </ul>
How do they understand others' communication?	<ul style="list-style-type: none"> <li>- Verbally (Single words, phrases, sentences? Depth of understanding of language and new vocabulary? Direct, specific and concrete communication or more abstract language? Requirement to check back understanding?)</li> <li>- Symbols / visuals / photographs / real objects (e.g. points to visual, asks for an object by exchanging symbol)</li> <li>- Signing (e.g. a few key signs? Fluent signing?)</li> <li>- Gesture (e.g. pointing, shrugging)</li> <li>- Picking up on eye contact, facial expressions and body language</li> <li>- How much processing time is required?</li> </ul>
For which purposes do they communicate?	<ul style="list-style-type: none"> <li>- When they want or need something</li> <li>- To communicate likes and dislikes / to express feelings</li> <li>- To provide information</li> <li>- Social communication</li> </ul>

Social Skills and Relationships	Prompts
<p>What are the relationships and interactions like with peers?</p>	<ul style="list-style-type: none"> <li>- Awareness of others / Motivation to interact socially</li> <li>- Friendships / preferred peers / peers they are not keen on</li> <li>- Solitary / parallel / cooperative play</li> <li>- Structured social interactions vs. unstructured times</li> <li>- Ability to cope with social demands (1:1 vs group)</li> <li>- Reciprocal conversation and interactions</li> <li>- Taking part in groups (turn taking / sharing / cooperating / problem solving)</li> <li>- Shared interests / clubs / hobbies / activities</li> <li>- Awareness of others' perspectives in social situations</li> <li>- Ability to recognise appropriate and inappropriate friendships / peer relationships</li> </ul>
<p>How are the pupil's social skills?</p>	<ul style="list-style-type: none"> <li>- Understanding of emotions and ability to express emotions</li> <li>- Understanding of social rules and norms (e.g. public vs. private behaviour, ok vs. not ok things to say in school)</li> <li>- Ability to alter behaviour to context (knowing how you speak and act in different contexts)</li> <li>- Ability to initiate and respond to social interactions</li> </ul>
<p>What are the pupil's relationships and interactions like with adults?</p>	<ul style="list-style-type: none"> <li>- With key family members</li> <li>- With staff in school</li> <li>- With other important people in their lives</li> <li>- With unfamiliar adults</li> <li>- What interaction style do they respond best to?</li> </ul>

Flexibility of thought and behaviour	Prompts
How does the pupil manage routines and transitions?	<ul style="list-style-type: none"> <li>- Key routines for the pupil (e.g. starting the day, coming in from break, beginning an activity)</li> <li>- Requires visual / written routines or verbal explanation of routine?</li> <li>- Ability to cope with change in routine (including planned and unplanned changes)</li> <li>- What kind of preparation is required for change?</li> <li>- Key daily transitions (e.g. starting / finishing an activity, moving around the school, etc.)</li> <li>- Ability to cope with bigger transitions (e.g. starting in a new context such as change of school)</li> <li>- Ability to organise themselves and forward plan</li> </ul>
How does the pupil manage demands, choice and decision making?	<ul style="list-style-type: none"> <li>- Manages one demand at a time vs. can cope with several</li> <li>- Simple, chunked demands vs. more complex tasks</li> <li>- Limited choice or can cope with a range of options? Visual or verbal presentation of choice?</li> <li>- Has a fixed or inflexible view or can take account of different aspects and perspectives to make a decision?</li> </ul>
What are the pupil's interests?	<ul style="list-style-type: none"> <li>- Key topics or activities</li> <li>- Wide range of interests vs. limited and intense interests</li> </ul>
How are the pupil's self-help and independence skills?	<ul style="list-style-type: none"> <li>- Personal care and dressing</li> <li>- Eating</li> <li>- Toileting</li> <li>- Sleeping</li> <li>- Any relevant medication</li> <li>- Travelling</li> <li>- Recognition of danger</li> </ul>

Sensory and Coordination Needs	Prompts
Visual	<p>Squints, covers eyes, or complains about classroom lighting, bright lights, sunshine, etc.</p> <p>Prefers to be in the dark</p> <p>Is attracted to bright lights and shiny objects</p> <p>Becomes frustrated when trying to find objects in competing backgrounds</p> <p>Has difficulty putting puzzles together</p> <p>Stares intensely at people and objects</p> <p>Spins or flicks objects in front of eyes.</p> <p>Can be startled when being approached suddenly</p> <p>Is very cautious when going down stairs or stepping off a kerb when crossing the road (tends to feel their way with their feet)</p> <p>Or steps over a join between two different floor coverings e.g. when carpet joins kitchen lino</p> <p>Is easily distracted by nearby visual stimuli e.g. pictures, items on walls, windows or other people moving around</p>
Auditory	<p>Holds hands over ears to protect ears from sound</p> <p>Does not appear to hear certain sounds</p> <p>Seems disturbed or intensely interested in sounds not usually noticed by other people</p> <p>Cannot concentrate, is easily distracted by background noises e.g. TV , radio, fluorescent lights</p> <p>Makes noises, hums or sings or shouts out unexpectedly</p> <p>Doesn't respond when name is called, but you know their hearing is ok</p> <p>Has difficulty paying attention</p> <p>Cannot determine location of sounds or voices.</p> <p>Likes to cause certain sounds to happen over and over such as repeatedly flushing the toilet or repeatedly operating a musical toy</p>
Tactile	<p>Avoids getting messy, dislikes having dirty, sticky hands, etc.</p> <p>Dislikes, complains when having face washed, hair washed, cut or brushed. Dislikes having nails cut</p> <p>Responds negatively to unexpected touch</p> <p>Has difficulty standing in line with other children</p> <p>Is sensitive to certain fabrics, insists on wearing the same clothes</p> <p>Avoids going barefoot</p> <p>Touches people or objects to the point of irritating others</p> <p>Seems to have an unusually high tolerance to pain. Doesn't react as expected after having cut or injured themselves.</p> <p>Leaves clothes twisted on body, doesn't seem to notice that trousers/ skirt are falling down etc.</p> <p>Doesn't seem to notice when their hands or face are messy or covered with food.</p>

Smell/taste	<p>Gags easily with certain food textures or having utensils in mouth</p> <p>Shows distress at smells that other people may not notice.</p> <p>Is a picky eater, especially regarding food textures e.g. doesn't like lumps in food</p> <p>Avoids certain tastes that are typically part of a child's diet</p> <p>Likes to taste non-food items e.g. paint, glue</p> <p>Chews, licks non-food items</p> <p>Mouths objects e.g. pencils, toys</p> <p>Likes to smell non-food items</p> <p>Shows a strong preference for certain tastes or smells</p> <p>Does not notice strong or unusual smells e.g. glue, paint or marker pens</p>
Body Awareness	<p>Clumsy, bumps into people and objects, moves stiffly</p> <p>Spills contents when opening containers, or spills juice/ drink when trying to prepare a drink</p> <p>Tends to use more force than required and frequently breaks toys. Doesn't tend to know how much force to use and can unintentionally hurt others</p> <p>Runs, hops and bounces instead of walking</p> <p>Loves rough and tumble play</p> <p>Trips/ falls frequently</p> <p>Has a weak grasp. Holds objects like pencils cutlery so loosely that it's difficult to use the object. Frequently drops objects.</p> <p>Chews on toys, clothes and other objects more than other children</p> <p>Holds pencil so tightly it's hard to use object</p> <p>Walks on tip toe</p>
Vestibular/balance	<p>Becomes anxious when feet leave the ground. Doesn't like being on playground equipment such as swings, roundabouts etc.</p> <p>Dislikes activities where head is upside down e.g. somersaults, rough and tumble play</p> <p>Has poor balance</p> <p>Does not seem to get dizzy when others usually would</p> <p>Fails to put hands out to save self when falling</p> <p>Seeks out all kinds of movement, which can interfere with daily routines e.g. can't sit still, fidgets</p> <p>Frequently twirls, spins self throughout the day.</p> <p>Rocks unconsciously e.g. when watching TV</p> <p>Rocks in desk/chair/on floor</p> <p>Runs back and forth</p>

## Language and Communication

How does the pupil communicate in general?

How does the pupil understand others' communication?

For which purposes do they communicate?

## Social Skills and Relationships

What are the relationships and interactions like with peers?

How are the pupil's social skills?

What are the pupil's relationships and interactions like with adults?

About Me

Name:

DOB:

## Flexibility of Thought and Behaviour

How does the pupil manage routines and transitions?

How does the pupil manage demands, choice and decision making?

What are the pupil's interests?

How are the pupil's self-help and independence skills?

## Sensory and Coordination Needs

Visual

Auditory

Tactile

Smell / Taste

Body Awareness

Vestibular / balance

## 4. Functional Behaviour Analysis

Functional Behaviour Analysis refers to an examination of behaviour in order to understand when a behaviour occurs and the possible reasons for it. It provides a framework which helps staff make sense of behaviour and what it might be achieving for the pupil i.e. what purpose is the pupil's behaviour serving? What is the pupil saying with their behaviour?

There are three elements:

- Ecological: the context in which the behaviour occurs
- Triggers: what sets off the behaviours (antecedents and consequences)
- Hypothesis: understanding what the pupil is trying to communicate

Different formats can be used to recording and understanding behaviour over a period of time. Included below are the STAR (Setting Trigger Action Response) and a Behaviour Analysis and Support plan. An ABC (Antecedent, Behaviour, Consequence) format may also be used but it is important to include information on the context in which the behaviour occurs.

Once there are sufficient examples of behaviours, the key adults around the child can discuss hypotheses about the function of the behaviour. This can support in identifying alternative, more positive behaviours which will achieve the same function for the pupil, e.g. instead of screaming when they want out of a noisy environment, teach a symbol, sign or word they can use to access a quiet space

The Fife Council De-escalation Training Pack, Section 4, includes further information on Functional Behaviour Analysis.





## BEHAVIOUR ANALYSIS & SUPPORT PLAN

**Child's Name:**

**Date of Birth:**

**Class:**

**Key Adults:**

**Definition of Behaviour:**

**Appears to achieve the following results:**

**Appears to be set off by the following triggers:**

**Seems to occur in the context of the following environmental setting conditions: e.g. temperature, lighting, noise, smell, crowding, staff changes, home issues, etc.**

**Appears to be related to the following personal setting conditions:**

**Behavioural  
Targets**

**Key Strategies, motivators and setting conditions**

**Steps to Manage Difficulties**

--	--	--

--	--	--

--	--	--

# 5. Objectives Plan

Pupil Name:

DOB:

Date plan made:

Present:

Objective	SMART target	Intervention(s)	Who?	Progress	Review date

## Exemplar

Pupil Name: Joe Bloggs

DOB: 01.01.2010

Date plan made: 23.10.14

Present: Mrs and Mrs Bloggs (Parents) Miss Jones (Depute Head Teacher), Mr Smith (Nursery teacher), Mrs Black (EYO – Keyworker), Miss White (Educational Psychologist)

Objective	SMART target	Intervention(s)	Who?	Progress	Review date
<p><b>Language</b> To develop Joe's ability to communicate using a symbol when unhappy (as opposed to hitting)</p>	<p>When Joe is unhappy about being unable to.. he will use the symbol for xx on two occasions in the week</p>	<p>Prompt by showing symbol each time xx looks to ..</p> <p>Give xx time on preferred activity when they do not respond physically when...</p> <p>Praise using signs for happy, naming and using facial expression</p>	<p>All Nursery staff</p> <p>Parents</p>		<p>In 6 weeks</p>
<p>To build Joe's focus on tasks through motivating activities</p>	<p>For Joe to focus on an activity (posting toy) with adult support for 1-2 minutes 2x in a nursery session</p>	<p>When Joe is posting a toy, an adult will sit alongside him and copy his actions.</p> <p>Photograph of posting toy to be used alongside toy to encourage Joe to choose activity.</p> <p>Hand over hand prompts by staff to support Joe to post objects.</p>	<p>Nursery staff and parents</p>		<p>In 6 weeks</p>

<p><b>Social</b> To develop Joe's social skills with his peers</p>	<p>Joe will take part in a small group activity on two occasions in the week</p>	<p>Invite one or two children to take part in Joe's preferred activity (art) with him.</p>	<p>Nursery staff</p>		<p>In 6 weeks</p>
<p><b>Cognitive</b> Increase Joe's access to a wider range of learning opportunities</p>	<p>Joe will take part in one new/less preferred activity each week</p>	<p>Prompt Joe to the area of the nursery with a symbol.  Give Joe time on preferred activity immediately following the less preferred activity.</p>	<p>All Nursery staff</p>		<p>In 6 weeks</p>

## 6. Augmentative and Alternative Communication (AAC)

Augmentative and Alternative Communication (AAC) is the term used to describe various methods of communication that can 'add-on' to speech and are used to support verbal communication. AAC includes:

- Simple and widely available systems such as pictures, gestures and pointing (building on 'visual prompts').
- In certain cases, more complex techniques involving computer technology aids, software and games, also referred to as 'high-technology AAC', may be appropriate. Further advice can be sought from Fife Augmentative and Alternative Communication Team (FAACT) and Speech and Language Therapy.

**Symbols and visual supports** - Symbols are used all around us in everyday life and exist as a kind of visual language. Road signs, care symbols on clothing, or direction symbols at an airport are examples. Symbols offer a quick reference point for visual recognition and can be read, regardless of the person's language or literacy skills. People with communication difficulties may benefit from using symbols to help to understand instructions, information and requests, as well as to communicate their wants, needs, wishes. Communication books and charts are paper-based ways of making a set of symbols available to support both understanding and expressive communication.

**PECS** - The Picture Exchange Communication System (PECS) is described by its authors as "a unique AAC training package developed for use with young children with autism and other social-communication deficits." (Frost & Brody 1994). PECS uses picture symbols and is designed to teach functional communication skills with an initial focus on spontaneous communication. The system is built on ABA principles of shaping and reinforcement. Trained facilitators gradually shape an individual's impulse to reach for a desired object into a communication act of giving a symbol to another person. That person will then give them the desired object in return. More information on developing PECS and training on its usage can be sought through liaison the child's Speech and Language Therapist.

## 7. Social communication approaches such as 'Social Stories'

Social Stories (Carol Gray) are short descriptions of a specific situation, skill or concept. The aim is to improve understanding by sharing accurate information and looking at the underlying causes for behaviour. This can help to reduce frustration and confusion may result in a change in behaviour. They can be used:

- To develop self-care skills (e.g. how to clean teeth, wash hands or get dressed), social skills (e.g. sharing, asking for help, saying thank you, interrupting), and academic abilities.
- To assist an individual to cope with changes to routine or unexpected / distressing events (e.g. absence of teacher, moving house, thunderstorms).
- To provide positive feedback to an individual regarding an area of strength or achievement in order to develop self-esteem.
- As a behavioural strategy (e.g. what to do when angry, how to cope with obsessions).
- To answer any Where, Why, What, Who or How questions that others might pick up intuitively.

Gray, C. (2015). The New Social Story Book. Arlington, T X: Future Horizons Firm. further provides a wide variety of Social Story examples.

**Social Stories Worksheet for .....**

1. What is the target issue?

2. Define the issue

3. Answer the 'wh' questions:

Where

Who

Why

What

When

4. Identify the replacement behaviours if necessary

### **Remember!**

Use a positive and patient tone

Write in 1st or 3<sup>rd</sup> person

Explain the behaviour you DO want

Make sure language is literally accurate

Avoid definite language when this might not always be the case

## 8. Intensive Interaction



Intensive Interaction (Dave Hewett Ph.D and Melanie Nind Ph.D) involves a member of staff working one to one with a pupil and watching the behaviours the child uses and building on these to communicate by reflecting these back e.g. vocalisations, banging the floor, rocking. There are three main aspects; **Observe, Mirror, Respond.**

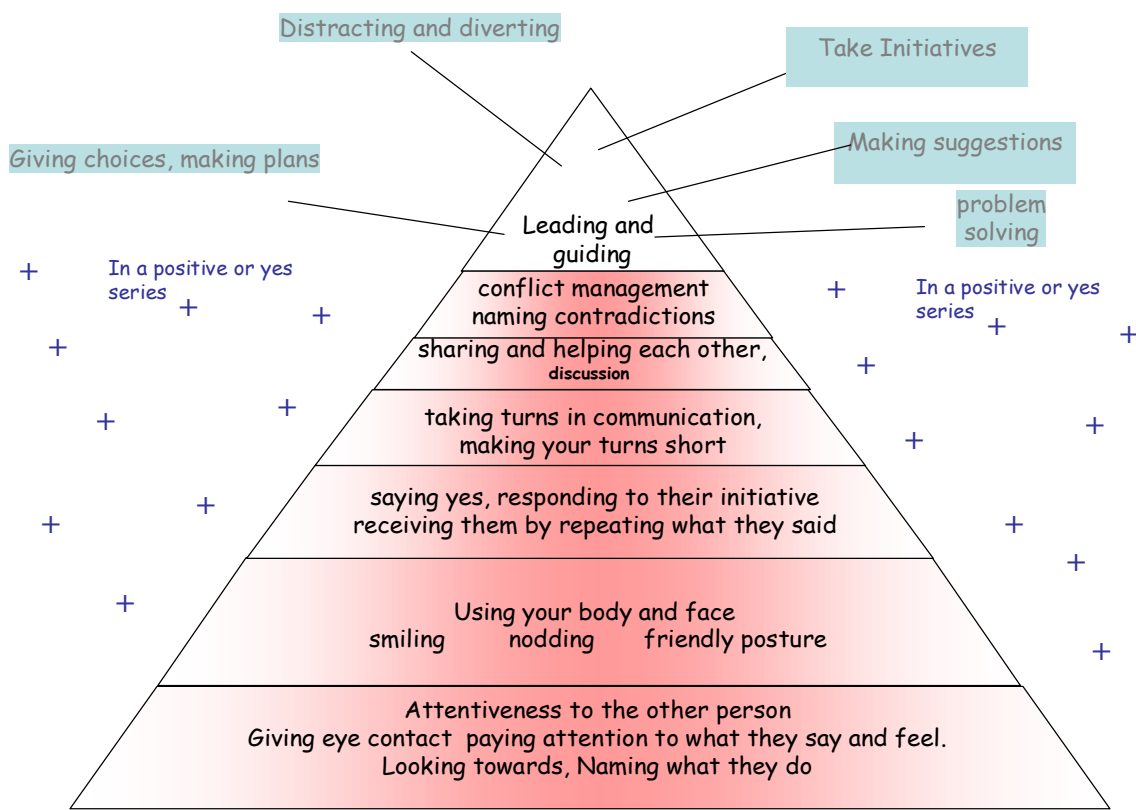
This approach is particularly useful for complex and non-verbal pupils where the aim is to build joint attention, awareness of turn-taking and fundamentals of communication, for example:

- Learning to give brief attention to another person
- To share attention with another person
- Learning to extend those attentions, learning to concentrate on another person
- Developing shared attention into 'activities'
- Taking turns in exchanges of behaviour
- To have fun, to play
- Using and understanding eye contact
- Using and understanding of facial expressions
- Using and understanding of non-verbal communication such as gesture and body language
- Learning use and understanding of physical contacts
- Learning use and understanding of vocalisations, having your vocalisations become more varied and extensive, then gradually more precise and meaningful

Further information can be found at <http://www.intensiveinteraction.co.uk>

The techniques used in Intensive Interaction are all part of normal parent-infant interaction and fit within the concept of Reciprocity as part of the Solihull Approach.

### The Contact Principles of Communication



## 9. Video modelling

This is an approach that can be used to help support the development of a skill that the pupil needs to learn for a situation that they find difficult. Video modelling uses the concept of 'self-modelling', where the pupil can see themselves successfully managing the skill or situation. It builds on a strategy of visual learning and repetition with the idea being that the video clip is shown repeatedly to encourage development of the skill or successful management of the situation.

## 10. Observation Template

Name	
Date	
Setting	
What is being assessed	
Strategies used	
Responses	
Other comments / questions from observation	