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**Autism Friendly Practice: Focus on the learner (ASD)**

**(Highlight appropriate)**

|  |  |
| --- | --- |
| **Social Communication** | **Restricted, repetitive patterns of behaviour** |
| Social communication difficulties cover both verbal and non-verbal language. Students on the spectrum may have a very literal understanding of language and can be slow to process language.They may have difficulties in using and understanding tone and pitch as well as jokes and sarcasm.Some students may not speak or have limited speech while others will have good language skills but may struggle with turn taking in conversation.In terms of verbal language, students may have difficulties in understanding facial expressions, body language and eye contact.**Social Interaction**Social interaction difficulties mean a student on the spectrum may find it difficult to understand unwritten social rules, other people’s emotions and feelings. The student may also find labelling and expressing their own emotions.Their interactions with their peers may appear over-formal, egocentric or ‘strange’ and as a result they may find it hard to form friendships, preferring to spend time alone. | Difficulties imagining the social world can make it hard for a student on the spectrum to understand and predict another person’s behaviour and imagine situations outside of their own routine.This may make it difficult for a student to plan ahead and organise themselves to cope with new and unfamiliar situations.**Sensory Sensitivity**Sensory sensitivity difficulties can make the hustle and bustle of school life a frightening experience for students on the spectrum.They may be over or under sensitive to certain sensory stimulation such as sights, sounds and smells. |

**Curriculum challenges for students with Autism (common areas of difficulty)**

**Curriculum Subjects**

Maths

Science

English

Extended writing

Safety

Creative element

Completion of task

Language of maths

Problem solving

Mental arithmetic

Technology

Organisation of materials

Figurative language

Comprehension of reading

Humanities

Group activities

Understanding of time

RE

Social history/geography

Fieldwork projects

Understanding of Myth and Symbol

Motor skills

Unpredictability

Arts

PE

Team and group work

Large open spaces

Comprehension of works

**Curriculum Access Plan**

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| --- | --- | --- | --- | --- |
| **Student’s Name:** |  | **Date of Birth:** |  | School Logo |
| **Year Level:** |  | **Plan Period:** |  |
| **🞏 *This Plan is linked to an Anxiety Management Plan*** |
| **Profile:** | **Student Strengths:** | **Priority Goal?** E.g. Australian Curriculum, Personal & Social capability **Yes No** (circle) | **Other Significant Information:** |
|  |  |  |
| **STANDARDS** | **ENVIRONMENT** | **PEDAGOGY** | **ASSESSMENT** |
| **Student is working:** [ ]  To **Yr Level standards**, no adjustments[ ]  To **Yr level standards** with reasonable adjustments[ ]  To Standards at a **lower Yr level**[ ]  To a **reduced number** of subjects**Reporting:**[ ]  Against Yr level standards[ ]  Alternative reporting**Targeted Learning Areas**[ ]  English[ ]  Mathematics[ ]  Science[ ]  Religion[ ]  History[ ]  Geography[ ]  Drama[ ]  Music[ ]  Art[ ]  Language:[ ]  Business[ ]  Physical Education[ ]  Information Technology and DesignOther …………………. | **(ACCESS TO ENVIRONMENT)**[ ]  Permit ear phones for blocking sensory stimulation when necessary[ ]  Negotiate attendance at high sensory events[ ]  Permit withdrawal to designated space [ ]  Permit breaks[ ]  Provide seating plan[ ]  Provide organised classroom with labels and designated places for daily activities[ ]  Provide visual schedules for daily activities for each day[ ]  Provide positive reinforcement schedule to reinforce key new learning[ ]  Avoid negative consequences to reinforce new learningOther …………………………**HUMAN RESOURCES**[ ]  Preparation of material resources (e.g. SO)[ ]  Preparation of student to use electronic resources (e.g. STIE)[ ]  Preparation of program outside of age cohort level (e.g. STIE and Class Teacher) | [ ]  Provide visual for lesson and unit structure[ ]  Build background knowledge of unit topic/context[ ]  Check student understanding of unit vocabulary[ ]  Check student understanding of class based tasks[ ]  Provide electronic access for drafting, writing, editing and proofreading written tasks (4-part-writing-process)[ ]  Provide electronic access to speech–to-text and privacy to speak tasks into a written format[ ]  Provide electronic access of screen reader for reading tasks (Prizmo or similar)[ ]  Reduce the length and or number of class-based tasks[ ]  Provide scaffolds for written tasks[ ]  Use peer support for reading comprehension tasks[ ]  Provide structure for group discussion work[ ]  Provide structure for group work**Working to standards outside of age cohort:**[ ]  Provide content that allows student to meet the chosen standard[ ]  Provide supplementary/parallel teaching **PRIORITY GOAL**[ ]  Data tracking required[ ]  Roles of people involved clarified[ ]  Collection of evidence of progress clarifies | [ ]  Provide reasonable adjustments for exams[ ]  Allow speech to text for writing[ ]  Allow text to speech for reading[ ]  Reduce assessment load (ensure reduced items are able to demonstrate the standard) [ ]  Allow extra time**Working to a standards outside of age cohort:**[ ]  Match assessment to standard and pedagogy provided[ ]  Develop success criteria to match standard being assessed[ ]  Allow alternative environment[ ]  Allow timeline changes e.g. extra time, exams over a number of days etc.**SPECIALIST TEACHING**[ ]  Access to a Guidance Counsellor to learn strategies to manage social challenges, repetitive behaviours and bullying, personal development[ ]  Access to Support Teacher to learn strategies to manage comprehension challenges [ ]  Access to OT to learn strategies to manage sensory challenges[ ]  Access to Speech Therapist to learn strategies to manage communication challenge |

**Anxiety Management Plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student’s Name:** |  | **Date of Birth:** |  | **School Logo** |
| **Year Level:** |  | **Start Date:****Review Date:** |  |
| **🞏 *This Plan is linked to a Curriculum Access Plan*** |

**Avoiding Anxiety**

Discuss as a team what you see at each of the stages and fill in the student’s specific triggers, warning signs as well as the agreed staff actions.

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| --- | --- | --- |
| Student’s triggers: | Warning Signs: | Agreed Actions: |

**The three R’s**

|  |  |  |
| --- | --- | --- |
| **Rumbling Stage** | **Rage Stage** | **Recovery Stage** |
| Look for warning signs:1. Overt physiological changes:

sweating, face change, hands over face, , hands over ears, rubbing eyes in an agitated manner1. Changes in behaviour:

Pacing, talking loudly, threatening classmates verbally or physically, withdrawing from others | Challenging Behaviours:1. Physical:

Hitting, screaming, throwing, kicking and destroying property, violence1. Withdrawal
2. Out of control
 | Student may be:1. Emotionally fragile
2. Unable to resume work immediately
3. Embarrassed
4. Reluctant to return to the class or environment where the overload was triggered
 |
| Action:Respond with:1. Distraction
2. Calming techniques
3. Antiseptic Bouncing – linked to another teacher with prior warning
4. Send student to a Home base (cool zone) with predetermined calming activity (decide with student when designing the CAP)
 | Action:1. Keep everyone safe
2. Remove students from the room if necessary
3. Send student to a previously agreed place
4. Send a student to get a person who has previously agreed to be the support person for a meltdown for this student
5. Do not try to engage the student with logic
 | Action:1. When calm, do a ‘social autopsy’ – where did we go wrong, where were the mistakes,
2. Do not focus on the student’s behaviour since s/he will already regret it. Focus instead on what all parties could do to avoid it happening again.
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| Return to class:1. Teacher continues as if nothing has happened
2. Student returns to comfort zone
 | Return to class:How and when is negotiated between the student, support person at the school and class teacher. Consult the student about his or her re-entry needs. |