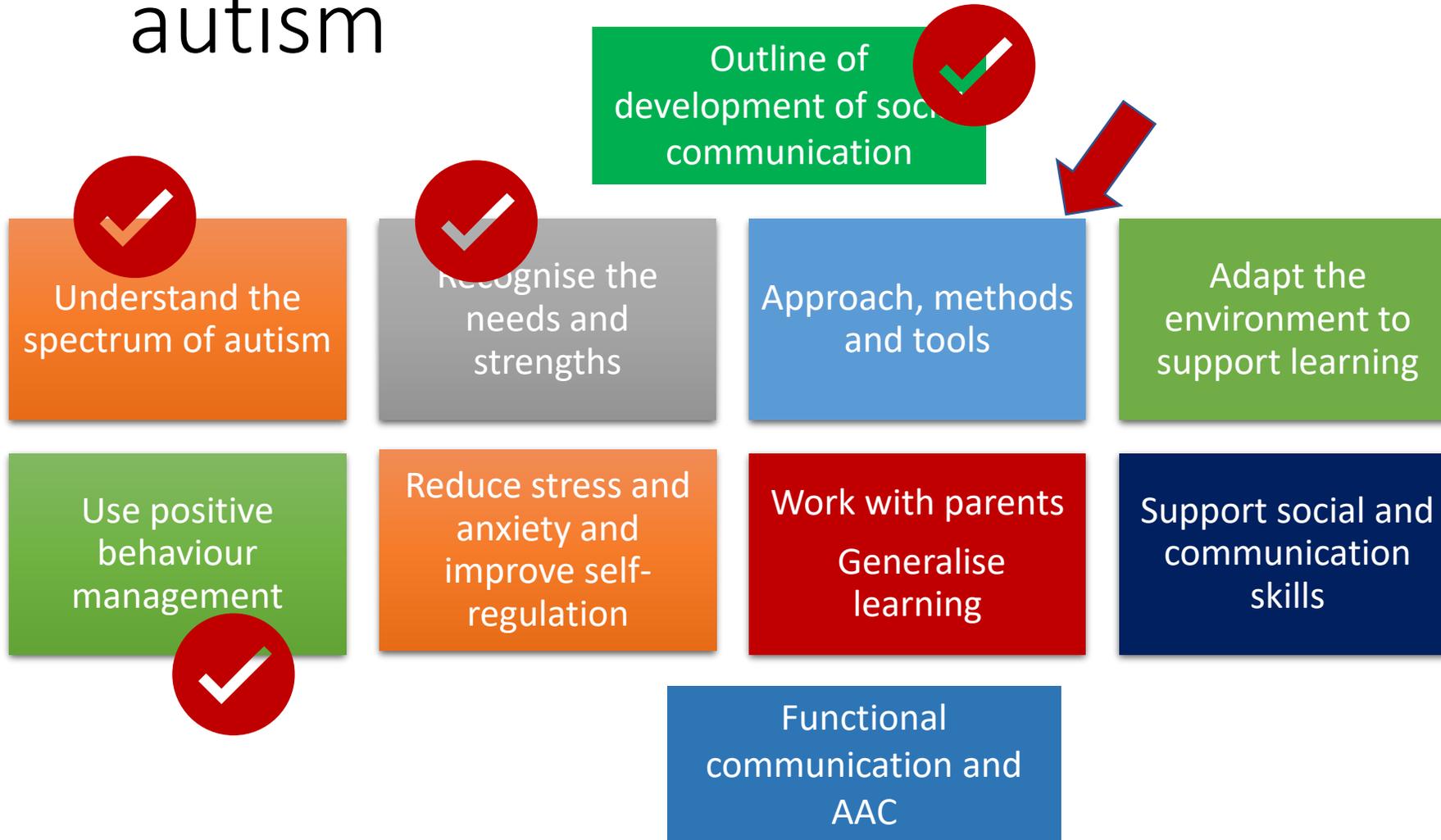


Educating children with autism

**Differentiating
curriculum: attitude,
approach, methods
and tools**

Part 1

Components of educating children with autism



What needs to be done – a framework

Area:		
Dimension	What needs to be done?	How?
✓ Attitude and expectations		
✓ Competencies		
✓ Resources and Preparation		
✓ System and processes		
✓ Parental involvement and collaboration		
✓ Review		

Differentiation is --

- Recognising that students learn in different ways
- Having high expectations of all students
- Providing opportunities for using skills
- Accommodating the differences in learning styles and pace of learning
- Using creating ways of learning and practising skills
- Providing students with options to demonstrate their learning

Do children with autism need a different inclusion approach from what is used for children with intellectual disability (ID)?

Children with ID need:

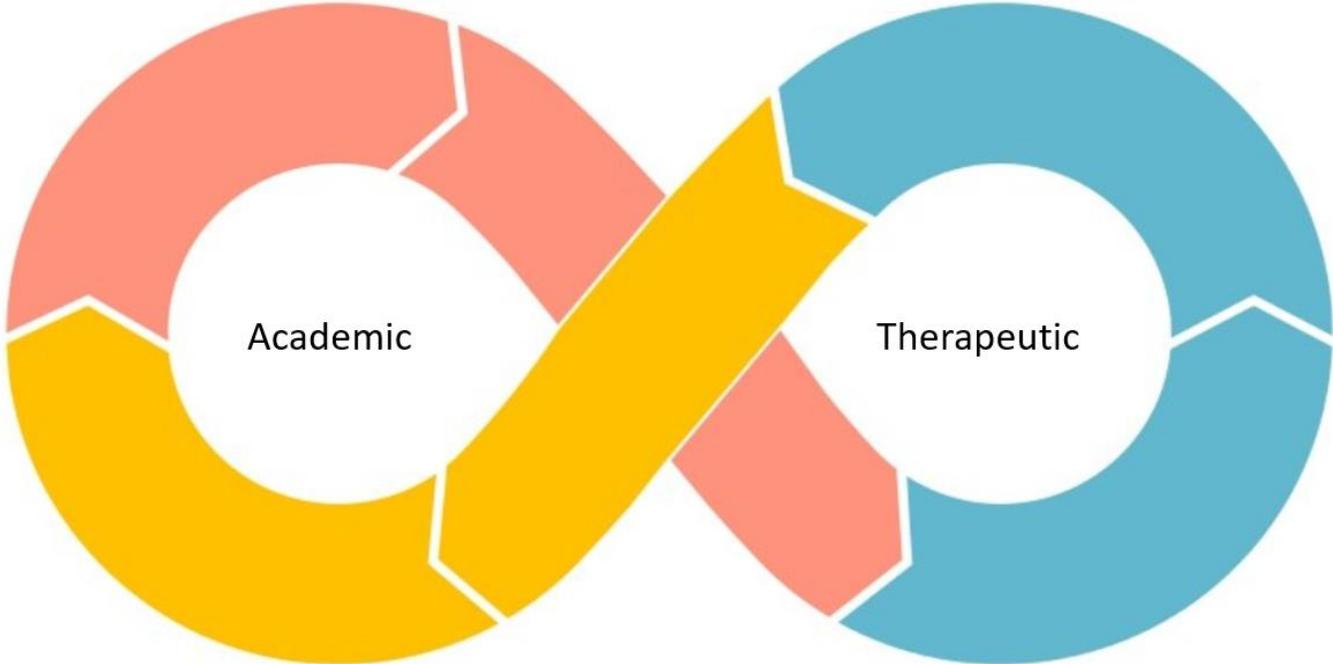
- Modified curriculum + a therapeutic input
- Suitable teaching methods and resources
- High expectations
- Practice

Children with autism:

- All the above are necessary, but not sufficient
- +
- A relationship-based social-cognitive approach
- Emphasis on attention, motivation and communication
- Specific tools and methods

Yes, all children may benefit from these, but they are essential for children with autism.

A dual approach



Differentiating for children with autism

Academic



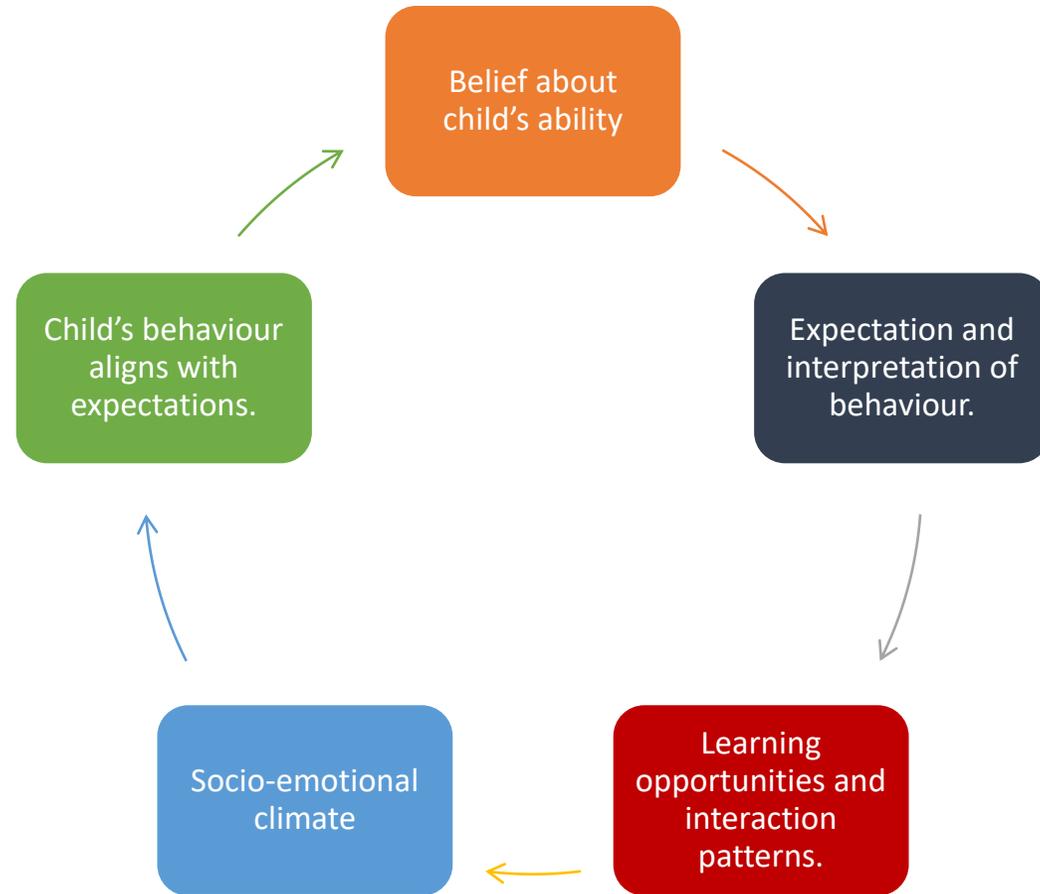
- Access: environment, structure, teaching style
- Modified: for learning and language ability
- Individualised: learning style

Therapeutic



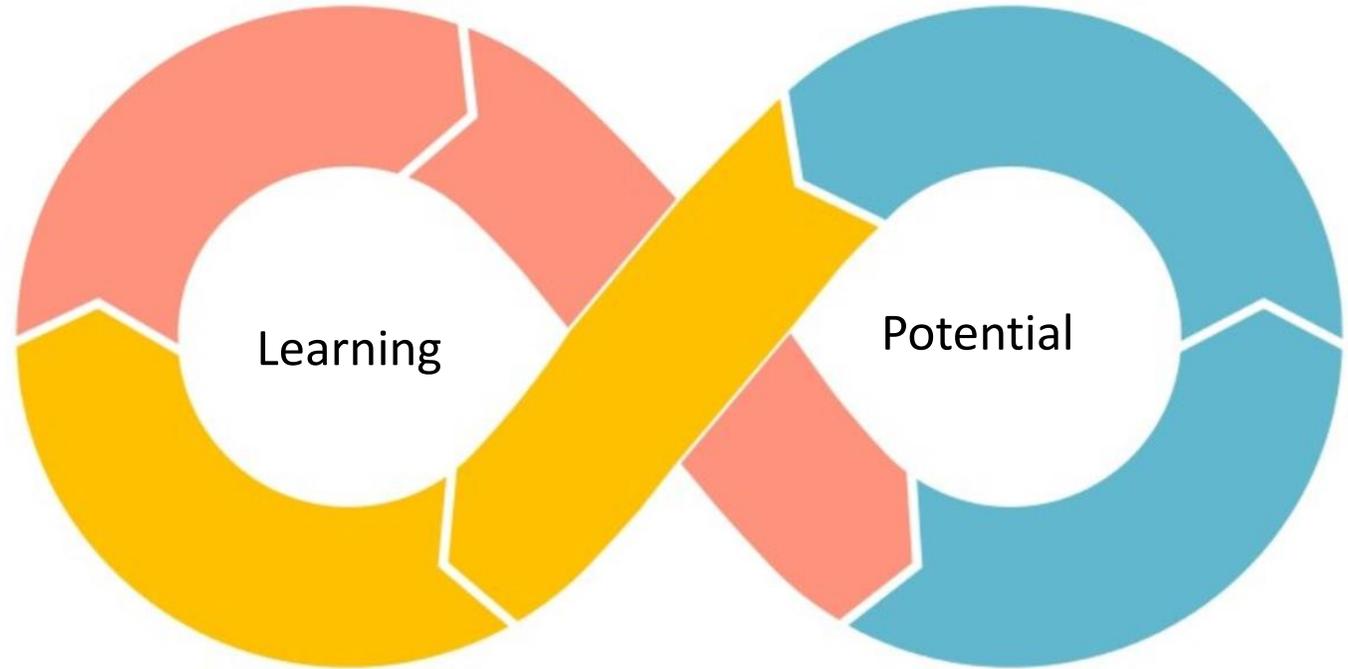
- Language, communication and social skills
- Functional skills
- Anxiety, attention and self-regulation

Beliefs and expectations



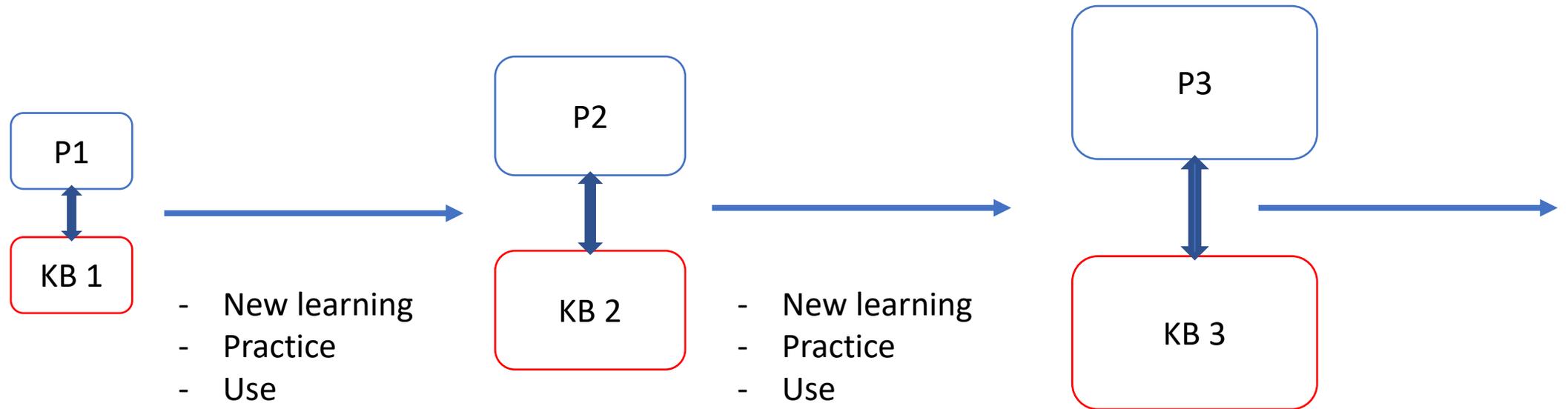
Incremental intelligence

Teachers' and parents' beliefs about children's potential or intelligence affect their expectations and actions.



Incremental learning builds potential

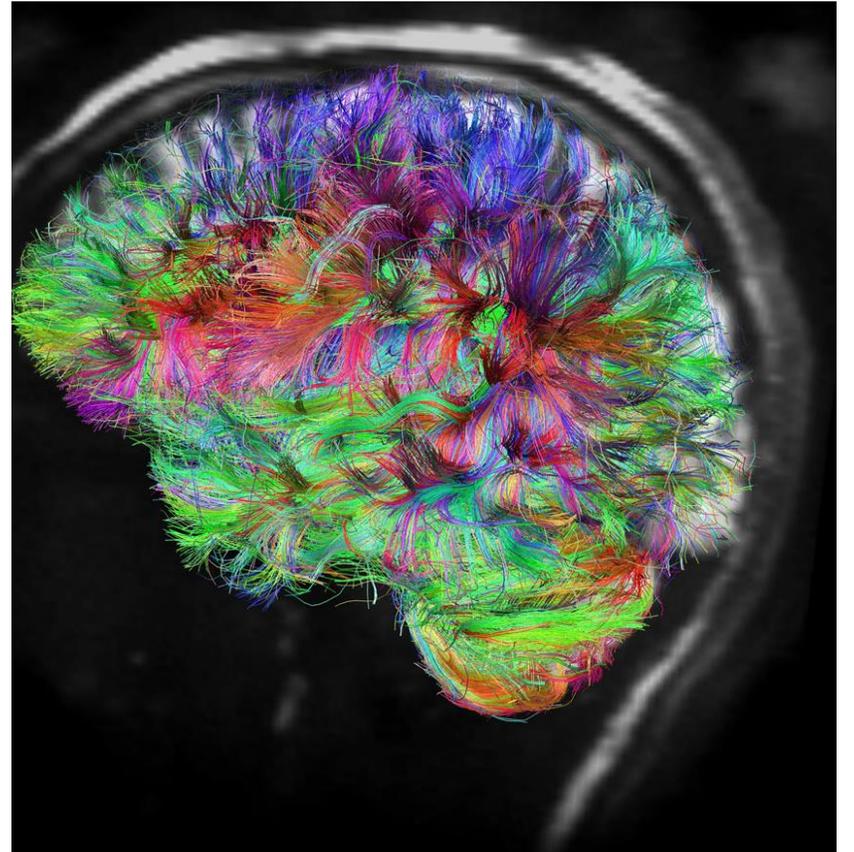
P: Potential
KB: Knowledge
base



Incremental intelligence attitude

All children (and adults) can be helped to understand that they are in charge of helping their brain develop. Brains are like muscles: the more they practice, the stronger they get, and the easier tasks become.

Children (and adults) need to understand that learning takes time and practice, making mistakes is part of the process, and if things are too easy, they are not learning.



Social cognitive approach to teaching

- Making learning a shared effort
- Based on relationship and interaction
- Connecting emotionally
- With mutual feelings of trust and connectedness



Social cognitive approach to teaching

How:

Ensuring the child plays an active role in their learning by:

1. Providing an atmosphere of supportiveness:
 - a) Creating interest, giving opportunities to make choices and mistakes,
 - b) Letting the child lead
 - c) Modelling, hinting and suggesting rather than telling (e.g., 'What could you do to fix this?', 'Do you think it would help if we ...?').

Social cognitive approach to teaching

How:

Ensuring the child plays an active role in their learning by:

2. Being attentive to each child's emotional and intellectual states,
 - a) knowing when and how to push and when to ease off.
 - b) Supported challenge: stretch: if task difficulty does not increase, children will become bored and lose interest, but if tasks are appropriately challenging, they will marshal more brain capacity and are more likely to learn.

Social cognitive approach to teaching

How:

3. Relating to the child with a sense of warmth, affection, and acceptance.
4. A common thread among these features is timing. The teacher takes time to explain meaning and purpose of tasks, watches and encourages the child, even when they make mistakes, and lets them take time to demonstrate their knowledge.

Autonomy supporting approach

- Becoming autonomous = becoming self-regulated
- A sense of autonomy is not given but influenced through building a sense of achievement and motivation.



Autonomy supporting approach

- How?:
 - Modelling, offering hints rather than giving answers (e.g., 'What can we do here?').
 - Reducing prompts as the child learns.
 - Praising effort.
 - Avoiding orders and directives.
 - Encouraging independent work.

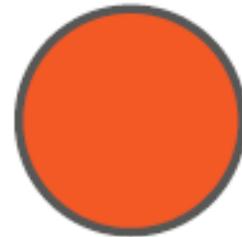
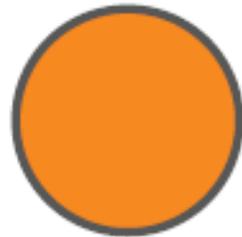
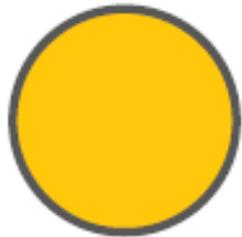
Flexible use of time

Encourage success:

- Differentiate time for those who take longer to process information or to express by reducing the number of activities the student with autism is expected to do or arrange for the student to work for an extended period of time.

Conveying the sense of time

Have a visual method (for example connecting the dots or clock images or counting) for conveying the sense of time, which can be difficult for children with autism to understand.



STOP

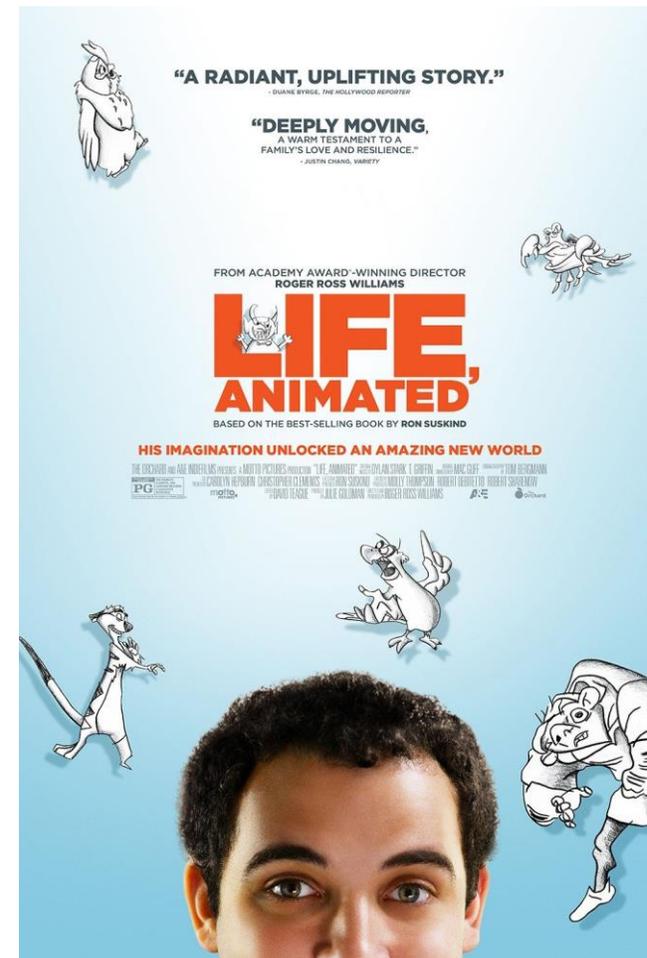
Strength based approaches

- Making use of the intense interests of students on the spectrum by embedding them into the curriculum and using them as motivators to enhance enjoyment and achieve competencies

Strength based approaches

Life Animated

A story of how an obsession with Disney movies was successfully used by family members to enhance spoken language (using film dialogue in everyday speech contexts), to attain literacy (reading credits) and as a bridge to social contact (establishing a Disney club for other likeminded adults) for one young man on the spectrum.



Strength based approaches and parents

- Viewing the positive aspects of a child's behaviour, highlighting areas of competence and identifying areas that facilitate development.
- Parents are a valuable source of insight into those strengths and capacities.
- Identifying positive characteristics of the child and the relationship may be particularly beneficial for parents.
- Now recognised as a beneficial approach for enhancing parental engagement and coping.

Individual considerations

Consider the child

Behaviour



Dependence on routines

Sensory aversions

Anxiety and fears

Consider the child

Behaviour



Dependence on routines

Sensory aversions

Anxiety and fears

Motivation



Interests



Learning style: visual, sequential



Emotional and relationship

Consider the child

Behaviour



Dependence on routines

Sensory aversions

Anxiety and fears

Motivation



Interests

Learning style: visual,
sequential

Emotional and relationship

Attention



Object oriented

Concentration

Shifting difficulties

Consider the child

Behaviour



- Dependence on routines
- Sensory aversions
- Anxiety and fears

Motivation



- Interests
- Learning style: visual, sequential, difficulty starting, rushed/steady, ignores verbal directions
- Emotional and relationship

Attention



- Object oriented
- Concentration
- Shifting difficulties

Cognition and language



- Independent of autism, but often impaired
- Social cognition is always impaired
- Language understanding is often impaired

Child's personality and the teaching approach

Passive

- use their interests to motivate their learning,
- also need structure to show them how to proceed once their interest has been aroused

Active but odd

- respond best to rules, and
- a cognitive approach to help them make sense of the rules

Eccentric

- best taught in meaningful contexts with 'buddies' to provide models, and
- remind them to take account of context in applying learnt rules

Engagement and motivation

Children with autism are just as capable of being engaged and motivated as others.

One needs to work on what engages or motivates them.

Engagement and motivation

What works:

- Predictability is usually the most important reinforcer
- Combining predictability with what interests and involves the child often works.

Engagement and motivation

What doesn't work:

- Social motivation is only partially effective in autism; it has to be part of a sensitive –responsive relationship to be of any effect.
- Trying to get children with autism to do things ‘to please others’ is mostly ineffective
- As mentioned earlier, external rewards can undermine motivation.

Engagement and motivation

How to work on special interests:

Allow some access to them during the day as an 'entitlement' rather than as something that has to be 'earned'.

Create some extra time for the special interest, contingent on work or good behaviour.

This way, you create motivation and not anxiety because they know they have their minimum 'allowance' guaranteed.

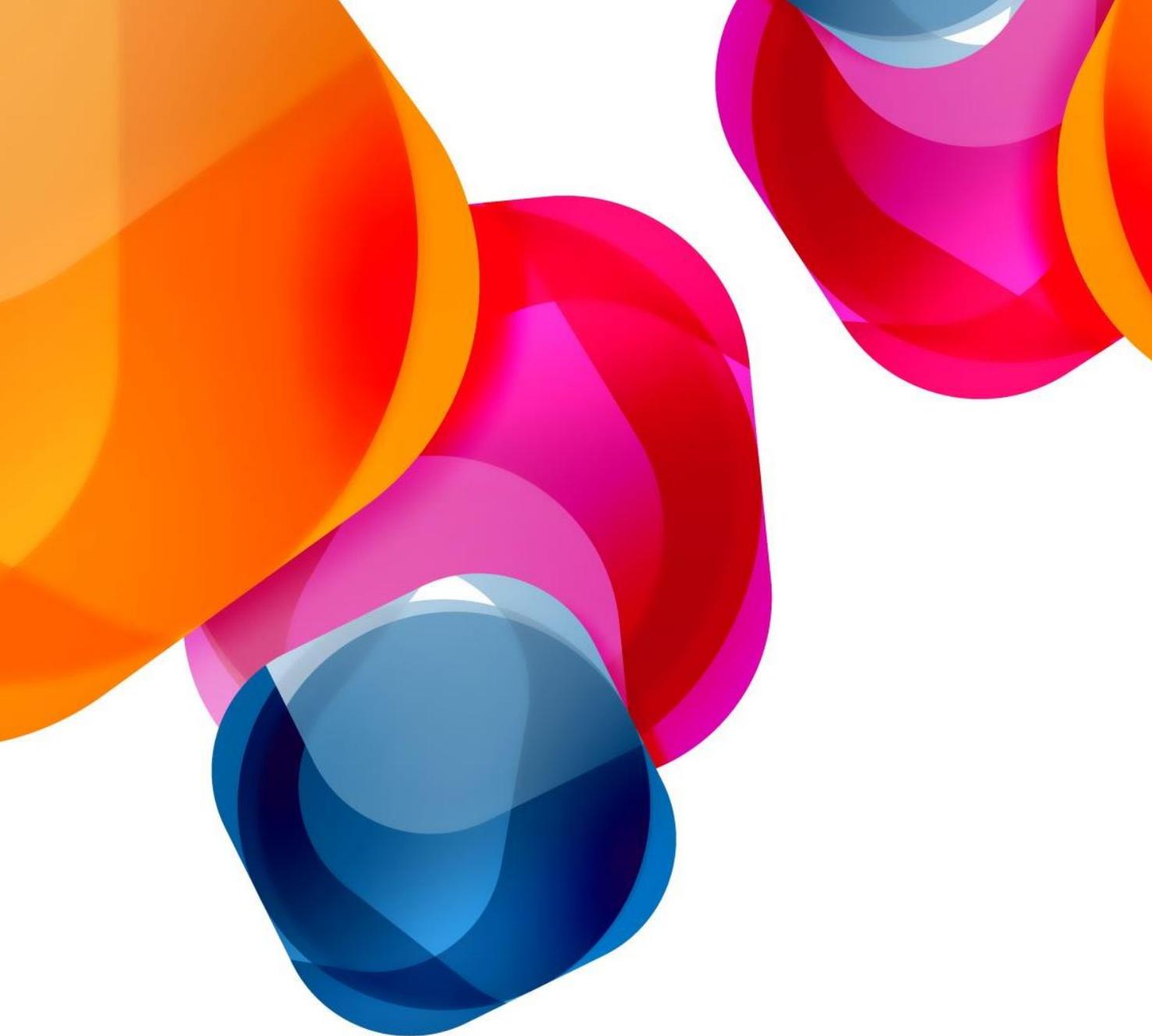
Engagement and motivation

How to develop new special interests:

Create a clear timeline for structured experiences of the new activity: when it starts and when it will be over, with a clear visual timetable.

Recognise that any new experience will be rejected initially because of its unfamiliarity. Introduce it in different situations.

Discontinue the activity if the child does not like it after a set number of 'trials'.



Educating children with autism

**Differentiating
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Part 2

Individual oriented practices, tools and props

Gaining attention

- We typically use either the calling the name or holding items up or pointing to them with eyes or fingers for getting attention.
- For children with autism, one cannot rely on either of them because of poor awareness of name and poor joint attention.

Gaining attention

- Teaching signals for getting attention
 - The use of name for getting attention needs to be taught by pairing with attention to interests and rewards
 - Once taught, the signal, e.g. the name needs to be used

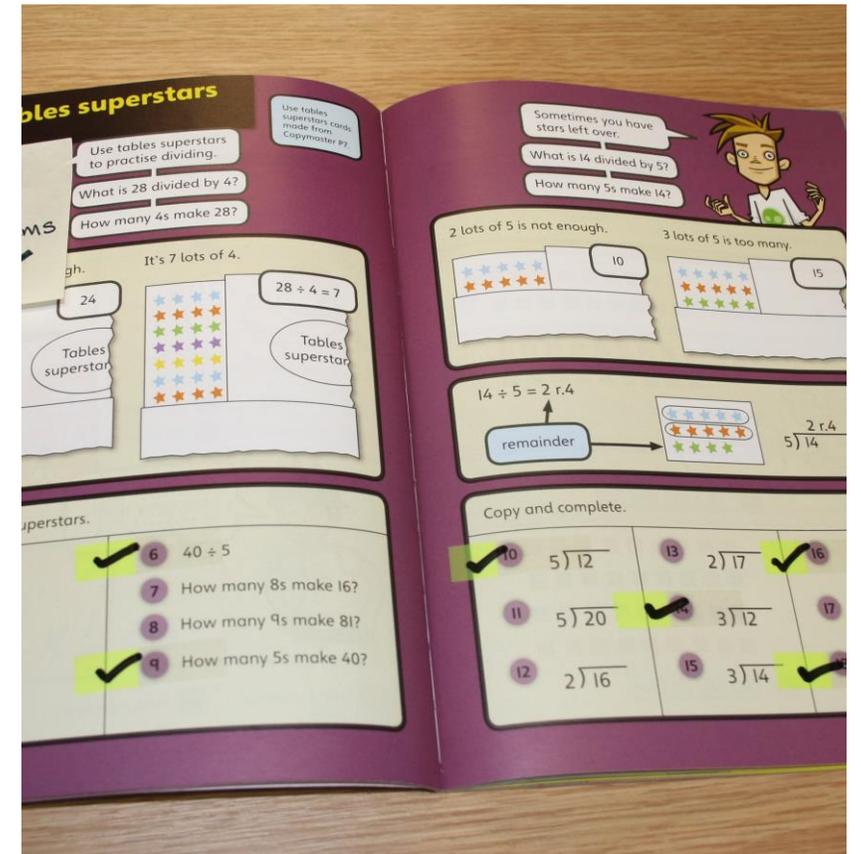
Giving instruction

If using verbal instruction:

- use language that the student with autism understands
- use clear and precise communication that is free from sarcasm and jargon
- check that the student with autism has understood what they have just explained and
- facilitate the student to respond using a visual cue card.

Giving instruction

- Communication difficulties, receptive and expressive are core differences of autism, therefore it is crucial that verbal instruction is supported visually in the classroom.
- Using visual supports ensures that the **instruction is not transient**, it keeps the student focused on the task.



Sensitive responsiveness

Paying attention to children's actions and emotions and responding to them in a timely, appropriate, and encouraging manner is called **Sensitive Responsiveness**.

This way of responding motivates the child to pay attention, learn and relate positively with the other person.



Sensitive responsiveness

what makes it hard to do

Being responsive to children is usually a relatively straightforward thing to do; however, for children with autism, first, certain obstacles must be overcome:

- the child may not be interested in looking at you or sharing any interest with you
- the child may be overly involved in some repetitive activities
- she/he may give poor or weak communication cues, which are difficult for parents and others to pick up
- You may be too keen to guide the child in a way that may be too directive or intrusive for a child with autism and, as a result, the child may switch off from communicating with you.

Sensitive responsiveness: Observe

Be close to the child and pay attention to:

- 1)The child's focus of attention by noticing things that catch and retain the child's interest.
- 2)The child's activity: what is she/he trying to do? For example, reaching out to get, touch, or explore?
- 3)The child's communication signals and social behaviour: look for any changes in the child's expression, gestures or sounds to convey his/her feelings or needs. Such messages may or may not be directed towards you or another person.



Sensitive responsiveness: Interpret

Almost every action of the child has a reason or intention. You need to 'read' this meaning or purpose, what the child might be trying to say or do, from the child's behaviour. The table below gives some examples of actions and some possible meanings. See if you can add other purposes that may be more relevant for your child:

Child's activity	Possible intention or goal that you can use - it must relate to what the child appears to be interested in doing.
<input type="checkbox"/> Looks at or touches a toy/object	<ul style="list-style-type: none"> - "You want that?" "You like that ----?" "That is a nice ---"
<input type="checkbox"/> Looks at you	<ul style="list-style-type: none"> - "Do you want to play with me?" "Do you want me to do it again?" "Do you want me to get it for you?"
<input type="checkbox"/> Makes a sound	<ul style="list-style-type: none"> - "Are you talking to me?" "Yes, it is nice." "You want me to -----?"
<input type="checkbox"/> Touches you	<ul style="list-style-type: none"> - "Yes, I will play with you." "OK, let's do that together."
<input type="checkbox"/> Changes expression on his/her face or makes a gesture	<ul style="list-style-type: none"> - "Do you like it/you don't like it?" "You want more?"

Sensitive responsiveness: Respond

- Don't just provide stimulation to the child for the sake of it! First, observe, then interpret and understand what the child is trying to say or do, and then respond.
- Don't be directive: Let the child lead and don't introduce something that *you* want the child to do, for example, don't say "take this" or "do that" unless you must.

Sensitive responsiveness: Respond

Respond

- a) Promptly: you need to respond within a few seconds to help the child connect their action with your response
- b) Appropriately: make your response based on your reading of the child's intention (see the table above for examples). Just repeating "good boy/girl" may not be helpful at all.
- c) Speaking loudly (without shouting), clearly and in a simple language.
- d) With positive emotions: Increase the positive expressions in your face and voice to make it motivating for the child.

Joining in

- Joining in is a way of starting an activity with the child that encourages the child to be with you and engage with you.
- It is a crucial skill to learn. Once you have learnt and practised this skill, it should become your way of starting any activity with your child.



Joining in

- Be near the child and at the same level as the child, facing him/her.
- Don't get too close if that is not comfortable for your child – back off if needed.
- Take an interest in the child's activities. Express your interest with facial expressions (smile at the child), gestures and some sounds (don't start talking yet!). Give time to 'warm-up'.

Joining in

- **Copy** (imitate) the child's actions, sounds and expressions, with an extra dose of happy facial expressions. It will be easier to imitate, without taking anything away from the child, if you have two sets of some objects and toys, for example, two toy cars, spoons, cups or balls.
- **Help** the child in what she/he is doing, but do not intrude or direct
- **Follow** Let the child lead; follow whatever the child does. At this stage do not worry about teaching the child
- **Try to balance the turns**, give a little pause after your action, and wait for the child to act before imitating the action again.

Time delay

Giving a small pause of a few seconds, before you say or do what the child may expect you to say or do can be a great way of motivating the child to connect with you.

One can use Time Delay for **giving communication priority** over conformity of behaviour – it may cause some behavioural expression but it will prompt communication.



Time delay

Try using pause or time-delay in the following activities:

- Pause in the middle of a fun activity such as a physical-sensory play (row, row, row the boat), and looking expectantly at the child. Restart the action as soon as the child makes an effort.
- Pause in the middle of a well-rehearsed nursery rhyme or song and look expectantly at the child. Restart as soon as the child makes an effort to connect with you.
- Pause before handing something over to the child. Give it to the child promptly as soon as the child makes an effort.



Modelling

We all learn from watching others. Children learn by listening to others and watching them.

You can model gestures, words, activities and behaviour.

Before you use modelling, you should make sure that you

- have the child's attention
- The child is interested in what you are doing
- There is an opportunity for the child to do the same
- The child can imitate actions and sounds



Prompting

Prompting means assisting the child learn make the required response. The response can be something the child has to do in a certain situation- like giving, showing or using a gesture or saying something, for which the child is rewarded. In time, with practice, the child learns to make the response, and the prompt is gradually reduced and eventually withdrawn to reduce dependence on the prompt.



Prompting

Example:

- Step 1: Model: every time your child wants something, you get the child's attention and first point to it before giving it to the child. Repeat it in different situations.
- Step 2: Prompt: when the child wants something, say "you want ----?", and at the same time shape his hand to a point and direct the point towards the child's interest.
- Step 3: Reward: as soon as the child (prompted) points, give the thing to him/her with a lot of positive praise. Repeat it in different situations.



Rewarding

- Rewarding is perhaps the most crucial step in helping children learn. It motivates them, helps them retain what they have learnt and makes them keen to learn more. Most children are motivated to learn by praise, encouragement or tangible rewards.



Rewarding – praise and appreciation

- For children, the most potent rewards are getting attention, being praised and receiving affection.
- Your expressions and your behaviour must make it obvious that you are showing appreciation.
- Your 'show' of affection must be genuine - there is not much point saying "good boy" or "good girl" repeatedly or routinely - children soon get bored of meaningless expressions.



How to give a reward? A) immediately

- a. A reward must be **given immediately** after the child has made an effort to do what was expected. Remember you are not judging the child, you are appreciating the effort and encouraging the child to do more.
- b. Give attention to the following **when giving praise and affection**:
 - i. Use the child's name when praising him or her. For example, “Raju, you were playing *really* well/ good asking / well done for giving / you ate your food really well”.
 - ii. Tell the child that you liked what he did
 - iii. While praising, be in front of the child and give your full attention
 - iv. Share the praise with others when the child is around
 - v. Include the whole family in this process to increase opportunities for increasing good behaviour

How to give a reward? A) immediately

- c. The reward must be **something that the child is interested in**, wants to get and would be happy to get.
- d. The reward should be **part of the child's natural environment**, for example letting the child do what the child wants to do is a good reward; attention, praise, appreciation and affection are always great rewards. Try not to introduce rewards such as sweets or toys that you have to purchase - these are difficult to sustain, difficult to give immediately and are from outside the natural environment of the child.
- e. Show a lot of positive emotions when rewarding. It increases the value of the reward and adds a reward value to your positive emotions.
- f. At least initially, such a reward needs to be given every time the behaviour happens for a child to make the connection between the behaviour and the reward. In time, even intermittent rewarding can reinforce learnt behaviour.

How to give a reward? B) planned or token

Giving a reward in a planned way works well for maintaining participation or good behaviour, for example giving the child 1 point for every good behaviour and giving a reward when the child accumulates 10 points. This approach can be used once the child is 3 to 4 years of age or older. It motivates the child and helps the child learn to wait for the reward.



How to give a reward? B) planned or token

It is worth paying attention to the following when giving rewards in a planned way:

- Make one such scheme or plan at any one time. Explain it well to the child, if required, use pictures and symbols to explain.
- The expected behaviour should be something that the child can do.
- The reward should be something that the child likes.
- Give the reward as planned and combine it with praise.
- Only reward the child once the expected behaviour has happened or an effort has been made to do it; don't give the reward first and expect the response to occur after it.





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EmPOWER for Autism page (Hindi and English)

Module 3

↳ Parents' toolbox: 7 special skills

Why do you need special skills?

Children with autism miss crucial learning opportunities because they cannot interact with their environment as others do. As a result of such experiences, a different sort of connectivity is formed in their brains, creating further obstacles in their learning. Research has shown that parents and carers can learn the skills to change and enhance the social experience of children with autism to make it easier for them to learn. Such early intervention can change the way children with autism perceive and interact; it can change their developmental trajectory and remarkably improve their life outcomes.

Learn the skills to overcome the obstacles:

1. Sensitive responsiveness
2. Rewarding and reinforcing
3. Joining-in
4. Motivating the child to communicate and interact
5. Modelling
6. Prompting and prompt fading
7. Building positive behaviours



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Module 4

Four foundation skills for children's learning

Children's knowledge and skills are built incrementally through learning from experiences. The foundation skills, described below, are necessary for this learning to happen, as they enable children to pay attention, communicate, share ideas and interests. Learning is much harder and unstable when these foundations are weak; trying to teach your child more advanced skills without first working on the foundation skills is like trying to cross the sea without a boat!

In this section, you will learn the activities to help your child learn the following foundation skills:

1. Enabling attention
2. Imitation of sounds and gestures
3. Gestures and joint attention
4. Symbolic and imaginative play

Priming

- **Priming** is an intervention that helps prepare or familiarise children for an upcoming activity or event with which they normally have difficulty.
- It can be part of a routine.

Helpful for:

- Difficulty adapting to new learning situations?
- Difficulty with transitions?
- Avoidance behaviours when presented with materials or tasks?
- Difficulty interacting with adults and peers?

Priming

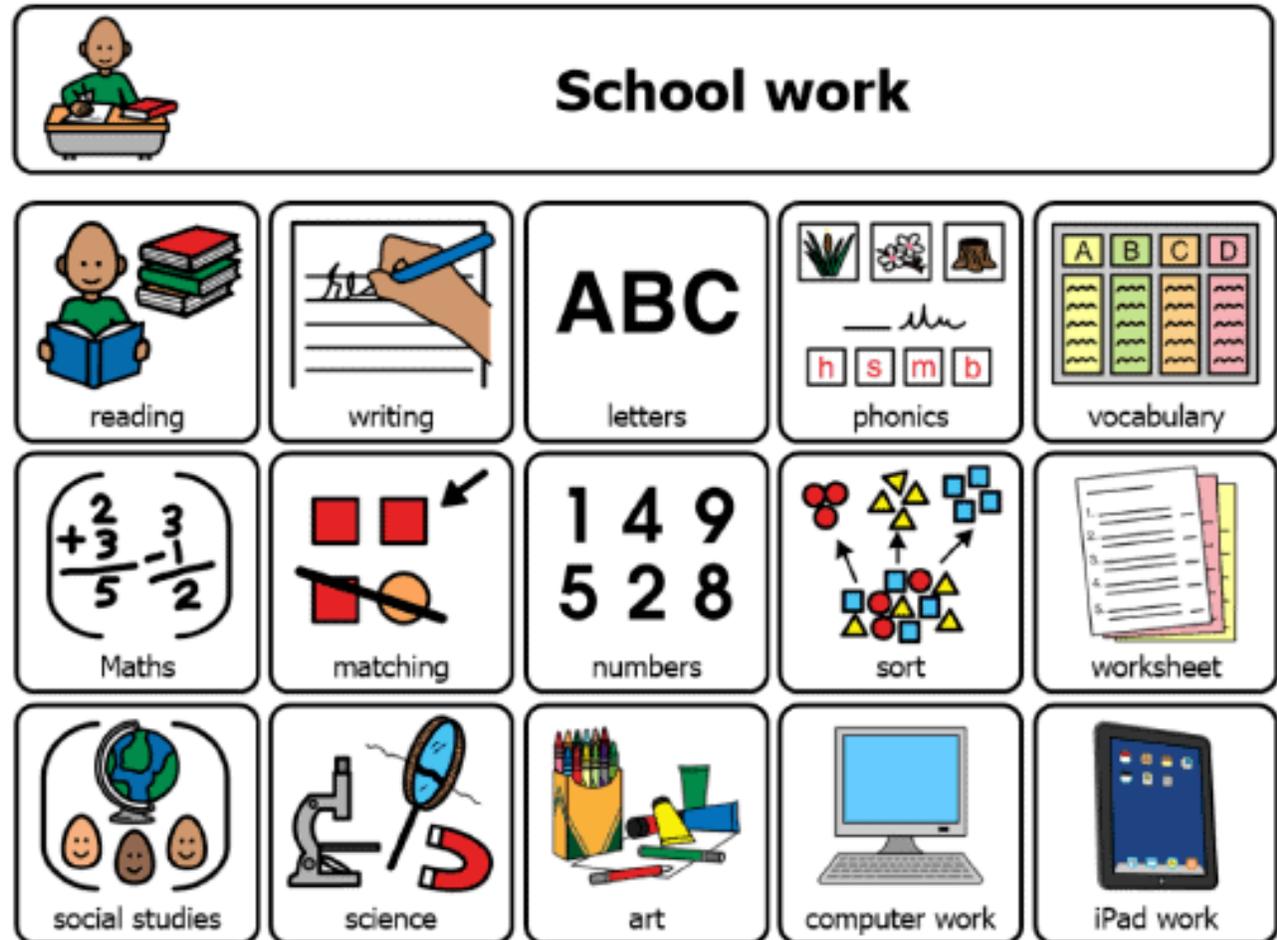
- Use pictures/visual schedule or the material that is going to be used in the task/activity or a short story about it.
- **Don't try to teach during the priming** – the purpose is to familiarise
- Keep it short
- Can be done the day before or a short time before the actual task/activity.
- Share with parents to prime the child the evening before.

Functional routines

- Practicing functional routines is an essential life skill for becoming independent. These are predictable events that involve a chain of behaviours.

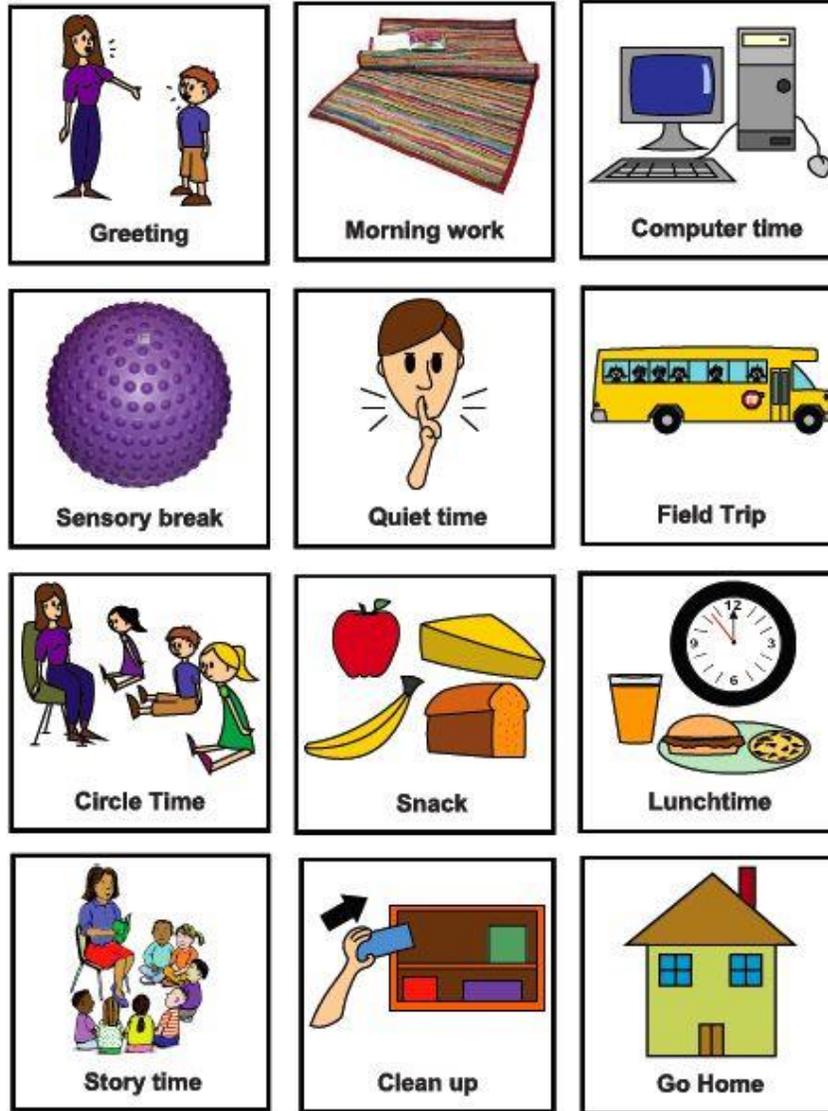
Examples:

Hand washing, bathroom, arrival, departure, transitions, independent work, riding the bus



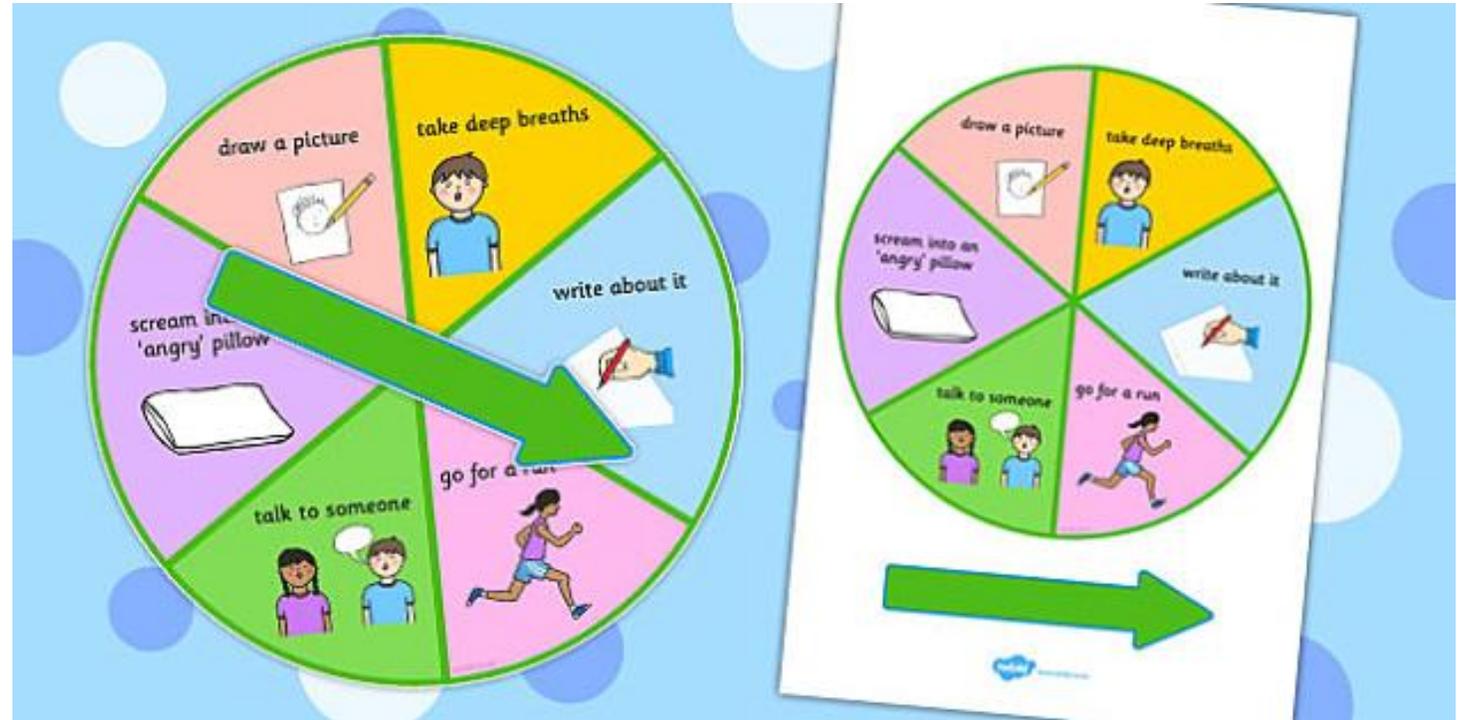
Functional routines

The routines provide meaningful contexts for using, generalizing, and maintaining receptive and expressive language, social interaction skills, and preacademic concepts.



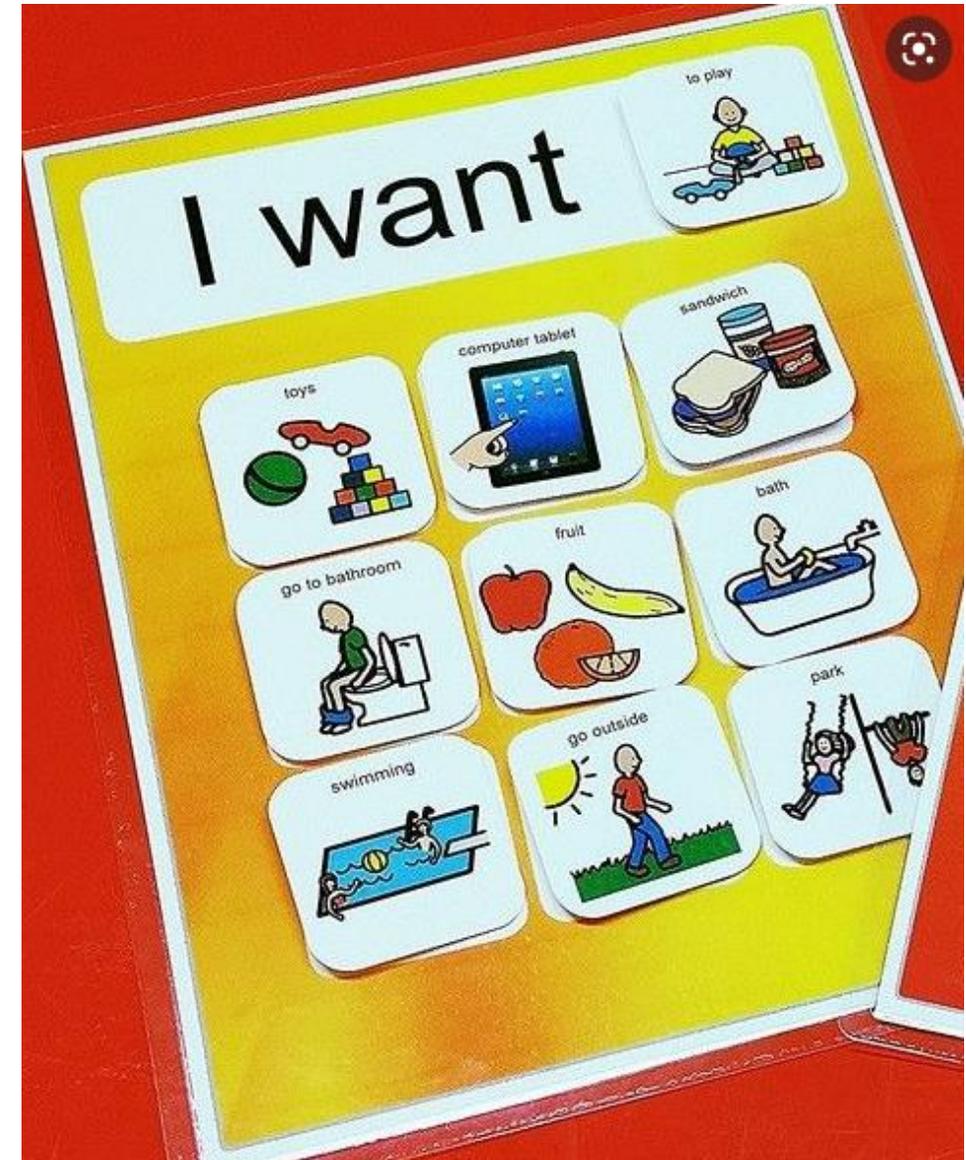
Choice making

- Choice making is a means of increasing children's motivation and autonomy and reducing challenging behaviours in a variety of settings and activities. .
- It allows self determination and control.
- Choices can be about activities, reinforcers, materials



Choice making

- Choice making can be tailored to the child's individual, cognitive, communication and behavioural characteristics.
- It should only include options that adults consider to be appropriate.
- It can be encouraged through the use of various forms of prompting or visual supports.
- It should be Implemented in the same way in all environments.



Support/scaffolding

Knowing where a student's knowledge or skill level is and helping the child to do things at the next level .

Use a range of supports; slowly modify or remove these as the student demonstrates independence

The support may come from another adult or a peer.

Differentiation by task

Breaking the task in progressively more difficult parts for the student to demonstrate their level of success without failing.

Provide visual instructions detailing all the steps involved in completing the task.

Consider the student's learning style to tailor the way of modelling/explaining, e.g., videos, computer programme

Mix easy and difficult tasks to maintain motivation.

Avoid multiple or complex sequences.

AUTISM

AUTISM: Awareness and recognition

AUTISM: Management and Support

EmPOWER for AUTISM

Educating children with autism

Visual Resources

Sensory behaviour

Managing behaviour difficulties

PODCASTS

Child Development

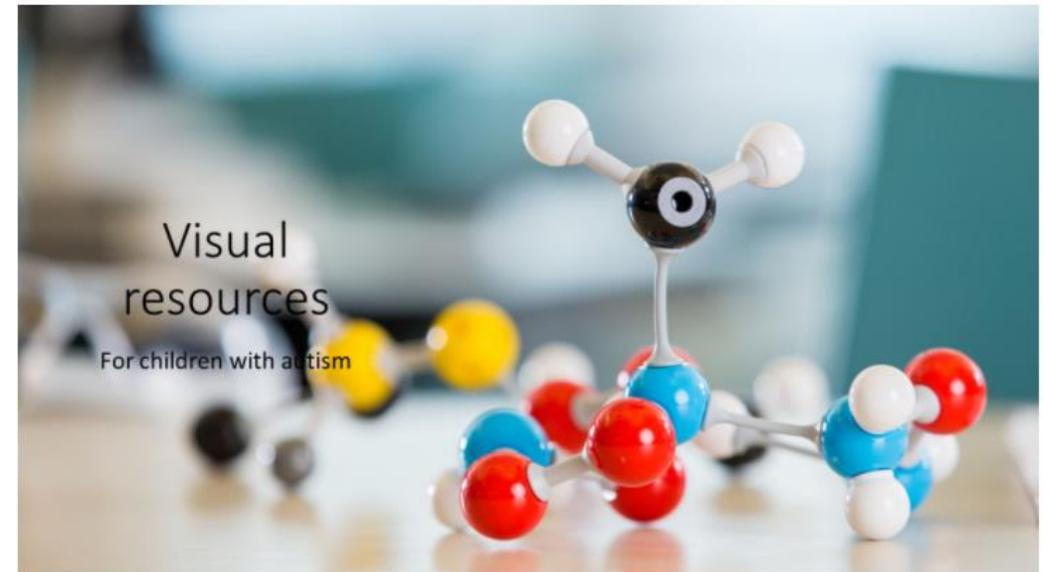
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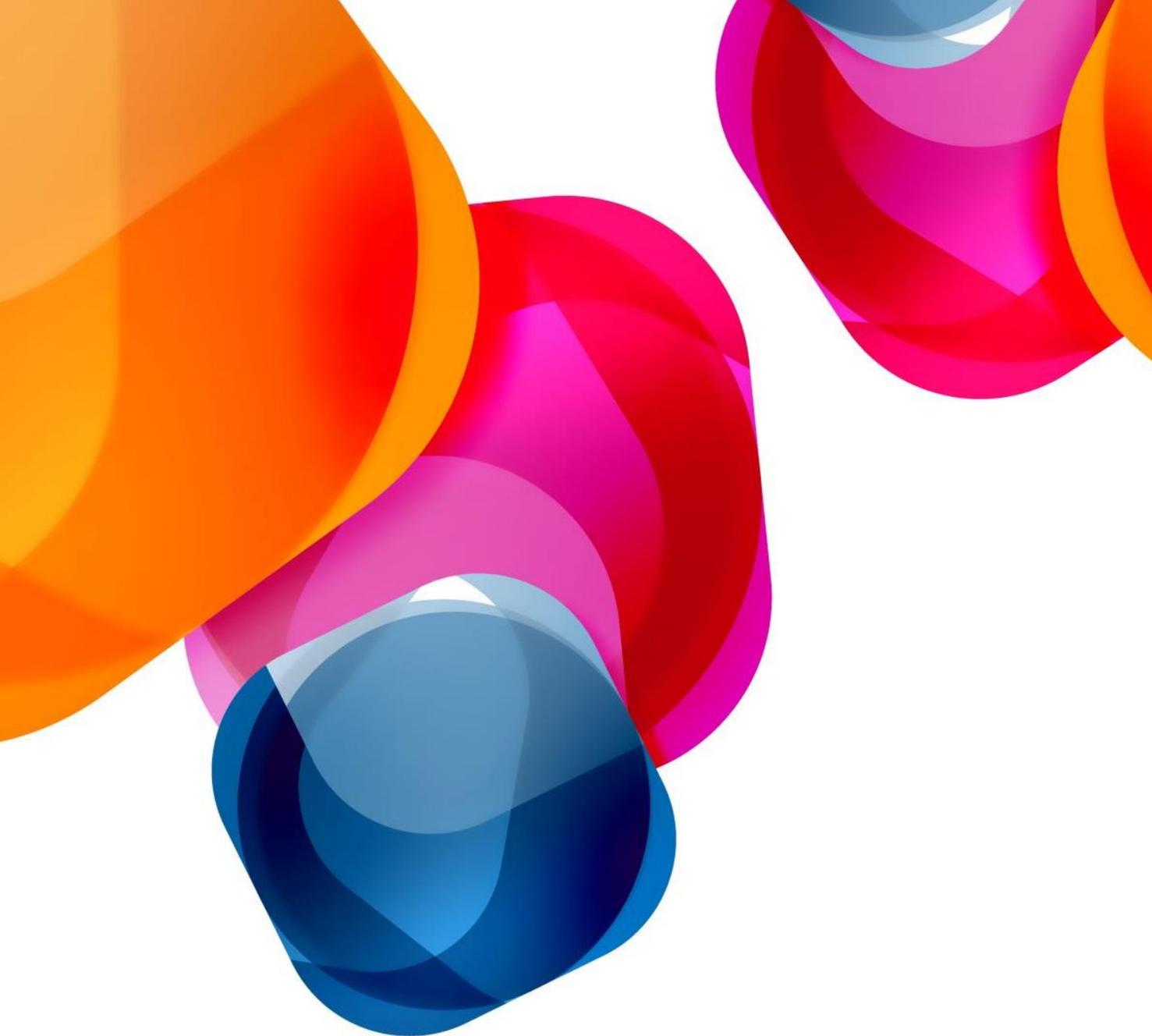
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> Visual resources

Visual Resources





Educating children with autism

**Differentiating
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Part 3

Managing in-school transitions

- Transitions may cause young children to engage in problem behaviours arising from wariness, stress, anxiety, and/or confusion
- Plan:
 - Make sure the child does not have to transition more than necessary
 - Share available resources, activities, and programs for use at home, in the classroom, and community
 - Involve the family in choosing and using a method
 - Supporting positive behaviours

Managing in-school transitions

Tools:

1. Behavioural momentum is a strategy that is used to improve compliance in tasks for which the child has a history of noncompliance (called 'low-probability' requests). The adult rapidly presents a series of high-probability requests that the child is likely to perform compliantly and then follows up with a low-probability request such as transitioning to and starting a difficult or disliked activity.

Managing in-school transitions

Tools:

2. Social narratives are individualized stories that describe social situations by highlighting relevant cues and offering examples of appropriate responding. They can be especially effective in helping with transitions by concretely outlining changes in routines and showing how to adapt behaviours based on the social and physical cues of a situation.

Social narratives can also teach specific skills or behaviours that may be required for transitioning independently or adapting to a new activity or environment.

Managing in-school transitions

- Tools:

3. Visual supports are less intrusive prompts for transitioning and can be objects, pictures, written words, timers, schedules, calendars, organizational systems, and/or environmental arrangements.

Visual supports have been found to be effective in increasing independence, activity engagement, and decreasing disruptive behaviours during transitions.

Managing in-school transitions

Approach:

- Consistency:

The way a transition occurs can be the same. For instance, establishing a clear routine that includes an 'ending' task to provide closure, a 'moving' task to go to the next activity or program, and then a 'beginning' task to start the new activity or program, can provide stability for young children with ASD as other changes are taking place.

Managing in-school transitions

Approach:

- Giving time:

The difficulty surrounding transitions for children with ASD is often related to the sudden and unexpected shift of events. Providing some time for children to process that a change will be occurring allows them to have closure with the current activity or program and gives them a chance to prepare for the transition. The time needed to prepare a child will differ based on the individual child and the specific situation..

Managing in-school transitions

- Approach:
 - Informing the child

Not knowing what will happen next is a challenge for children with ASD. Therefore, explaining an upcoming transition to the child can aid the process. In addition to verbal explanations, using visual support strategies such as visual schedules and social narratives will help young children with ASD better understand the changes that will occur as well as the expectations associated with the new activity or program.

With young children with ASD, it is just as important to ensure that the family are also informed about the transition approach. Knowing what to expect and their own role during the transition can decrease the stress and anxiety associated with the transitions in their children's lives.

Managing in-school transitions

- Approach:
 - Improving communication
- Supporting children's social–emotional and school-readiness skills such as expressing feelings, communicating with peers, following directions, and requesting help is essential for promoting successful transitions.
 - Support
- When implementing the transition, a system of least prompts should be used to assist the child by first waiting to see if support is needed, then providing more support if required by the child to have a successful transition.

Supporting group work

- Typically, students with autism find working in a group difficult; they may want to be involved in group work but find the social demands or transition to the group setup difficult.
- communication difficulties, unpredictable nature of group work, sensory difficulties, theory of mind difficulties and executive function difficulties also make the group work hard.
- ability to concentrate when working in a group include co-operating, accepting that other people have relevant ideas, actively listening, and staying focused is often difficult.

Supporting group work

Plan and prepare:

- Communicate expectations in advance
- Organise the groups by careful selection of peers
- Provide visual support explaining the role and the task to the student with autism
- Ensure adequate equipment for group work
- Identify areas for different parts of group work: assembly, working together, independent work and regrouping for collating the group task or project.

Supporting group work

Introduce group work slowly. Initially involve one other supportive person or peer and slowly increase the group size.

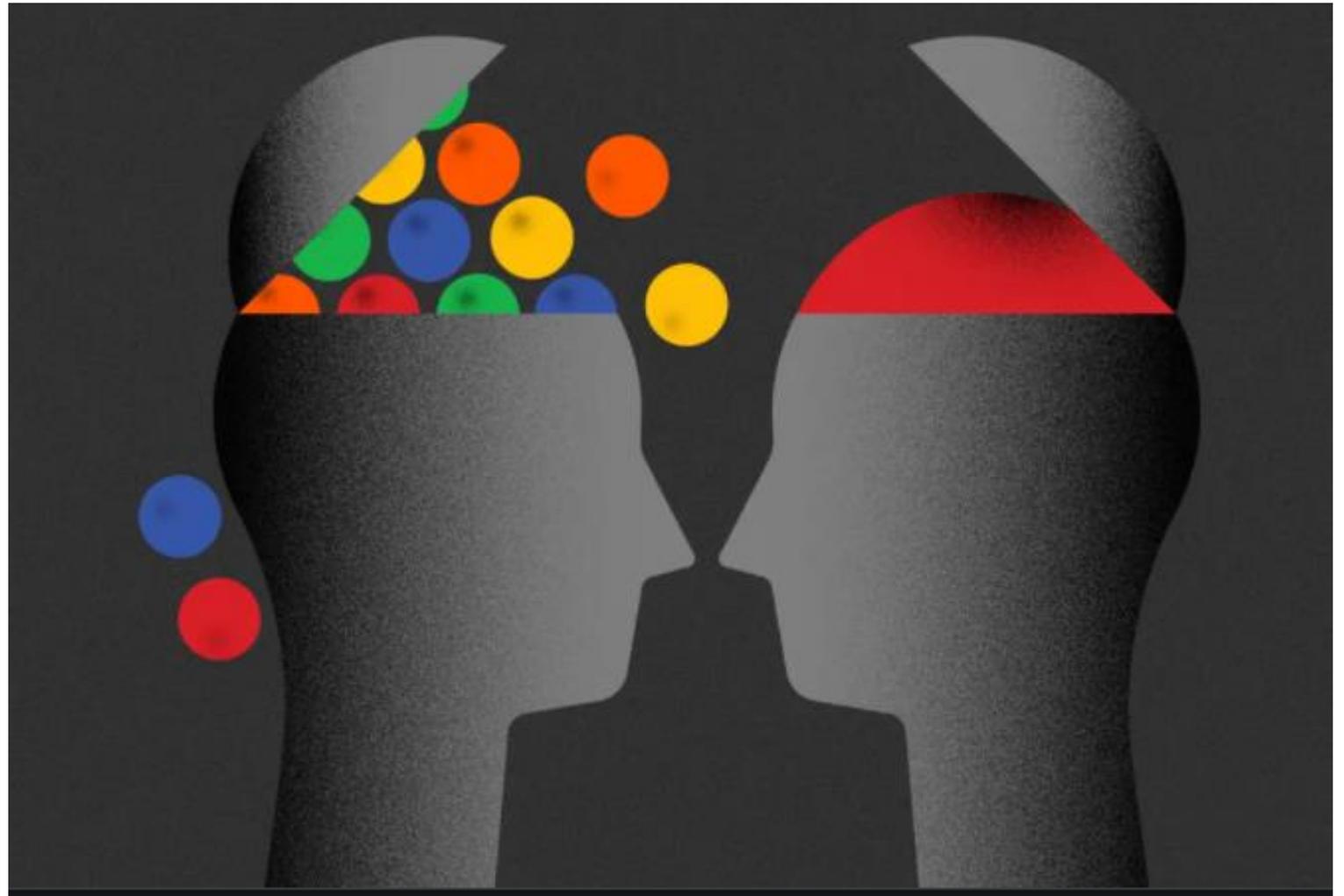
Establish rules for group work and ensure they are visually represented, visible to all members of the group.

Emphasis the collective effort of the group.

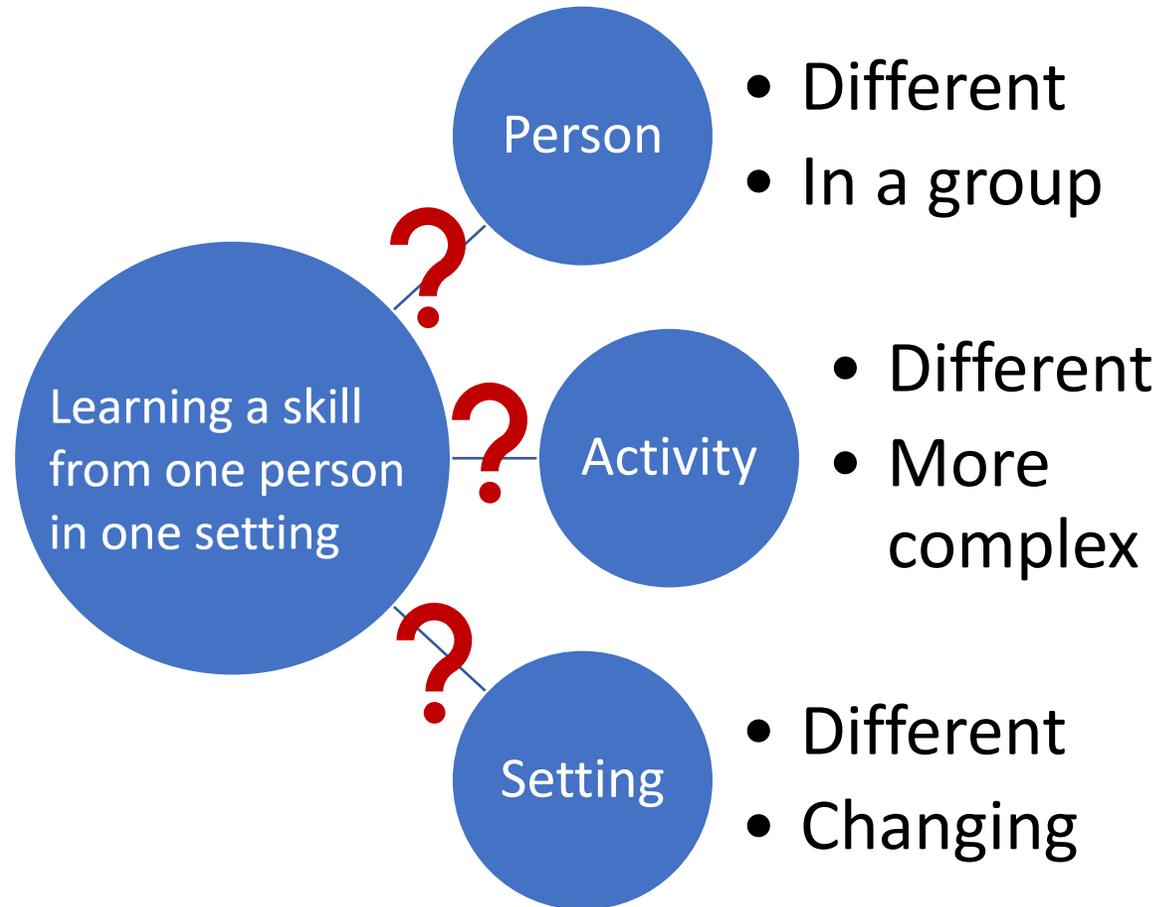
Individualised learning outcome

- Create individual or group outcome
- Establish the outcome and the steps needed to achieve it
- Communicate it visually at the beginning and again at the end for the child to develop the skill of self-evaluation.
- Consider the amount and form of structure and the level of support to succeed.
- Gradually reduce support to encourage independent work.

Generalising learning



What is the problem?



Real life situations are more complex.

Practises that support generalisation

- Learning at the point of performance : **naturalistic teaching strategies**
 - Use a variety of **natural settings** and activities with direct and **natural consequences** to motivate.

The natural consequence of “where is the car?” is to play with the car, of “give me the cup” is to give a preferred drink in the cup, of “give me the box” is to give a preferred toy or food from the box.

Naturalistic learning - *The 24-hour curriculum*

Using typical everyday events that occur in natural settings for teaching, practising and refining skills and for motivating children to participate in these opportunities.

Rewards

- Natural consequences
- Preferred by the child!

Errors

- Treated as teachable moments
- Handled in a calm and instructive manner

Focus

- Motivation
- Quality

Naturalistic learning - *The 24-hour curriculum*

Settings:

- School:
 - Peer group interactions or child to child learning
 - Playtime
 - Structured and supported visits
 - Mealtime
- Home
 - day to day activities and social situations
- Friends
 - social activities, playtime

Tools:

- cue cards or prompt cards, modelling and rehearsal, social stories

Naturalistic learning - *The 24-hour curriculum*

- Focus
 - focus on functional skills in addition to academic skills
- Communicate
 - what are we working on
 - what to do and how to do
- Collaborate
 - with parents
 - with other staff
- Share
 - Resources
 - ideas and learning from practise
- Motivate
 - Visualise success
- Practice and review
 - Skills in both natural and classroom settings
 - Changing needs and interests



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Educating Children with autism

Toolkit for Master Trainers

