

Therapy Approaches

Terms and Descriptions

Attention Autism:

Attention Autism is an intervention model developed by Gina Davies (specialist speech and language therapist). It aims to develop natural and spontaneous communication skills as well as build attentional skills of students with Autism Spectrum Disorder (ASD) through the use of visually based and highly motivating activities. Its primary objective is that sessions offer an 'irresistible invitation to learn'. The Attention Autism intervention progresses through four stages, building on each skill level.

Stage 1: The bucket to focus attention.

Stage 2: The attention builder.

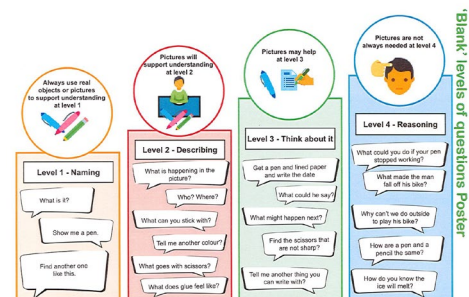
Stage 3: The interactive game – turn taking and shifting attention.

Stage 4: Individual activity – focus, shift and re-engage attention.

(could include photo of therapist leading in class)

Blank Level Questions:

Blank Level Questions aim to develop student's verbal reasoning and abstract language capabilities. Questions and directions are categorised into four levels starting with basic questions that ask for concrete responses, building up to more complex questions that require abstract answers.



Choosing board:

A choosing board is a visual representation of items or activities that are available for the student to choose from. This visual support is used to encourage communication, provide a visual reminder of what is available and encourage independent decision making and spontaneous requesting throughout the school day.



Colourful Semantics:

Colourful Semantics is an approach aimed at helping students to develop their grammar by linking the structure of a sentence (syntax) and its meaning (semantics). It is based on colour coding the parts of a sentence to develop the understanding of each part:

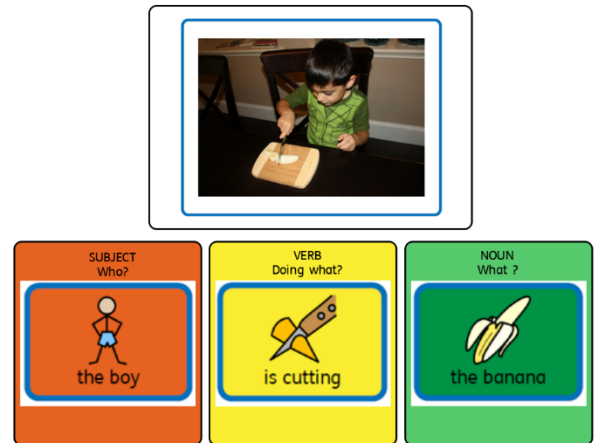
Who – orange

What doing – yellow

What – green

Where – blue

This approach encourages students to develop a wider vocabulary, constructing longer sentences and the development of nouns, verbs, adjectives and prepositions. It helps children answer questions, develops narrative skills, and can be transferred to written sentences and written language comprehension.



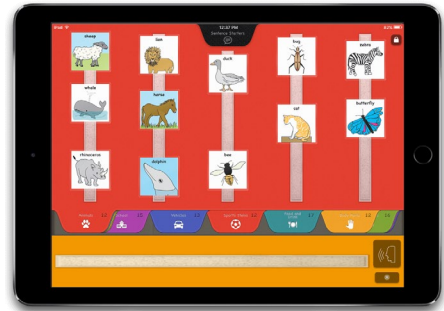
Comic Strip Conversations:

Comic Strip Conversations are a visual strategy in which students illustrate a social situation that has occurred where an issue arose. Comic Strip Conversations support with exploring emotions, understanding social situations, understanding what others may be thinking or feeling, predicting what might happen next and thinking about how to change a behaviour to give a different outcome. The situation being explored is drawn step by step, the issue from that situation is unpicked and explained and a resolution is explored.



Communication device/High-tech AAC:

Communication devices, such as iPads, support students with their expressive communication through the use of apps such as PECS IV+ and Proloquo2go. Students use the signs and symbols to communicate using single words or full sentences along with the speech synthesiser which says aloud their message.



Core board:

Core boards are a visual representation of language, organised in a structured way. They can be used to support interaction and communication around a given activity. They focus on core vocabulary that is colour coded, to support students to easily combine words into sentences to make comments, requests or give direction to others.

1	played	tv
eat	eat	dinner
brother	watch tv	football
friend	listened	computer game
family	went to	music
		park

Countdown calendars:

Countdown calendars are a visual resource that support students in understanding changes to their routine or prepare for upcoming events, for example, going back to school after the holidays. They are a visual tool where students can countdown the days, visually, and cross them off as the event gets nearer.

2022

January						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
					1 st Home	2 nd Home
3 rd Home	4 th Home	5 th School	6 th School	7 th School	8 th Home	9 th Home
10 th School	11 th School	12 th School	13 th School	14 th School	15 th Home	16 th Home
17 th School	18 th School	19 th School	20 th School	21 st School	22 nd Home	23 rd Home
24 th School	25 th School	26 th School	27 th School	28 th School	29 th Home	30 th Home

Elklan:

Elklan courses support the development of communication in children and young people. The training programmes are accredited courses which clearly focus on specific target groups of children or young people, such as ASD, and are designed to train practitioners to support these specific children. All courses are written by speech and language therapists.

The learners are taught practical, evidence-based and highly effective strategies, which have been proved to work with young children.

Trained staff are enabled to:

- Work effectively with children with specific speech, language and communication difficulties.

- Be a specialist resource to other members of the class staff.
- Support the communication and development of children in the school environment across the curriculum.
- Know how to interpret speech and language therapy reports and programmes which means they can implement more easily and effectively.
- Know how to modify their interaction with children.
- Can support a child with speech, language and communication needs with a speech and language therapy programme.

Intensive Interaction:

Intensive Interaction is an approach designed to support early interaction abilities – to relate, know, understand and practice communication routines. It teaches and develops the fundamentals of communication such as use and understanding of eye contact, facial expression, vocalisations and taking turns in exchanges of interaction. Intensive Interaction involves interaction with students by imitating their behaviour, responding to them in a highly responsive way and mirroring what they do as a basis to communication and interaction.

The Interoception Curriculum:

This curriculum is used by the Occupational Therapist in class groups. It explores Interoception which is a sense that helps us to feel the inside of our bodies. It allows us to feel ‘body signals’ which comes from many areas of our body. Being able to notice these signals helps us identify how they feel.

This curriculum supports a student develop self-regulation skills – the ability to identify and manage how you feel. To regulate you need to be clearly aware of how your body feels.

Jigs:

Jigs are visual schedules that structure the sequence of an activity, used for self-help and independence skills, for example, hand washing, preparing a sandwich and dressing etc. to support students to complete tasks independently.



Makaton:

Makaton is a unique language programme that uses symbols, signs and speech to enable people to communicate. It supports the development of essential communication skills such as attention and listening, comprehension, memory, recall and organisation of and expression.

Makaton signs are based on the gestures using in British Sign Language (BSL), however, unlike BSL, Makaton signs are used in conjunction with speech and in English grammatical word order. This helps provide extra clues about what someone is saying. Using signs can help people who have no speech or whose speech is unclear. It helps reduce frustration and enables individuals to connect with other people and the world around them.

Narrative Grids:

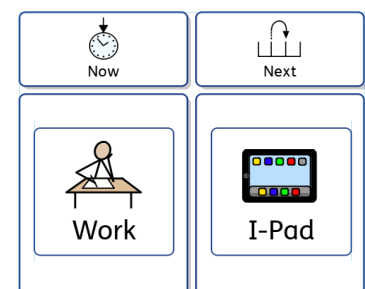
Narrative Grids support students to structure and sequence the telling or a re-telling of a story or event with the support of a visual grid. Templates can be adapted and personalised for each student and additional prompts, such as questions, can be included to ensure additional detail is provided.

Now Telling Retelling					
When	Who	Where	What	Why	Feelings

Who	Where	
What happened...		
First	Next	Last

Now and Next cards:

Now and Next cards are a two-part system, the simplest form of a visual schedule. They are a useful visual strategy for students who experience difficulty completing non-preferred activities. They provide a structure that students must first complete the 'now' activity before getting the 'next' item or activity, for example, now work, next iPad.



Objects of reference:

Objects of reference are objects that are systematically and consistently used with a student to represent places, objects, activities and people. They are used alongside spoken word to support student's understanding.



Picture Exchange Communication System:

PECS is an augmentative and alternative communication system. The primary goal of PECS is to teach functional communication and to allow students to communicate their wants and needs through the exchange of symbol cards with a communication partner. PECS supports students to develop intentional, independent and spontaneous communication. It consists of six phases developing from single word requests to full sentence requests and comments. Communication devices such as iPads with a PECS app may be considered when the student is reliably and consistently using PECS at Phase 4.



SCERTS:

SCERTS stands for Social Communication, Emotional Regulation and Transactional Support. It is a research based educational approach and multidisciplinary framework that directly addresses the core challenges faced by children with ASD and related disabilities, and their families. It includes an assessment process that helps all professionals and family members working around the student to measure progress and to determine necessary supports to be implemented. The process ensures that functional, meaningful and developmentally appropriate goals are selected and worked towards, individual differences in a student's learning style, interests and motivations are respected and the student engages in meaningful and functional activities throughout the day with the necessary supports implemented.

Sensory Integration

Sensory Integration is a term that describes the brain's ability to take in information from the senses, organize it, and respond to it during experiences of daily life. It is a process that helps mature the brain and physical body.

Sensory Circuits:



We use sensory circuits within the classroom, using our outdoors sensory circuit and within PE sessions.

Sensory Circuits supports students' regulation.

The sensory circuits structure is simple. A circuit runs in three sections, based on the theories of sensory processing and sensory integration and the practical consideration of providing structured sensory motor input.

1. **Alert Section** – the aim of this section is to provide vestibular stimulation within a controlled setting, preparing the brain for availability for learning and the demands of the school environment
2. **Organising Section** – this section includes activities that require multi-sensory processing and balance. The individuals need to organise their body, plan their approach and do more than one thing at a time in a set sequential order. Activities such as climbing, hopping, balancing, looking and throwing into a target, hone skills that may increase a child's focus, attention span and performance within the class room
3. **Calming Section** – this section of a sensory circuit is perhaps the most important, the calming activities provide input to ensure that as children finish the circuit they are as calm and centre and as ready for the day as possible.

Sensory Diet – Sensory lifestyle:

A sensory diet is a planned and scheduled programme designed to meet a child's specific sensory needs. It provides the "just right" combination of sensory input to achieve and maintain optimal levels of alertness and performance in the nervous system.

There are certain types of sensory activities that are similar to eating a "main course" and are very powerful and satisfying. These activities provide **movement, deep-touch pressure, and heavy work**. They are the powerhouses of any sensory diet, as they have the most significant and long-lasting impact on the nervous system (Wilbarger, 1995; Hanschu, 1997).

The most successful sensory diets include activities where the child is an active participant. Every child has unique sensory needs. When the sensory diet is properly designed and implemented, it can help prevent many challenging behaviours. **Engaging children in sensory experiences can help them focus, attend, and interact.**

At St Johns we can use individual sensory diets and structure every child's school day around their sensory needs. The school environment has been designed to ensure every child can have their sensory needs met, enjoying a sensory lifestyle at school.

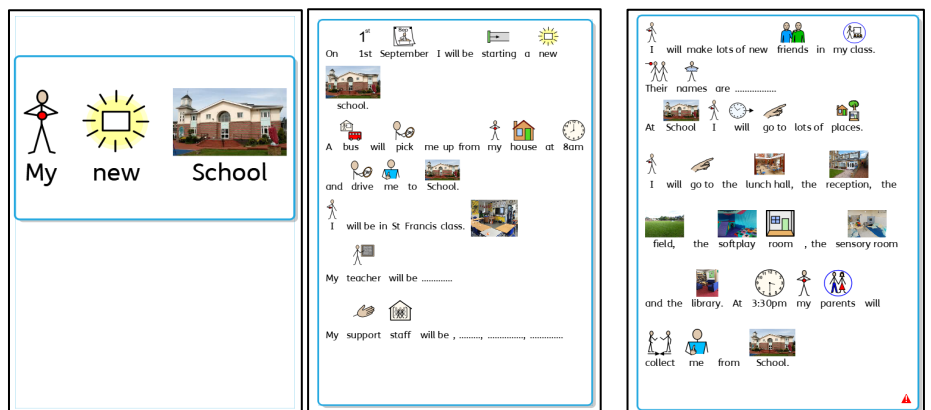
Sensory Stories:

Sensory stories use words and sensory stimuli focusing on a multi modal approach to develop narrative, vocabulary and attention and listening skills. They are narratives where each section of the story partnered with a rich sensory experience that also conveys some of the meaning of the story, helping bring the story to life.

Sensory stories use words and sensory stimuli focusing on a multi modal approach to develop narrative, vocabulary and attention and listening skills. They are narratives where each section of the story partnered with a rich sensory experience that also conveys some of the meaning of the story, helping bring the story to life.

Social Stories:

Social stories™ were created by Carol Gray in 1991. They describe what happens in a specific social situation and present information in a structured and consistent way. Social stories can also be used to prepare students for changes to their usual routine or upcoming events, for example, a doctor's appointment. They include specific information about what to expect in that situation and why.



SPELL:

SPELL stands for Structure, Positive approaches and expectations, Empathy, Low arousal and Links. It supports knowledge and understanding of:

- How anxiety affects people with ASD and why this is important.
- Different ways of creating visual structures to meet the different needs of children with autism.
- The importance of developing trust and rapport by focusing on strengths and interests when supporting people with autism.
- The double empathy problem and why getting to know the person as well as their importance is vital in reducing the gap.
- How to identify the sensory processing difficulties by people with ASD and why a low arousal approach is necessary when supporting people.
- The benefits of sharing information and working alongside the individual, their families and other professionals.

Visual schedule:

Visual schedules use pictures and symbols to break down the routine of the day. They provide organisation, structure and predictability to the school day, help reduce anxiety and prepare students for changes to their routine.

Word Aware:

Word Aware is a whole school vocabulary approach to promote vocabulary development in students. Word Aware follows the STAR approach to supporting students in understanding and using new vocabulary:

S – select words from the curriculum

T – Teach words

A – Activate

R – Review

Zones of Regulation:

The Zones of Regulation framework and curriculum teaches students skills toward developing their understanding and awareness of how their body and minds feel (emotions and sensory) and utilise a variety of tools and strategies to support their emotional regulation. The framework is designed to help move students toward more independent regulation. The Zones of Regulation is a whole school approach that provides common language of emotions and feelings which are categorised into four coloured zones and their associated feelings:



Blue – sad, tired, ill, bored etc.

Green – happy, ok, proud, focused etc.

Yellow – excited, worried, confused etc.

Red – angry, annoyed, scared etc.