

# U Autism Friendly Early Years Provision B

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# Content

The structure of my talk today:

- The Context: Early Years Practice and Provision
- Autism Friendly Practice and the EYFS
- The key elements of effective autism friendly practice
- Creating autism friendly practice and environments

# The Context

## Early Years Foundation Stage: EYFS

- Statutory from September 2008
- Learning, development and care
- Birth to Five
- Supports schools, nurseries and childminders

# The Context

## EYFS Themes

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

# The Context

## EYFS Areas

- Personal, Social, Emotional Development
- Communication, Language and Literacy
- Problem Solving, Reasoning and Numeracy
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

# The Context

## EYFS: Key Elements of Effective Practice

- Understanding each child and their family as unique
- Developing good relationships with both children and adults
- Understanding the individual and the diverse ways children learn and develop
- Knowledge and understanding in order to support and extend children's learning
- Practice in meeting all children's needs
- Work with parents, carers and the wider community
- Work with professionals within and beyond the setting

# Autism Friendly Provision

## The Autism Spectrum: Key Elements of Effective Practice

- Recognition that there will be vast differences in the Special Needs of different children on the autism spectrum
- All services should be needs led rather than diagnosis led
- The importance of thorough assessment of understanding and functioning across all areas
- We need to collect information from school staff and parents

# Autism Friendly Provision

Autism Friendly Practice entails

- Understanding the autism spectrum as a lens for interpreting behaviour
- Taking account of uneven development
- Explicit teaching in all aspects of communication, social understanding and rigidity of thought and behaviour
- Explicit teaching in areas other children acquire naturally through experiences
- Assessing how other difficulties impact and interrelate for the child, including sensory processing difficulties.

# Autism Friendly Practice

- Focus on strengths
- Knowledge, understanding and skills
- Flexible staff
- Positive Attitudes
- Effective partnership
- Focus on enabling interaction with peers

# Autism Friendly Practice

- The Keyworker system
- Typically developing peers
- Attention and special interests
- Learning through play and with other children
- Communication
- Social understanding
- Coping with change and transitions

# Autism Friendly Practice

## The evidence on approaches

- ❑ No single intervention
- ❑ Draw on a range of interventions
- ❑ Developmental and structured
- ❑ Visual support
- ❑ Behavioural

# The Early Years Inclusion Development Programme

National Strategies and ACER

- The Early Years IDP (autism)
- Booklet, DVD and e-learning
- Awareness Raising Resource

# The Early Years Inclusion Development Programme

- The **Booklet** can be used as a stand alone resource for practitioners with no access to IT facilities, or as a complementary resource to the E-Learning
- **DVD and E-Learning:**
  - Case Studies integrated in units to bring material alive
  - Film clips integrated with units and presented in ways that enable practitioner to interact and reflect on own practice
  - Activities integrated with content: Pause for Thought, Time to Talk and Time for Group Work.
  - Quotes from individuals with autism throughout the resource.

# Publications

- DfES (2002) *Autistic Spectrum Disorders Good Practice Guidelines*, Nottingham: DfES Publications.
- New Zealand Department of Health (2008) *New Zealand Autism Spectrum Disorder Guidelines* Auckland, New Zealand Department of Health.
- National Initiative for Autism: Screening & Assessment (NIASA) (2003), *National Autism Plan for Children, The NIASA Guidelines*, London: The National Autistic Society.
- SIGN (2007) *SIGN Guideline on assessment, diagnosis and clinical interventions for children and young people with autism spectrum disorders*, Edinburgh: Scottish Intercollegiate Guidelines Network
- Jones, G., English, A., Guldberg, K., Jordan, R., Richardson, P., and Waltz, M. (2008) *Educational Provision for Children and Young People with Autism Spectrum Disorders living in England: a Review of current Practice, Issues and Challenges*, AET.