

LVS Hassocks
& LVS Oxford

The Neurodiversity Lecture Series



LVS Hassocks
& LVS Oxford

The
Neurodiversity
Lecture Series



LVS Oxford & Hassocks

Teaching and Learning Strategies

“If you’ve met one individual with autism... you’ve met one individual with autism.”

Stephen Shore

What is autism?

Autism is a lifelong developmental disability which affects how people communicate and interact with the world. More than one in 100 people are on the autism spectrum and there are around 700,000 autistic adults and children in the UK.

Autism is a spectrum condition and affects people in different ways. Like all people, autistic people have their own strengths and weaknesses.



LVS Hassocks
& LVS Oxford

The
Neurodiversity
Lecture Series



PATRON
HM THE QUEEN

LVS Oxford & Hassocks

Memory and Autism

Research has shown that Autistic people have difficulties with memory. In particular:

- Difficulties with unsupported retrieval, e.g. 'what did you do at school today?' or 'what did you do last lesson?'
- Difficulties with recalling the order of events
- Difficulties recollecting the personally –experienced last and envisaging the possible personally experienced future.



LVS Hassocks
& LVS Oxford

The
Neurodiversity
Lecture Series



PATRON
HM THE QUEEN

LVS Oxford & Hassocks

Memory and Autism

Themes and strategies:

1. Don't automatically assume that because something is 'obvious' to you that it is similarly obvious to an autistic person
2. Meaning is not always the first thing an autistic person sees in a situation.
3. Time and order of events is not as salient
4. Organising behaviour in time and remembering to do things in the future
5. Certain sensory aspects of the environment can hinder learning and memory.

Is your classroom Autism friendly?

Are students aware of what time it is? Do they know what lesson it is?

Do they know what the purpose of the lesson is and the expectations of how much listening, class teaching, individual and group work there is?

Are visuals used to: show expectations, give instructions, problem solve, understand vocabulary, problem solve and support transitions?

Is teaching supported with visuals?

Are students given opportunities to meet their sensory needs during the lesson?

Starting your lessons...

It is helpful to orient your students each lessons by answering the following questions:

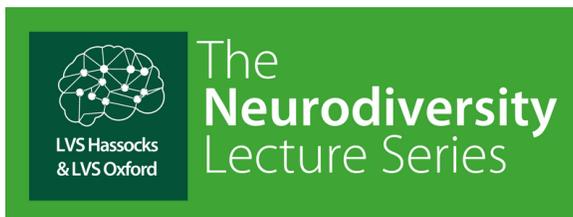
What lesson are we in and how long will the lesson last?

What did we do last lesson?

What activities are we doing?

How can I get help?

How long am I doing it for and what will happen at the end?



LVS Oxford & Hassocks

Choosing the right language...

Declarative language is a technique that lowers demand and increases independent and thinking skills. It requires no response. It makes the communication partners more equal. It includes language that:

Shares own feelings and experiences

Comments or describes

Praises

Thinks-aloud and uses problem solving statements.

Using visuals

Visuals can help students to advocate for themselves. Often students can benefit from a communication board so they can point or put a counter on the thing they want to say, without actually having to say it.

_____ communication board

What's the time?	Can I go get a drink please?	Can I have a snack please?	Can I leave the room please?
Can I go to the toilet?	Can I have a 5 minute break?	Can I have some help please?	Can I talk to you?



LVS Hassocks
& LVS Oxford

The
Neurodiversity
Lecture Series

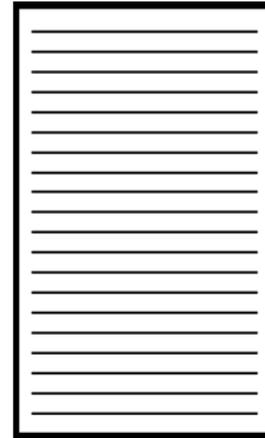
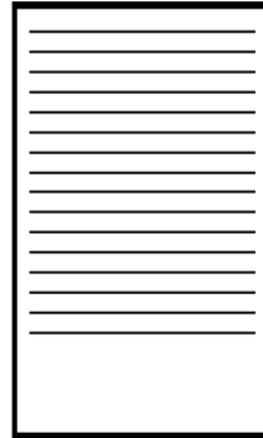
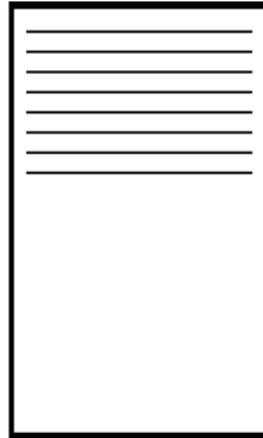
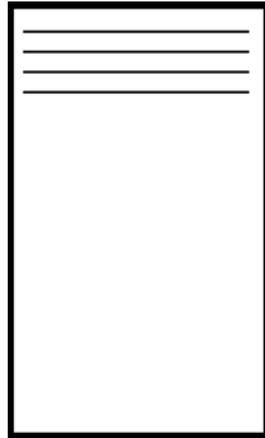


PATRON
HM THE QUEEN

LVS Oxford & Hassocks

Task Sheets

I need to write this much in this lesson.



The
Neurodiversity
Lecture Series



LVS Oxford & Hassocks

Change ahead...

Change Ahead Card

_____ will be changed on _____

because _____

This will happen instead: _____



LVS Hassocks
& LVS Oxford

The
Neurodiversity
Lecture Series

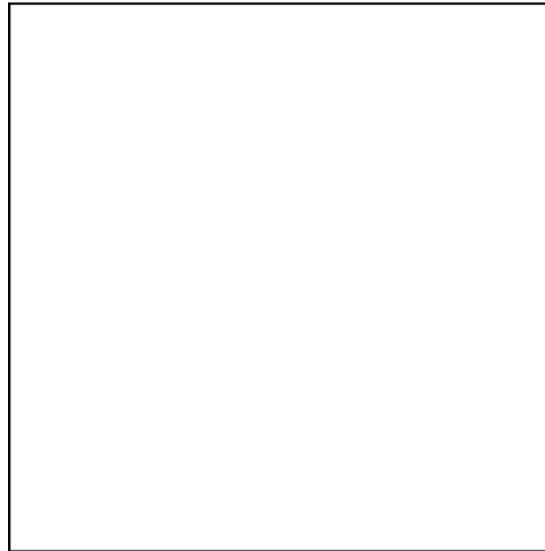


LVS

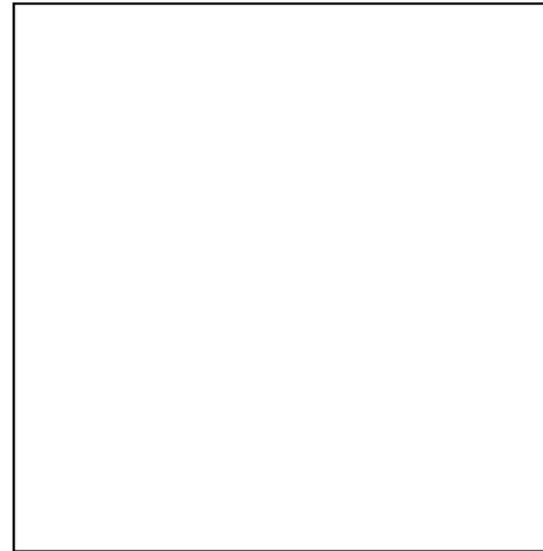
15

Now and Next

Now



Next



Meeting sensory needs...

Fidget tools

Fidgets, like squeeze balls and key chains, are self-regulation tools that promote movement and tactile input. They can be very good for students who struggle with attention, focus and sensory processing.

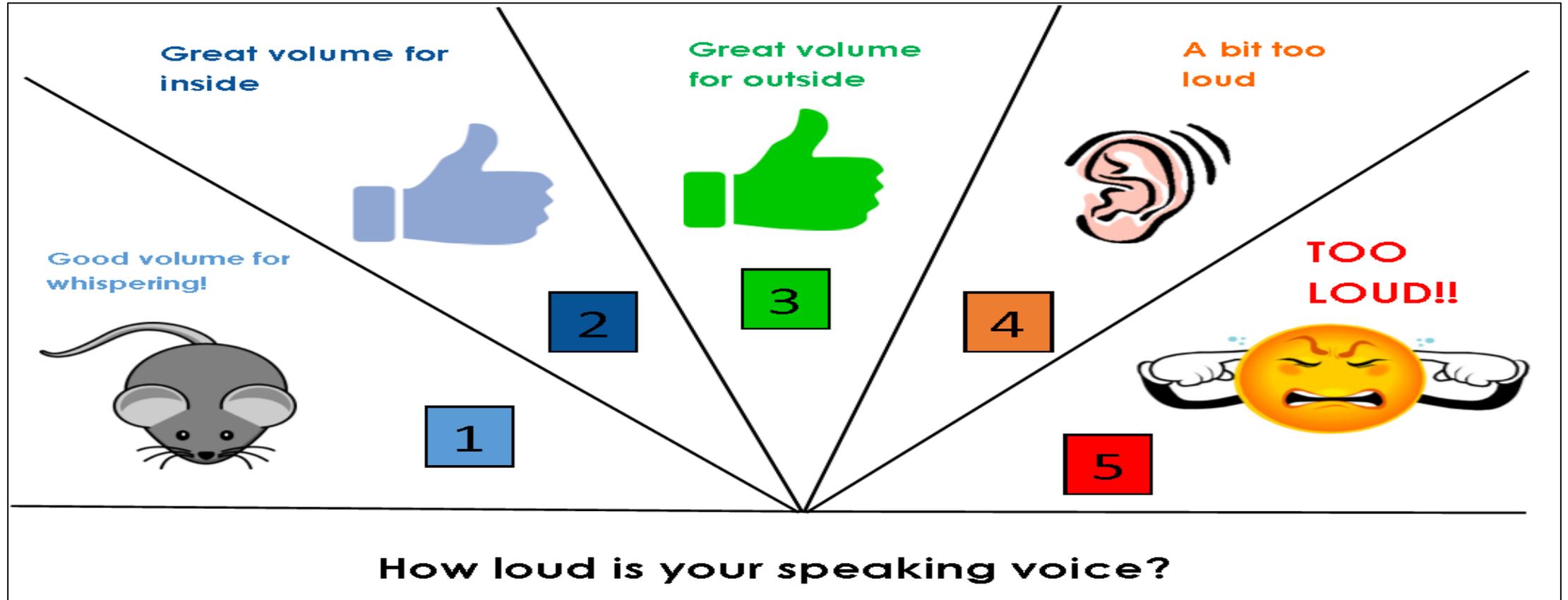


The
Neurodiversity
Lecture Series



LVS Oxford & Hassocks

Noise Level Control



Zones of Regulation

				
<p>WHITE ZONE</p> <p>Concentrating</p> <p>Thinking</p> <p>Neutral</p> <p>Content</p>	<p>BLUE ZONE</p> <p>Sad</p> <p>Sick</p> <p>Tired</p> <p>Bored</p> <p>Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy</p> <p>Calm</p> <p>Feeling Okay</p> <p>Focused</p> <p>Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated</p> <p>Worried</p> <p>Silly/Wiggly</p> <p>Excited</p> <p>Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry</p> <p>Terrified</p> <p>Yelling/Hitting</p> <p>Elated</p> <p>Out of Control</p>



The
Neurodiversity
Lecture Series



LVS Oxford & Hassocks

Thank you



LVS Oxford

Spring Hill Rd
Begbroke
Oxford
OX5 1RX

www.lvs-oxford.org.uk
enquiries@lvs-oxford.org.uk
[www.lvs-oxford.org.uk/work for us](http://www.lvs-oxford.org.uk/work%20for%20us)
01865 595170



LVS Hassocks

London Road
Sayers Common
West Sussex
BN6 9HT

www.lvs-hassocks.org.uk
info@lvs-hassocks.org.uk
[www.lvs-hassocks.org.uk/work for us](http://www.lvs-hassocks.org.uk/work%20for%20us)
01273 832901