SESS ASD CPD Programme

SESS Professional Development Programme for Teachers Working With Students with Autistic Spectrum Disorder, 2012-13

Details of the SESS continuing professional development (CPD) programme for teachers working with students with ASD are now being posted on our Events Calendar. The range of available courses are listed below, along with brief summaries. Further details and application procedures can be obtained from the ASD Events Calendar.

Click here for ASD Events Calendar

Applicants for these courses will require permission from the Board of Management to attend. Substitution for participating teachers will only be allowed by the Teacher Education Section, DES, for teachers with primary responsibility for student(s) with ASD and if it is deemed absolutely essential by the Principal.

List of Available ASD-Related Courses

1. Understanding Autism (on-line, subsidised) (click here for direct link to course provider...)
2. Applied Behaviour Analysis Interventions for Developmental Disabilities (on-line, subsidised) (click here for direct link to course provider...)

3. Accessing the Curriculum for Students with Autistic Spectrum Disorders (separate Primary and Post-primary courses) (click here ...)
4. 2-Day TEACCH (click here ...)
5. Lámh (Sign Communication System) (click here ...)
6. Social Skills (separate Primary and Post-primary courses) (click here ...)

7. PEP-3 (Assessment Kit) [Primary] (click here ...)
8. TTAP TEACCH Transition Assessment Profile (click here ...)
9. ABLLS-R and VB-MAPP (Assessment) (click here ...)
10. Individualised Planning for Students with ASDs (click here ...)
11. Social Skills (separate Primary and Post-primary courses) (click here ...)
12. Language and Communication for Students with ASD: A 2-Day Course (click here ...)
13. ASD and Co-occurring Additional Needs (Primary) (click here ...)

14. An Introduction to DIR® Floortime (click here ...)
15. Sensory, Motor and Relationship Perspective of the Student with an ASD (click here ...)
16. Intensive Interaction (click here ...)
17. Social Stories™ (click here ...)
18. Contemporary Applied Behaviour Analysis (C-ABA) 5-Day Course (click here ...)
Accessing the Curriculum for Students with Autistic Spectrum Disorders (Primary)

This is a one day seminar suitable for primary teachers working with students with Autistic Spectrum Disorder (ASD).

This course provides an overview of accessing the curriculum and differentiation for children with special educational needs, with particular reference to pupils with ASDs. It explores the concept of differentiation and offers useful approaches and strategies to enable access to the curriculum for the pupil with ASDs. It gives the teacher information on adapting the curriculum, different learning styles, multiple intelligences and multi-sensory approaches.

The key aims of the seminar are to:

- Explore the concept of differentiation as a means of access to the curriculum
- Outline the challenges to teaching and learning presented by special educational needs, with a focus on ASD
- Provide information on adapting curriculum content, process and product
- Offer practical strategies and approaches which include teaching to different learning styles and multiple intelligences

The course is divided into three sections:

1. Explores the concept of differentiation and who may benefit from differentiation.
2. Outlines approaches and strategies for differentiation of content, process and product.
3. Includes using cross curricular and transferable skills to enable access to the curriculum

This one day course is open to:

- Teachers working in units/classes for student(s) with ASD in a mainstream setting
- Teachers in special schools who are currently working with student(s) with ASD
- Full-time Resource/Learning Support teachers who are currently working with student(s) with ASD

Accessing the Curriculum for Students with Autistic Spectrum Disorders (Post-Primary)

This is a one day seminar available for both primary and post-primary teachers, including mainstream subject teachers and resources/learning support teachers, working with students with Autistic Spectrum Disorder (ASD).

The key aims of the seminar are to:

- explore differentiation as a methodology to enhance and facilitate the inclusion of students with Autistic Spectrum Disorders (ASD) in the classroom.
- examine a variety of the most effective practices for differentiating learning and teaching
enable participants to engage in the practice of lesson planning using skills and strategies outlined in the presentation.

The content is divided into three sections:

1. differentiation as an educational framework for effective inclusive education
2. most effective practices for differentiating learning and teaching
3. lesson planning

Available from Nov. 2012 - click here for details in the ASD Events Calendar

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2-Day TEACCH

(Treatment and Education of Autistic and related Communication handicapped Children)

This two-day course for teachers on TEACCH provides excellent background knowledge on Autistic Spectrum Disorder (ASD). Included in the course are a wide range of topics on learning and teaching. The approaches are presented in a practical manner and include useful case studies, data sheets and checklists. The strategies highlighted are easily transferable to the classroom and the teacher’s expertise in working with children with ASD is enhanced.

The Course includes:

- Learning Styles in ASD
- Structured Teaching
- Informal Assessment of the Student with Autism
- Teaching Communication Skills to Children with Autism
- Social Communication
- Behaviour Management

This course is provided by SESS in conjunction with Division TEACCH, University of North Carolina, USA.

The course is open to:

- Teachers working in units/classes for student(s) with ASD in a mainstream setting
- Teachers in special schools who are currently working with student(s) with ASD
- Full-time Resource/Learning Support teachers who are currently working with student(s) with ASD

Available from Oct. 2012 - click here for details in the ASD Events Calendar

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Lámh (Sign Communication System)

Lámh is a manual sign system used by children and adults with intellectual disability and communication needs in Ireland. It is a type of augmentative or alternative communication system (AAC). A decision as to whether Lámh is the appropriate communication support for an individual is made only after an assessment has been carried out. Lámh signs are based on Irish Sign Language (ISL). Speech is always used with Lámh signs. Lámh signs are used to support communication.

Signing can be useful because:

- The person can see as well as hear what is being communicated
- Signing naturally encourages people to slow down a little so there is more time to work out the message
- If a person’s speech is unclear or limited, the Lámh user may be more easily understood when they use signs. This encourages many to try new words and say more
- It encourages eye contact and attention to movement; skills that are important for speech development

This course introduces Lámh as a means of supporting communication, enables teachers to become familiar with 100 signs and provides practical opportunities for teachers to engage in Lámh. The course is provided by the Special Education Support Service in conjunction with registered Lámh tutors regionally.

Available from Sept. 2012 - click here for details in the ASD Events Calendar

Social Skills (Primary)

This course explores the importance of developing social skills with pupils with ASD. Participants will focus on strategies and programmes which enhance the social skills development of the pupil with ASD. The course includes a practical workshop on writing Social Stories TM.

Key Aims to:

- explore the importance of developing social skills
- outline the challenges presented by ASD and how it effects social skills development
- examine social skills programme development
- offer practical strategies and approaches which may enable pupils with ASD to acquiring social skills

The seminar is divided into three parts. It:

1. explores the context of ASD and social skills development.
2. outlines approaches and strategies for teaching social skills and social skills programmes.
3. focuses on Carol Gray’s Social Stories TM with a practical workshop.
Social Skills (Post-Primary)

This seminar on social skills is suitable for post-primary teachers working with students with Autistic Spectrum Disorders (ASD).

The key aims of the seminar are to:

- examine what is meant by social skills
- explore the challenges of teaching social skills to students with Autistic Spectrum Disorder (ASD)
- help participants plan a social skills programme
- provide practical strategies and approaches when implementing a social skills programme.

Available from Nov. 2012 - click here for details in the ASD Events Calendar

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PEP-3 (Assessment Kit) [Primary]

The Psychoeducational Profile-Third Edition (PEP-3) is an individualised assessment for children with ASD aged from 2 years to 7.6 years. It is derived from the TEACCH programme, Division TEACCH, North Carolina, USA. It offers an understanding of a child’s unique learning strengths and weaknesses through assessing individual characteristics important for learning and education. This third edition provides information for making diagnostic decisions and for planning effective educational programmes. The seminar will provide background information on the PEP-3 assessment, offer opportunities for becoming familiar with the materials and provide guidance on scoring procedures. Participants will be given opportunities to consider its application in their own practice. Teachers who attend this course will be given the testing kit to take back to their school.

This course is provided by the Special Education Support Service in conjunction with tutors Lorraine Scott (Head of Learning, Support and Assessment) and Anita McEvoy (Educational Psychologist), Middletown Centre for Autism.

Available from Oct. 2012 - click here for details in the ASD Events Calendar

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TTAP TEACCH Transition Assessment Profile

The TEACCH Transition Assessment Profile (TTAP)—Second Edition is an assessment for older children, adolescents and adults with ASD with special emphasis on transitional needs. Teachers can use this tool to assist individuals with ASD to prepare for a successful adult life (i.e. personal development, recreational living, adult integration into employment and residential arrangements, etc.). It includes
both an initial formal assessment instrument and an ongoing informal assessment instrument.

The formal assessment will help teachers identify the individual's initial transition goals, his/her strengths and weaknesses, and can be used to facilitate educational and transitional planning. Emphasis is on evaluating the six major functional skill areas within three different contexts, direct observation, home and school/work.

The informal assessment is a tool for the development of appropriate transition goals and objectives within community-based instruction settings. Using it, providers will compile a "Cumulative Record of Skills" (CRS) to help identify individual vocational preferences (even for individuals with limited communication skills) and to serve as a functional resumé.

Learning Outcomes - by the end of the training session, participants will:

- have learnt how to administer, score and interpret the TTAP
- have learnt how to use the information from this instrument and other informal assessment strategies in developing an effective transition plan to create positive adult outcomes for the individuals with an ASD.

Available from Nov. 2012 - click here for details in the ASD Events Calendar

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**ABLLS-R and VB-MAPP (Assessment)**

**The Assessment of Basic Language & Learning Skills-Revised Edition**

**Verbal Behaviour Milestones Assessment & Placement Program**

ABLLS-R and VB-MAPP are two communication assessment tools tailored specifically for children with language impairments and ASD. They are based on a very specific behavioural view of language learning which is presented in the one-day workshop.

Both assessments are very helpful and informative for teachers of children with ASD and attendees receive copies of these tests at the workshop. Details are provided on how to administer, score and interpret these assessments which are suitable for verbal and nonverbal children.

Receipt of both assessment packages is contingent on complete attendance from 9.00am – 4.00pm on the day of the course.

This one day course is provided by the Special Education Support Service in conjunction with Dr. Patricia Daly, Mary Immaculate College, Limerick.

Available from Jan. 2013 - click here for details in the ASD Events Calendar
Individualised Planning for Students with ASDs

This one day seminar for primary teachers provides an overview of individual educational planning with particular focus on the pupil with ASD.

The key aims of this seminar are to:

• explore the IEP rationale, process and product
• outline the particular challenges experienced by pupils with ASD
• focus on the unique learning style of the pupil with ASD
• provide a framework for writing IEPs which includes the pupils’ strengths and needs, priority learning needs, learning targets and progress.

Available from Oct. 2012 - click here for details in the ASD Events Calendar

Language and Communication for ASD: A 2-Day Course

This course is designed to empower teachers with knowledge of:

• how language is typically acquired
• differences in how children on the autism spectrum acquire language
• how language proficiency impacts on learning and which components of language are important to consider in the classroom.

The course also provides practical strategies for use with early communicators such as:

• Useful strategies for enhancing communication drawn from evidence based programmes such as the Hanen “More Than Words” programme www.hanen.org
• Practical ideas for teaching language concepts in the classroom
• Guidance in sourcing appropriate language resources for use in the classroom
• An overview of parent programmes/resources that would be helpful to parents.

Over the two-day course, teachers will gain information on the dynamics of communication and will have opportunities to practice strategies that will help them to feel confident in formulating and implementing communication goals for students. The Presenter is Ms. Celine Lenihan, B.Sc. MRCSLT MIASLT, Speech and Language Therapist, Arc Speech and Language Clinic.

Available from Dec. 2012 - click here for details in the ASD Events Calendar

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ASD and Co-occurring Additional Needs (Primary)

This one day course provides participants with information on the mental health aspects of ASD. This includes:

- A review of the Triad of Impairments with reference to Asperger’s syndrome and mental health
- A review of the impact of Theory of Mind and Executive Function on the mental health of individuals with ASD
- Information of the presentation of a variety of mental health problems in ASD
- Information on how to help and manage mental health problems in individuals with ASD
- Information on cognitive therapy.

Learning Outcomes

- Increased understanding of the mental health problems that individuals with ASD are likely to face and how these may present
- Awareness of some methods of helping individuals with ASD with their anxiety.

Available from Feb. 2013 - click here for details in the ASD Events Calendar

An Introduction to DIR® Floortime

DIR® Floortime is a developmentally-based framework that helps educators, clinicians, and parents develop an intervention tailored to the unique challenges and strengths of the child with autistic spectrum disorder.

The objectives of the model are to build healthy foundations for social, emotional and intellectual capacities.

- **D** refers to 'Developmental' which represents the developmental nature of this model, supporting the child's social, emotional, cognitive and language development. The course explores six developmental milestones essential to learning. Participants leave with an understanding of the levels and the importance of being aware of healthy foundations and gradual building blocks for integrated learning to take place within the child's educational environment.
- **I** refers to Individual differences, which the child brings to learning. Each child has individual differences in his/her cognition, learning, language, sensory processing and motor/physical characteristics. The 'I' is explored from the standpoint of the unique features we witness in each individual child.
- **R** refers to the Relationship-based approach and the importance of relationships. Dr Stanley Greenspan reports that it is through relationships that the children learn when the caregiver is aware of the child's developmental level and individual differences to support his overall learning.

Recommended Reading before the course: Engaging Autism by Dr Stanley Greenspan & Dr Serena Wieder: Using the floortime approach to help children to relate, communicate and think.

This course is provided by the Special Education Support Service in conjunction with Mari Caulfield,
Sensory, Motor and Relationship Perspective of the Student with an ASD

Sensory processing difficulties are prevalent in children with ASD. Problems in this area may underlie or exacerbate many of the social and behavioural difficulties observed in these children. The course examines the sensory processing and motor difficulties frequently associated with autistic spectrum disorder and demonstrates how these deficits impact upon learning and the development of relationships in school (i.e. social interaction and friendship).

The course is divided into the following areas:

- Sensory processing (including an Introduction to Sensory Integration Theory)
- Motor skill development
- Sensory processing and motor difficulties associated with ASD
- The impact of sensori-motor difficulties on learning
- The impact of sensori-motor difficulties on social interactions and friendships
- The course consists of a combination of presentations, practical activities and case study discussions.

Learning outcomes of the course include:

- Participants will have a greater understanding of a child’s sensory processing and motor difficulties, and how these may affect behaviour, learning and relationships
- Participants will have an increased awareness of the sensory processing and motor difficulties in ASD
- Participants will be more able to adapt the school environment and tasks to suit the sensori-motor needs of the child, in order to enhance learning, play and social interactions

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Intensive Interaction

Intensive Interaction is a simple, straightforward and intuitive way of getting in touch with students of any age, who can seem “hard to reach”. This one-day workshop will explore ways to use Intensive Interaction to enhance the life experience and develop the skills of students whose communication is largely at a pre-verbal/pre-intentional stage. It will give practical ideas to promote fundamental
communication skills and help develop positive, interactive behaviour. It will explore how to use Intensive Interaction to promote and develop alternatives to self-involved or challenging behaviour.

Participants will have the opportunity to:

- understand the principles and techniques of Intensive Interaction
- explore how these principles can be used
- be enabled to build more fulfilling, interactive and equal relationships with the young people they support.

The course is suitable for teachers working with students of all ages who have profound learning disabilities and complex needs, including autism.

This course is provided by the Special Education Support Service and is facilitated by Janet Gurney, Chief Executive of “Us in a Bus”, a not-for-profit organisation based in the South East of England. Janet has over 20 years experience in supporting people through Intensive Interaction.

Available from Feb. 2013 - click here for details in the ASD Events Calendar

Social Stories™

Parents and professionals have used Social Stories™ for many years to effectively share social information with children, adolescents and adults with Autistic Spectrum Disorder and other social-communication delays and differences. Using lecture, demonstration, case examples and activities, this one day workshop:

- describes the research based rationale that supports the approach
- introduces each of the ten characteristics that define each Social Stories™
- shares strategies for introducing and implementing Social Stories™ at home or school.

In addition, participants will have opportunities to practice skills and concepts as they are introduced and to write a Social Stories™.

This is a fun and fast-paced workshop that, in addition to teaching participants to write and implement a Social Story™, provides plenty of positive and practical ideas along the way. The workshop is presented by Eileen Arnold and SESS Associates.

Available from April 2013 - click here for details in the ASD Events Calendar
Contemporary Applied Behaviour Analysis (C-ABA) 5-Day Course

ABA is a research-based approach to understanding behaviour. The ABA approach involves breaking skills into their component parts, sequentially teaching them, and providing opportunities for children to generalize their skills across environments.

The course is designed to teach the skills necessary for the design, implementation, and evaluation of behaviour management programs for use with individuals with mild, moderate, or intensive needs in a variety of settings. Behaviour management programmes focus on both the elimination of problem behaviours and the acquisition and maintenance of replacement skills.

Course Content

- Data Collection Methods
- Charting and Reading charts
- Data-based Teaching
- Increasing and Maintaining Desirable Behaviours
- Reducing or Replacing Inappropriate Behaviours Positively
- Understanding effects of Punishment
- Shaping and Chaining Academic and Social Behaviours
- Prompts, Fading Prompts Stimulus Control
- Maintenance and Generalisation of appropriate Behaviours
- Self-Management Strategies

As part of the learning on this course, participants get the opportunity to experiment with changing one of their own behaviours and reflecting on this. Also, participants complete two behavior change projects with children in their case loads. These assignments are very clearly described in the course with models provided. Only the self-change project is completed during the time frame of the course.

This 5-day course is open to:

- Teachers working in units/classes for student(s) with ASD in a mainstream setting
- Teachers in special schools who are currently working with student(s) with ASD
- Full-time Resource/Learning Support teachers who are currently working with student(s) with ASD

Three of these five-day courses are available. See details, beginning on the Sept. Calendar of ASD Events

Available from Sept. 2012 - click here for details in the ASD Events Calendar

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5-Day TEACCH

(Treatment and Education of Autistic and related Communication handicapped Children)

TEACCH is an evidence-based service, training, and research programme for individuals of all ages and skill levels with ASDs. TEACCH is a structured teaching system and is a complete program of
services for those with ASDs, which makes use of various associated techniques depending upon the individual’s needs and emerging capabilities. TEACCH aims for a 'whole life' approach in supporting children, adolescents, and adults with ASDs through the help of visual information, structure and predictability.

The 5-Day TEACCH Course includes:

- Learning Styles in ASD
- Structured Teaching
- Informal Assessment of the Student with Autism
- Teaching Communication Skills to Children with Autism
- Social Communication
- Behaviour Management

The 5-day TEACCH course provides for on-site supervision and support in the creation, development and operation of a TEACCH classroom for 25 participants. This course is provided by Special Education Support Service in conjunction with Division TEACCH, University of North Carolina.

This is a five-day course and attendance for the full five days (9am-4.30pm) is necessary. Teachers who have completed a two day TEACCH will be prioritized for available places on the 5-day TEACCH.

Available from Nov. 2012 - click here for details in the ASD Events Calendar

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