

Training Evaluation

Don't be shy! Let us know what you thought of the training you had from us. Evaluations help us to improve our service. After the training you will be asked to scan this QR code:



Then you will be asked to rate the training 1-5:

The delivery of the training was high quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course content was high quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What I have learned will impact on my practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My understanding of young people with autism has increased	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The venue and catering (if provided) were of a satisfactory standard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The booking and administrative arrangements were satisfactory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend this training to others working in a similar setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Finally you will be asked:

Which activities or themes did you find the most useful and why?

What do you feel you have learned from this training and how will it affect your work or role in your setting?

Thank you for your feedback!

Autism Team

Training Offer



2023-2024

'You can do it; we can help.'

Training Sessions

Early Years

Introduction to Using Visuals in the Early Years 1

Intensive Interaction 2

Communicating, Connecting 3

Introduction to Aided Communication 4

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My Training

Wish List



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1		
2		
3		

Training for Parents

Many of our training sessions can be adapted for parents. These can be whole training sessions or training ‘tasters’ to spark discussion in SEN parent coffee mornings or SEN evenings. Training sessions that seem to be popular choices for this purpose are:

- ◇ AET Making Sense of Autism
- ◇ Introduction to Using Visuals
- ◇ Communicating Connecting
- ◇ Talking Mats
- ◇ Enabling Environments (sensory issues)
- ◇ Autism and Anxiety
- ◇ Kicking Off - behind the behaviour

Speak to your Autism Team staff for more details and to book.

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AET Training Offer

AET Autism and Inclusion

The Autism Education Trust is a Department for Education supported partnership of over 35 major organisations working specifically on autism education across the voluntary, public and private sectors. It is dedicated to coordinating, supporting and promoting effective education practice for all children and young people on the autism spectrum.

The AET now offers the largest national training programme on autism for education based staff. There are three separate programmes for schools, early years settings and post 16 provision. AET training we offer:

Making Sense of Autism	22
Good Autism Practice	23
Autism and Inclusion	24

Other AET training sessions are available. Please ask your Autism Team teacher for details:

- Competency Framework
- Standards Framework
- Suite of Resources for Leaders

Session length:

2x 60 minutes (105 minute presentation with 15 minutes for questions and comments in the course of the training.)

Aimed at:

Anyone who works- or has worked- with autistic children and already has an understanding of autism and particularly those staff who manage behaviour in schools and make decisions around short and long term exclusion policy and practice.

Content:

This training equips professionals in schools to understand the exclusions process, how a pupil's autism might affect their behaviour and ways to accommodate pupils' needs in order to avoid exclusion.

Training objectives:

- Learn about the exclusion process; lawful and unlawful exclusions and how to avoid disability discrimination
- Explain the relevance of equality legislation on exclusion
- Consider alternatives to exclusion
- Recognise the impact of exclusion on families and consider the exclusion experience through the eyes of the autistic pupil

AET Good Autism Practice

Welcome

Session length:

Half day or 180 minutes (155 minute presentation with 15 minutes for questions and comments, and a 10 minutes break in the course of the training.)

Aimed at:

This is a module for practitioners who work directly with autistic children in schools, and it provides guidance on processes and tools that can help practitioners to implement good autism practice.

Content:

Gain practical knowledge, and discover hands-on tools and techniques to support autistic children in your setting.

Training objectives:

- Develop your knowledge and understanding of good autism practice
- Reflect on and improve your practice in working with autistic pupils
- Understand strategies and approaches you can draw upon for autistic pupils you work with
- Reflect on the kind of information you need to collect for creating a person centred education plan
- Consider how to involve the autistic pupil and their family in setting learning goals

Welcome to the Autism Team Training brochure! We hope you find it useful. To book training please contact your setting's Autism Team teacher or transition support worker. If you are in an Early Years setting or for a more general enquiry please email:

AutismTeam@nottinghamcity.gov.uk.

We often recommend booking your Autism Team teacher for a follow up session after the training to ensure learning is embedded and staff feel confident and supported in implementing strategies learnt on the training.

We prefer to deliver training face-to-face, but some training can be delivered virtually if that is not possible. Highly practical 'hands on' training sessions, however, can only be delivered face to face.

If there is a particular training that you would like which is not included here, please get in touch with your Autism Team teacher to discuss. We are keen to meet your training needs as effectively as possible and can often adapt training for your particular setting and staff requirements as time allows.

Charging

Costs vary according to length of training session and number of delegates. Generally, charges are as follows:

Delegate numbers	Session Length	Teacher Sessions
up to 30	up to 90 minutes	2
up to 30	half day	3

Introduction to Using Visuals in the Early Years

'Where language is a barrier, using pictures transforms learning.'

Session length:

90 minutes (75 minute presentation with 15 minutes for questions and comments at the end.)

Aimed at:

Anyone who has just started to, or is about to, work with autistic or SEND pupils in the Early Years. It is also suitable for those who would like to refresh their knowledge/practice in this area.

Content:

This evidence based training helps to equip professionals in PVI's and schools to be more confident at meeting the needs of those pupils in the Early Years with autism, attention and memory difficulties and/or visual learning preferences.

However, these key techniques may well enhance the learning of all children. The strategies, when implemented consistently, can also impact social communication skills, motivation and challenging behaviour and foster the ability to become a more independent learner positively.

Training objectives:

To be introduced to:

- A range of Early Years autism visual strategies
- Have a clearer understanding of how to use these visuals
- Have a clearer understanding of how to adapt these strategies to meet individual children's needs

AET Making Sense of Autism

Session length:

90 minutes (75 minute presentation with 15 minutes for questions and comments in the course of the training.)

Aimed at:

This is a raising awareness module for anyone working in school. This includes teaching and support staff, office and ancillary staff, caterers, caretakers, transport staff and governors.

Content:

Gain a better understanding and awareness of autism and the way it affects children in schools.

Training objectives:

- Enhance your understanding and awareness of autism and how autism can affect children in schools
- Know the importance of understanding the individual child and their profile of strengths and needs
- Identify potential barriers to learning for autistic children
- Begin to make reasonable adjustments in the way you support autistic children

What's In the Bucket and Beyond...

Session length:

90 minutes (75 minute presentation with 15 minutes for questions and comments in the course of the training.)

Aimed at:

Anyone who works- or has worked- with autistic children and already has an understanding of autism.

Content:

Attention Autism is an approach developed by Gina Davies (specialist speech and language therapist), which provides a framework and set of strategies that can be used by school staff to build the communication, interaction and attentional skills of autistic children and young people. It's key principle is that children are offered an 'irresistible invitation to learn' by using highly motivating and engaging activities, which are worth paying attention to and communicating about. This allows the child to opt in spontaneously, rather than being pressured to communicate and learn.

Training objectives:

To be introduced to:

- Become more familiar with Attention Autism principles
- Become more familiar with- and confident in -how to put these principles into practice
- Be introduced to the 4 steps of this approach
- Be able to start planning how the principles of this approach might be implemented in your setting

Intensive Interaction: *making the connection*

Session length:

90 minutes (75 minute presentation with 15 minutes for questions and comments.)

Aimed at:

anyone who has just started to, or is working with autistic or SEND children who are not yet verbal or who have few words. It is also suitable for those who would like to refresh their knowledge and practice in this area.

Content:

This evidence based training helps to equip professionals in nurseries and schools to become more confident at meeting the needs of children with autism and communication difficulties, particularly those who have little interest in others. The strategies, when implemented consistently, can also impact social skills, motivation and challenging behaviour and foster the ability to become a more effective communicator.

Training objectives:

To be introduced to:

- What is intensive interaction
- Have a clearer understanding of how to use these strategies
- Have a clearer understanding of how to adapt these strategies to meet individual child's needs and to be able to record progress

Communicating, Connecting: *getting ready for words*

'Teaching early communication skills before words are secure.'

Session length:

90 minutes (75 minute presentation with 15 minutes for questions and comments at the end.)

Aimed at:

Anyone who has just started to, or is working with autistic or SEND children in the Early Years and key stage 1. It is also suitable for those who would like to refresh their knowledge and practice in this area.

Content:

This evidence based training helps to equip professionals in nurseries and schools to be more confident at meeting the needs of those children with autism and communication difficulties. However these key techniques may well enhance the learning of all children. The strategies, when implemented consistently, can also impact social skills, motivation and challenging behaviour and foster the ability to become a more independent learner.

Training objectives:

To be introduced to:

- A range of autism communication strategies
- Have a clearer understanding of how to use these strategies
- Have a clearer understanding of how to adapt these strategies to meet individual child's needs

Sensory Solutions

Session length:

90 minutes to 2 hours depending on groups size (*groups larger than 6 delegates will need a 2 hour session due to the time needed for the practical training activities.*)

Aimed at:

Anyone who works- or has worked- with autistic children and already has an understanding of autism.

Content:

Where children and young people struggle with sensory issues, behaviour and learning are always impacted. Understanding sensory differences and learning appropriate strategies can completely transform engagement, understanding and learning. This evidence based training helps to equip professionals in nurseries and primary and secondary schools to be more confident at meeting the needs of those pupils with autism and sensory differences. However, these key techniques may well enhance the learning of a range of children with sensory processing differences. The strategies, when implemented consistently, can also impact social skills, motivation and challenging behaviour and foster the ability to become a more effective learner.

Training objectives

- Become more familiar with identifying sensory differences
- Become more familiar with using a sensory screener
- Be introduced to conducting a sensory audit in your setting
- Have a better understanding of some practical strategies and interventions that are effective for pupils who display these differences

Social Emotional Regulation

Session length:

60 minutes (50 minute presentation with 10 minutes for questions and comments in the course of the training.)

Aimed at:

Anyone who works- or has worked- with autistic children and already has an understanding of autism.

Content:

This evidence based training helps to equip professionals in schools and other educational settings, to be more confident in meeting the emotional and social needs of their pupils. COVID19 has changed life as we know it and challenged all of us personally and professionally in the area of emotional regulation with long term consequences. This training will provide the knowledge and skills for staff to support children to become successful in their ability to regulate their emotions. It will enable them to have more positive outcomes through learning appropriate skills and having the opportunities to practice these key skills with their school staff and peers.

Training objectives:

To be introduced to:

- What is emotional intelligence
- The Zones of Regulations programme
- What the different zones mean
- Implementing the zones in schools and settings

Introduction to Aided Communication

Session length:

90 minutes (75 minute presentation with 15 minutes for questions and comments in the course of the training.)

Aimed at:

Anyone who has just started to, or is working with, autistic or SEND children who have communication difficulties. It is also suitable for those who would like to refresh their knowledge and practice in this area.

Content:

This evidence based training helps to equip professionals in nurseries and schools to be more confident at putting in place strategies to improve the expressive and receptive communication of those children with autism and communication difficulties. The strategies, when implemented consistently, can also impact social skills, motivation and challenging behaviour and foster the ability to become a more independent learner.

Training objectives:

To be introduced to:

- Picture Exchange System (PECS) and Aided Language Stimulation (ALS) as effective, evidence based methods of encouraging children's communication
- How best to introduce these interventions into my setting
- How best to use these systems to promote both expressive and receptive communication

Aided Communication 2

Session length:

90 minutes (75 minute presentation with 15 minutes for questions and comments in the course of the training.)

Aimed at:

Anyone who has just started to, or is working with, autistic or SEND children who have communication difficulties. It is intended for staff/parents who *have already completed the 'Introduction to Aided Communication' training session.*

Content:

This training session delivers how to put in place the next steps of both using pictures and symbols to communicate and using Aided Language Stimulation Boards. This evidence based training helps to equip professionals in nurseries and schools to be more confident at putting in place the next steps of strategies to improve the expressive and receptive communication of their children with autism and communication difficulties.

Training objectives:

To be introduced to the next steps of:

- Picture Exchange System (PECS) and Aided Language Stimulation (ALS) as effective, evidence based methods of encouraging children's communication
- How best to move forward with these interventions in my setting
- Using these systems to promote both expressive and receptive communication

Extreme Demand Avoidance

Session length:

90 minutes (75 minute presentation with 15 minutes for questions and comments in the course of the training.)

Aimed at:

Anyone who works- or has worked- with autistic children and already has an understanding of autism.

Content:

This training helps to equip professionals in schools and settings to become more confident at meeting the needs of children with an Extreme or Pathological Demand Avoidant profile. The strategies, when implemented consistently, can also impact social skills, motivation and challenging behaviour and foster the ability to become more resilient, independent and emotionally equipped for the challenges that life brings.

Training objectives:

- Become familiar with the defining behaviours of Extreme Demand Avoidance in autism
- Have a good understanding of a range of practical strategies that are effective for students who display these behaviours

The Homunculi CBT Approach

Session length:

90 minutes (75 minute presentation with 15 minutes for questions and comments in the course of the training.)

Aimed at:

Anyone who works- or has worked- with autistic children and already has an understanding of autism.

Content:

This evidence based training helps to equip professionals in schools and settings to become more confident at meeting the needs of children with autism and emotional behavioural difficulties. The strategies, when implemented consistently, can also impact social skills, motivation and challenging behaviour and foster the ability to become more resilient, independent and emotionally equipped for the challenges that life brings.

Training objectives:

- Have a clearer understanding of the advantages of the Homunculi Approach to address a range of social emotional difficulties
- Have a clearer understanding of the principles of setting up simple Homunculi sessions
- Have an overview of some effective practical approaches to setting up Homunculi sessions
- Feel more confident to plan and trial Homunculi sessions tailored to your specific objectives and setting

Enabling Environments: *sensory and behaviour differences*

'A balanced sensory system is vital for learning.'

Session length:

90 minutes (75 minute presentation with 15 minutes for questions.)

Aimed at:

Anyone who has just started to, or is working with autistic or SEND children in the Early Years or key stage 1. It is also suitable for those who would like to refresh their knowledge and practice in this area.

Content:

This evidence based training helps to equip professionals in nurseries and schools to be more confident at meeting the needs of those pupils with autism, and sensory differences. However these key techniques may well enhance the learning of all children. The strategies, when implemented consistently, can also impact social skills, motivation and challenging behaviour and foster the ability to become a more effective learner.

Training objectives:

To be introduced to:

- The sensory system and how it works
- A range of sensory strategies and how to use them
- Have a clearer understanding of how to adapt these strategies to meet individual child's needs

Structured Teaching

Session length:

90 minutes (75 minute presentation with 15 minutes for questions and comments in the course of the training.)

Aimed at:

Anyone who works- or has worked- with autistic children and already has an understanding of autism.

Content:

This training equips professionals in schools to help autistic children to understand school routines and expectations and to reduce anxiety and stress. The course provides useful practical strategies and resources for staff around how to support autistic children and young people and thus reduce potentially challenging, distressed behaviour.

Training objectives:

To be introduced to:

- Organising the physical environment
- Visually structuring materials for tasks and activities
- Using individualised visual timetables
- Putting in place work (activity) systems to move the child towards greater independence

Autistic Girls (half day training)

Session length:

Half a day or 2 sessions of 90 minutes each (75 minute presentations with 15 minutes for questions and comments in the course of the training.)

Aimed at:

Anyone who works- or has worked- with autistic children and already has an understanding of autism.

Content:

Current research suggests that autistic girls often present very differently from autistic boys, to the point where autistic girls have often been misdiagnosed and their needs not met adequately. Understanding the presentation of autistic girls underpins our ability to select and put in place appropriate strategies and supports to help them reach their full potential and to manage more easily the thunderbolt of puberty and adolescence.

Training objectives:

To be introduced to:

- The causes of low diagnoses of autistic girls
- Developing a better understanding of the presentation of autistic girls
- What stress and anxiety are and how they affect autistic individuals and particularly girls
- Identifying and implementing strategies to support autistic girls

Using 5 Point Scales for Emotional Regulation

Session length:

90 minutes (75 minute presentation with 15 minutes for questions and comments in the course of the training.)

Aimed at:

Anyone who works- or has worked- with (autistic) children.

Content:

The 5 Point scale is a visual system that can help organise a person's emotional response when working through difficult moments. This training equips school professionals to help autistic children to gradually become more independent in understanding and managing their feelings. It provides useful practical strategies and resources for staff to support autistic children and young people and thus reduce potentially challenging, distressed behaviour.

Training objectives:

To be introduced to:

- An overview of a range of ASD strategies involving scaling
- An understanding of how to use a standard 5 point scale with children with autism
- An understanding of how to adapt a 5 point scale to meet a particular child's needs

'Kicking Off'? Looking behind the behaviour

Session length:

The training will consist of a 80 minute presentation with 10 minutes for questions and comments at the end.

Aimed at:

Anyone who works with autistic or SEND pupils in schools. It is also suitable for those who would like to refresh their knowledge and practice in this area.

Content:

This training helps equip professionals in schools to be more confident at meeting the needs of autistic pupils who may exhibit distressed behaviour. It will enable staff to support each pupil's regulation, reduce anxiety and help them to implement preemptive strategies to support individuals. It will also give staff the tools to reflect on challenging situations, identify triggers and show them, ultimately, how to implement strategies to support pupil's emotional self-regulation.

Training objectives:

To be introduced to:

- Understanding behaviours, including potential triggers and strategies that can be used
- An awareness of anxiety and the impact of this on autistic children
- Understanding the use and implementation of Functional Behaviour Analysis Tools
- Reflecting on good practice in place in your setting

Teaching Social Communication Skills using 'TalkAbility' by Fern Sussman

Session length:

90 minutes (75 minute presentation with 15 minutes for questions and comments in the course of the training.)

Aimed at:

Anyone who has just started to, or is working with autistic or SEND children in early years or who have very limited social awareness and skills. It is also suitable for those who would like to refresh their knowledge and practice in this area.

Content:

This evidence based training helps to equip professionals in nurseries and schools to be more confident at meeting the needs of those children with autism and social difficulties. However these key techniques may well enhance the learning of all children and young people. The strategies, when implemented consistently, can also impact social skills, motivation and pro-social behaviour and foster the ability to become a more independent, successful social being.

Training objectives:

To develop:

- A clearer understanding of the social communication difficulties presented by ASD
- A clearer understanding of your own interaction style
- Learning to support your cyp understand verbal and non-verbal communication using strategies from chapters 1-3 of 'TalkAbility' by Fern Sussman

Autism and Anxiety (half day training)

Session length:

Half a day. (If schools are unable to allocate half a day for this training, it can be delivered in 2 x 90 minute sessions instead. Settings would be charged accordingly.)

Aimed at:

Anyone who works- or has worked- with autistic children and already has an understanding of autism.

Content:

Current research suggests stress and anxiety affect the majority of autistic children and adults at some point in their lives to the extent that they cannot function and manage day to day. This causes significant distress that often becomes challenging behaviour, which schools can struggle to manage.

This course explores how professionals in schools can help autistic children to understand and reduce stress and anxiety. It also provides useful practical strategies and resources for staff around how to support them and to manage their often distressed behaviour.

Training objectives:

To be introduced to:

- What stress and anxiety are and how they affect people
- The causes of anxiety for children with ASD
- Developing a better understanding of behaviour using the SPELL framework
- Identifying and implementing changes to your environment and practice to support children with ASD

Lego Club (half day training)

Session length:

Half a day. *(The training is designed to be delivered in one, coherent session. If schools are unable to allocate half a day for this training, their Autism Team teacher may be able to deliver it in 2 x 90 minute sessions as close together as possible.*

Settings would be charged accordingly.)

Aimed at:

Anyone who has worked, works or will be working with autistic children.

Content:

Lego based therapy is an evidence based social communication intervention which helps children and young people with autism spectrum disorders and related social communication difficulties. The programme is based on the highly structured, systematic and predictable nature of Lego play which makes it appealing to children with social communication difficulties who are particularly attracted to systems.

Training objectives:

To have a clearer understanding of:

- The advantages of LEGO Based Therapy groups to address a range of social communication difficulties
- The principles of setting up LEGO Based Therapy groups
- An overview of some effective practical approaches to setting up LEGO Based Therapy groups

Talking Mats

Session length:

80 minutes (65 minute presentation with 15 minutes for questions and comments in the course of the training.)

Aimed at:

Anyone who works- or has worked- with autistic children of any age and already has an understanding of autism.

Content:

Obtaining the views of some children & young people with autism can be a challenge. Talking Mats is a system to enable this in a way which is effective and lessens anxiety. It is particularly useful for those with little language, or who struggle to speak to others, including when emotionally dysregulated.

Training objectives:

The training will support participants by:

- Providing an understanding of the theory behind Talking Mats
- Enhancing understanding of how to use Talking Mats to enable effective communication and gain pupil voice
- Supporting staff and settings to improve outcomes for autistic CYP by giving them a voice
- Becoming confident to make your own Talking Mat(s) after the training

Introduction to Using Visuals

Where language is a barrier, using pictures transforms learning.'

Session length:

90 minutes (75 minute presentation with 15 minutes for questions and comments at the end.)

Aimed at:

Anyone who has just started to, or is about to, work with autistic or SEND pupils. It is also suitable for those who would like to refresh their knowledge and practice in this area.

Content:

This evidence based training helps to equip professionals in primary and secondary schools and settings to be more confident at meeting the needs of pupils with autism, attention and memory difficulties and/or visual learning preferences. However, these key techniques may well enhance the learning of all children and young people. The strategies, when implemented consistently, can also impact social communication skills, motivation and challenging behaviour and foster the ability to become a more independent learner positively.

Training objectives:

To be introduced to:

- A range of autism visual strategies
- Have a clearer understanding of how to use these visuals
- Have a clearer understanding of how to adapt these strategies to meet individual children and young people's needs

Social Scripts and Cartoon Strips

Session length:

90 minutes (75 minute presentation with 15 minutes for questions and comments in the course of the training.)

Aimed at:

Anyone who works- or has worked- with autistic children and already has an understanding of autism.

Content:

This session will explore 'social stories' and Carol Gray's criteria for writing them. It will also explore cartoon strips as powerful visual supports for autistic children and young people. The effectiveness of both these evidence based strategies will be explored.

By the end of the training delegates will be equipped to write, adapt personalise social stories with some understanding of the criteria. Delegates will also learn how to use cartoon scripts effectively as a strategy to support children and young people with autism.

Training objectives:

- Provide an understanding of the theory behind Social Stories and Cartoon Strips
- Learn to make and adapt bespoke Social Stories
- Learn how to make and use Cartoon Strips
- Enhance understanding of how to use both strategies to enable effective learning