

Courses and Modules

Autism

- Introduction
- Downloadable resources (including slides, reflection task, profiles, sensory needs guide and further reading)
- What is neurodiversity?(4:39)
- What is autism and the 'autism spectrum'?(2:44)
- What is the diagnostic criteria?(3:37)
- What are autism profiles such as Asperger Syndrome and PDA?(2:19)
- How does autism present in boys and girls?(4:52)
- Autism and social communication(15:14)
- Autism and sensory processing(8:39)
- Autism, thinking and understanding(10:53)
- How to support social communication?(11:46)
- How to support sensory processing?(6:19)
- How to support thinking and understanding?(10:16)

Inclusive Teaching Strategies

- Introduction
- Downloadable resources (including slides, example forms such as one page profile, monitoring sheets and visual supports)
- Understanding individual needs(6:30)
- Where is a child at in their learning?(6:08)
- Effective differentiation(2:57)
- Clear learning outcomes(8:35)
- Purposeful and functional learning(3:31)
- Building positive relationships(7:09)
- Effective parent and school partnership(3:44)
- Enhancing the learning environment(15:55)
- Structuring the day to support understanding and learning(8:57)
- Engaging learning(5:54)
- The importance of consistency(12:59)
- Modeling(3:21)
- Prompting(6:53)
- Multi-sensory learning(2:41)
- Visual supports to enhance understanding, learning and communication(8:01)
- Breaking down tasks(4:16)
- Structured learning(4:05)

Help My Communication

- Introduction(0:58)
- Downloadable resources (including slides, reflection task, core vocabulary board and emotion visual supports)
- Communication Development(3:34)
- How to promote attention and listening(3:27)
- Our use of language to support focus(2:56)
- Creating exciting opportunities to gain attention(2:42)
- Modeling to support attention(1:36)
- Attention to a person(4:38)
- Attention in a group(2:24)
- Anticipation and listening games(4:52)
- Follow the child's lead(5:20)
- Play, play, play!(7:45)
- Total Communication(3:34)
- Give enough time to process (at least 10 seconds!)(2:07)
- Supporting understanding with sign(4:03)
- Enhancing understanding with objects(4:45)
- Aiding understanding with visual supports(5:14)
- Modeling to support understanding(1:42)S
- Expressive communication development: Model in context(2:46)
- Functional communication(6:07)
- The importance of using positive language(1:43)
- Visual supports to develop expressive communication(7:45)
- An overview of AAC (Augmentative and Alternative Communication)(4:20)
- Learning and feedback(0:21)

Help My Emotional Regulation

- Introduction(1:59)
- Downloadable resources (including slides, reflection task, visual supports, ABC chart, behaviour support plan and further reading)
- Emotional regulation and self stimulation(4:23)
- Anxiety in autism(4:21)
- Alexithymia (difficulty recognising and describing emotions)(2:15)
- The functions of behaviour(11:09)
- Case study - Jay(0:49)
- Let's have a look at the possible reasons for Jay's behaviour(6:05)
- How to assess behaviour(10:04)
- Proactive and reactive behaviour support strategies(10:25)
- Clear expectations(1:50)
- Responding to challenging behaviour(3:28)

- How to teach children to recognise their own emotions(7:20)
- How to teach children helpful, regulating strategies(15:29)

Help My Sensory Processing

- Introduction(1:27)
- Downloadable resources (including slides, reflection task, sensory needs guide)
- Hypersensitivity and hyposensitivity(3:46)
- The visual system and sensory processing differences(5:22)
- The auditory system and sensory processing differences(8:08)
- The gustatory system and sensory processing differences(7:43)
- The olfactory system and sensory processing differences(3:32)
- The tactile system and sensory processing differences(12:05)
- The vestibular system and sensory processing differences(3:40)
- The proprioception system and sensory processing differences(3:58)
- The interoception system and sensory processing differences(6:58)
- The senses reflection questions(0:34)
- Sensory overload(2:56)
- Help to identify sensory needs(1:36)
- How we can adapt the environment to support sensory needs(15:20)
- Proactive and reactive sensory regulation strategies(6:18)
- Sensory breaks(3:15)
- Sensory resources(5:29)

Help My Social Interaction

- Introduction(0:43)
- Downloadable resources (including slides, reflection task, visual supports, helpful stories & recommended reading)
- Social interaction skills(7:07)
- Masking (and why it is important that we understand it)(5:30)
- The importance of being a role model(3:35)
- "He hit me!" Social interaction and communication difficulties(7:35)
- How to support turn taking(16:37)
- How to support the development of play skills(10:23)
- Eye contact(11:00)
- How to support understanding of non-verbal cues(6:44)
- How to support understanding of social 'norms'(8:54)
- How to support conversations(9:44)
- Forming and sustaining relationships(2:47)

Help My Transitions

- Introduction(2:07)
- Downloadable resources (including slides, reflection task, now and next board, preparation story and transition book)

- Autistic thinking and understanding(17:40)
- Why is routine and familiarity so important?(7:51)
- Visual supports and understanding(11:10)
- How to use objects of reference to support transitions(7:16)
- How to use a 'now and next board' to support understanding of an upcoming activity(3:32)
- How to effectively use a visual timetable(8:02)
- Supporting understanding during lessons and tasks(12:10)
- Multi-sensory transition supports(3:36)
- Supporting understanding of transitions reflection questions(0:50)
- How to help children with change or the unfamiliar(9:01)
- How to prepare children and young people for big transitions(12:41)

Leading a Team

- Introduction(1:52)
- Downloadable resources (including slides, reflection task, rota examples, classroom strategies and further reading)
- The effectiveness of Teaching Assistants - What does the research say?(2:26)
- Teaching Assistant preparedness(8:13)
- Teaching Assistant practice(6:06)
- Deployment of Teaching Assistants(6:06)
- A valued team(5:13)
- Effective communication in the classroom context(10:32)
- Do it together(4:34)