Middletown Centre for Autism

- Promoting Excellence -

Training Prospectus

Supporting the promotion of excellence throughout Northern Ireland and Ireland in the education of children and young people with autistic spectrum disorders

Introduction

I have great pleasure in presenting Middletown Centre for Autism's training prospectus for the academic year 2009 – 2010. The Centre has been providing specialist training to those working with children and young people with ASD since December 2007 and during that time, a wide and varied programme of training has been delivered. As this programme of training has been delivered, the needs of those working within the ASD community have been collated by the Centre. Many of these training requests have been incorporated into the Centre's 2009-2010 training prospectus.

Training remains central to our work and is closely linked to the research remit of the Centre. All training offered by the Centre is research based and is delivered by expert professionals. The Training Department seeks to offer expert presenters from across the world to deliver up to date training packages whilst at the same time acknowledging and developing the vast amount of expertise within both Northern Ireland and the Republic of Ireland. The training prospectus also promotes the sharing of best practice throughout the island of Ireland.

This prospectus reflects a wide range of training needs and is designed to offer practical support to those working within education with children and young people with ASD. The Centre will also be delivering a programme of training for parents throughout 2009-2010. Feedback and suggestions for future training is always welcome.

We look forward to welcoming you to our training in the forthcoming year.

Chief Executive
J.G. Cooper

Training Calander

Date	Training Session	Trainer(s)	Further information
28/08/09	Sensory Processing and ASD	Jill Drysdale	Pg.
10/09/09	Structured Teaching Practice and Research for School Principals	Lorraine Scott	
21/09/09 - 22/09/09	T-TAP (TEACCH- Transition Assessment Profile)	Mike Chapman & Glenna Osborne	
28/10/09	Structured Teaching in Practice	Lorraine Scott	
01/10/09	'Easing the transition from home to school': a cross-border project	Suzanne McCanney	
06/10/09	Supporting early years pupils with ASD and Severe Learning Difficulties in a specialist setting	Mags Johnston & Alicia Hughes	
08/10/09	Developing friendship skills for pupils with ASD in Key Stage 2	Jill Drysdale & Frances Stewart	
15/10/09	PEP-3 Psychoeducational Profile - 3rd Edition	Lorraine Scott & Educational Psychologist	
16/10/09	Asperger's Syndrome and Mental Health	Fiona McCaffrey	
22/10/09	Sensory Processing and ASD (1): Understanding and managing behaviours in the school environment	Jill Drysdale	
05/11/09	Developing friendship skills for pupils with ASD in Post-Primary schools	Jill Drysdale	
17/11/09	ASD, 16-19 Curriculum/Transition to Post 19 Provision for students with SLD	Jill Drysdale & Frances Stewart	
19/11/09	Effective Collaborative Practice in ASD	Suzanne McCanney	
27/11/09	Sensory Processing and ASD (2): Meeting sensori-motor needs within the curriculum framework	Jill Drysdale & Catherine McCusker	
02/12/09	Management of Challenging Behaviour in School	Ailbhe Dunn	
07/12/09	ASD, Transition and the Practitioner's Role	Frances O'Neill	
11/12/09	ASD and Co morbidities	Fiona McCaffrey	
14/01/09	The Curriculum for Pupils with ASD and Severe/Profound Learning Difficulties	Siobhan Kingston	
21/01/10	Structured Teaching Practice and Research	Lorraine Scott & Marie-Louise Hughes	
25/01/10	Life skills training for primary school	Jill Drysdale	
29/01/10	Promoting emotional wellbeing in pupils with autism	Phil Christie	
02/02/10	ASD and the secondary school day	Jill Drysdale & Frances O'Neil	
04/02/10	PEP-3 Psychoeducational Profile 3rd Edition	Lorraine Scott & Educational Psychologist	
22/02/10	'Easing the transition from home to school':	Suzanne McCanney	
26/02/10	ASD & Play based learning	Ruth Walker & Frances O'Neill	

Training Calander

Date	Training Session	Trainer(s)	Further information
05/03/10	Issues Surrounding Autism Research in Education	Fiona McCaffrey & Marie-Louise Hughes	
09/03/10	ASD, 16-19 Curriculum/Transition to Post 19 Provision for students with SLD	Fiona McCaffrey & Marie-Louise Hughes	
19/03/10	Positive behaviour management for pupils with ASD and co-morbidities	Michael O'Kane & Deirdre Hanna	
16/04/10	ASD and Musical Intervention	Karen Diamond (Music Therapy Trust) & Lynn Laverty	
20/04/10	Effective collaborative practice in ASD	Suzanne McCanney	
28/04/10	Life skills training for secondary school pupils with ASD	Jill Drysdale	
05/05/10	ASD and 'A Busy Day/Year': reading and numeracy programmes for pupils with ASD in primary school		
07/05/10	Asperger's Syndrome and Mental Health	Fiona McCaffrey	
13/05/10 - 14/05/10 (2 day training session)	ASD and Sensory Processing: Day 1: Understanding and managing behaviours Day 2: Meeting sensori-motor needs within the curriculum framework	Jill Drysdale & Catherine McCusker	
18/05/10	ASD, Transition and the Practitioner's Role	Frances O'Neill	
25/05/10	Innovative Practice in Education	Glenys Jones	
04/04/10	ASD and Co morbidities	Fiona McCaffrey	
07/04/10	ASD and the primary school day	Jill Drysdale & Frances O'Neill	

All of the above training sessions will take place in Middletown Centre for Autism.

Additional Training Sessions

The Centre will also provide the following training sessions. The dates will be confirmed and your schools will be notified.

- ABA in the Classroom
- Assessment of Basic Language and Learning Skills (ABLLS)
- Asperger's Syndrome and Relationships
- Drama for pupils with ASD
- ICT for pupils with ASD

The Centre will provide the following training sessions in venues throughout the Republic of Ireland in partnership with Special Education Support Service (SESS).

- T-TAP
- ASD and Co-morbidities
- PEP-3
- Sensory, Motor and Relationship Perspectives in ASD
- 'Easing the Transition from Home to School': A Cross-Border Project

Further information can be obtained at www.sess.ie or contact the SESS directly on 1850 200 884.

Training Booking Procedure

In order to attend a training session at Middletown Centre, delegates will need to complete a provisional booking form. There is a provisional booking form included in this prospectus, which can be photocopied, completed and returned to:

Training Administration Team

Middletown Centre for Autism

35 Church Street

Middletown

County Armagh

BT60 4HZ

Fax: +44 (0)28 3751 5750

Alternatively, you may request an application form by e-mailing training@middletownautism.com

- Please read the training session information carefully to ensure the training is appropriate for your learning needs and is relevant to the service in which you work.
- Provisional booking forms should be submitted up to two weeks prior to the training session.
- You will be informed if you have a place on the training session 10-14 days prior to the training.
- If a training session is over-subscribed, selection criteria may be applied.
- All training sessions delivered by Middletown Centre for Autism are on topics specifically related to the educational needs of children and young people with ASD and as such, the training sessions will be most relevant for those working within an education setting. Health professionals are welcome to apply to attend training sessions; a subsidised fee may be charged to health professionals who are not based in a school setting.

  Please contact training@middletownautism.com for further information.

Middletown Centre for Autism Training

PROVISIONAL BOOKING FORM

Name: _____

Agency: _____

Role/Position: _____

Please indicate the age group with which you work: (You may tick more than one box)

Foundation Stage (Pre-School)

Foundation Stage (P1 and P2)

KS1 / KS2

KS3 / KS4

Post KS4

Further Education College

Address: _____

_____

E-mail: _____

Telephone number: _____

Training Session name: _____

Training Session date: _____

Any special requirements: _____

_____

Please return to Training Administration Team, Middletown Centre for Autism, 35 Church Street, Middletown, Co Armagh BT60 4HZ or training@middletownautism.com

Asperger's Syndrome and Mental Health

Target Audience

Education professionals working with children and young people with ASD; particularly those working with individuals with Asperger's syndrome

Content

This training session will provide participants with information on the mental health aspects of ASD and particularly Asperger's syndrome. This will include.

- 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 Asperger's syndrome
- Information on the presentation of a variety of mental health problems in Asperger's syndrome
- Information on how to help and manage mental health problems in individuals with Asperger's syndrome
- Some strategies to help manage anxiety

Learning Outcomes

- A better understanding the mental health challenges faced by individuals with ASD
- How mental health problems may present in individuals with Asperger's syndrome
- Some methods of helping individuals with Asperger's syndrome with their anxiety

Presenter: Fiona McCaffrey

Fiona McCaffrey. Fiona is Head of Research and Development at the Middletown Centre for Autism; prior to this, she was Deputy Chief Executive of ASD NI (PAPA). She has worked extensively with families and individuals with ASD. Fiona has a Masters in Counselling and a Post-Graduate Diploma in ASD. Fiona has developed and presented training in the area of ASD to a wide variety of audiences and is currently engaged in research in the area of ASD and mental health.

Autistic Spectrum Disorders, "A Busy Day" and "A Busy Year" Reading and Numeracy Programmes

Target Audience

This training session is designed for education professionals working with children and young people with ASD; particularly those within the Special and Primary school sectors.

Content

"A Busy Day" and "A Busy Year" are visual approaches to help children who are experiencing difficulty with reading and numeracy. The books have been specially designed to appeal to children; they incorporate visual images that they can relate to in everyday life. Some children with ASD experience difficulty with their communication skills and because of this, "A Busy Day" reading approach was created.

Using the faculties of sight, sound, speech and fine motor skills pictures, written words and the spoken word are related in a structured approach.

Learning Outcomes

- A greater understanding of the needs of pupils with ASD when teaching Reading and Numeracy.
- How children gain a deeper understanding of language and its purpose through success when children's communication, comprehension, confidence and self-esteem improve noticeably.
- Ability to use the associated software and means of adapting it to meet individual needs

Presenters: Rosemary Starrett

The author of "A Busy Day" has been teaching for 11 years. Originally, she taught in a mainstream school but quickly realised she preferred working with those with special educational needs and moved to a school for children with severe learning difficulties with children from age 3 to 8 years. Rosemary quickly became aware that the reading schemes in her school were unsuitable for visual learners, in particular for children with ASD. She decided to create her own reading programme; from this "A Busy Day" was born.

Bridget Owens

A teacher with 20 years in SLD, Bridget is a specialist in Behaviour Management and works 70% of the time with pupils with ASD. She uses "A Busy Day" computer software with children in her role to help consolidate skills taught in class.

Autistic Spectrum Disorders and Co-Morbidities

Target Audience

Education professionals working with children and young people with ASD.

Content

This training session will provide participants with information on a range of conditions that can occur co-morbid to ASD. These will include developmental, behavioural, and mental health conditions. The training session will be presented in a lecture style, augmented with DVD material and research papers.

Learning Outcomes

- A better understanding of conditions co-morbid to ASD
- A better understanding of how these co-morbid conditions may impact on the child or young person in school
- Some good practice points to use in working with individuals with ASD and co-morbid conditions

Presenter: Fiona McCaffrey

Fiona is Head of Research and Development at the Middletown Centre for Autism; prior to this she was Deputy Chief Executive of AutismNI (PAPA). She has worked extensively with families and individuals with ASD. Fiona has a Masters in Counselling and a Post-Graduate Diploma in ASD. Fiona has developed and presented training in the area of ASD to a wide variety of audiences and is currently engaged in research in the area of ASD and mental health.

Autistic Spectrum Disorders, Music Therapy and Musical Intervention

Target Audience

Education professionals working with children and young people with ASD.

Content

This training session will provide a theoretical and experiential introduction to Music Therapy and its role with individuals with ASD. The Arioso Project, which is provided to 18 special schools, will be described. Participants will have an opportunity to explore how music can be utilised as a valuable form of communication.

The training will also demonstrate how to establish a music group in school and the use of musical group work activities to encourage creativity and interaction. Participants will explore a range of activities using melody and rhythm instruments.

Learning Outcomes

- A greater understanding of music therapy and how it facilitates communication, social interaction and imagination for individuals with ASD
- A greater understanding of how music therapy 'fits' as part of the multidisciplinary team in schools
- How music in group work can develop creative and interactive skills
- How music can be part of a multi-sensory approach

Presenters: Karen Diamond

Karen is the Head Music Therapist with the NI Music Therapy Trust (NIMTT), Belfast and has been with the Trust since it was established in 1990. In more recent years she has specialised in working with children and adults with severe learning disabilities, and adults with physical disabilities. She also co-ordinates and designs the training and workshop programmes of the NIMTT delivering training to parents, carers and professionals from all sectors.

Lynn Laverty

Lynn is the Vice Principal of Oakwood School and Assessment Centre. Lynn is also a qualified music teacher and has used these skills to meet the needs of children with ASD. She has entered choirs into the "School Choir of the Year" competition, with each being highly commended by the judges. She has designed and implemented interactive strategies as a means of whole school inclusion and student participation.

Autistic Spectrum Disorder and the Primary School Day

Target Audience

This training session will be relevant for any member of staff working with pupils with ASD in Pre-school, Foundation Stage or Key Stages 1 and 2.

Content

This training session will address the difficulties faced by pupils with ASD during the school day in pre-school and primary school, including mainstream and special schools. It will examine potential issues both inside and outside the classroom, including the playground, dining hall and on the school bus or on school trips. It will provide explanations of the impairments which can cause these difficulties e.g. sensory processing, organisational skills, social skills, play skills and coping with changes in routine. This training session will also suggest and recommend practical advice to enable staff to meet the needs of these pupils and to make school a more positive experience.

Learning Outcomes

- Participants will have an increased awareness of the range of challenges faced by pupils with ASD throughout the school day.
- Participants will have an improved understanding of the reasons underlying particular difficulties and behaviours.
- Participants will have a greater knowledge of how to apply strategies and make appropriate adaptations in order to support the pupil with ASD throughout the school day.

Presenters: Jill Drysdale

Jill Drysdale is currently an ASD Trainer/Advisor in Middletown Centre for Autism. She is a qualified Occupational Therapist and has post graduate qualifications in Sensory Integration, including SIPT registration. She also holds a Masters in Clinical Research. Jill worked in special schools for over seven years. This included the development and provision of intervention programmes for individuals with autistic spectrum disorders, specifically in relation to sensory processing and motor difficulties.

Frances O'Neill

Frances is an ASD Trainer/Advisor with Middletown Centre for Autism. Prior to this, she worked for seven years in Further Education, lecturing in Early Childhood Studies and Working with Children and Young People with Special Educational Needs. She has also worked in a Learning Support Department of a Secondary school and in a Special School. She holds a Masters in Autistic Spectrum Disorders and is particularly interested in the processes needed for successful transition and inclusion for students with Asperger's syndrome.

Autistic Spectrum Disorder and the Secondary School Day

Target Audience

This training session will be relevant for any member of staff working with students with ASD in Key Stage 3 and above.

Content

This training session will address the difficulties faced by students with ASD during the school day in secondary and special schools. It will examine potential issues both inside and outside the classroom including the hidden curriculum, specific curriculum subjects, extended schools and work placements. It will provide explanations of the impairments which can cause these difficulties e.g. sensory processing, executive functioning and social skills. This training session will also suggest and recommend practical advice to enable staff to meet the needs of these students and to make school a more positive experience.

Learning Outcomes

- Participants will have an increased awareness of the range of challenges faced by students with ASD throughout the school day.
- Participants will have an improved understanding of the reasons underlying particular difficulties and behaviours.
- Participants will have a greater knowledge of how to apply strategies and make appropriate adaptations in order to support the student with ASD throughout the school day.

Presenters: Jill Drysdale

Jill Drysdale is currently an ASD Trainer/Advisor in Middletown Centre for Autism. She is a qualified occupational therapist and has post graduate qualifications in Sensory Integration, including SIPT registration. She also holds a Masters in Clinical Research. Jill worked in special schools for over seven years. This included the development and provision of intervention programmes for individuals with autistic spectrum disorders, specifically in relation to sensory processing and motor difficulties.

Frances O'Neill

Frances is an ASD Trainer/Advisor with Middletown Centre for Autism. Prior to this she worked for seven years in Further Education, lecturing in Early Childhood Studies and Working with Children and Young People with Special Educational Needs. She has also worked in a Learning Support Department of a Secondary school and in a Special School. She holds a Masters in Autistic Spectrum Disorders and is particularly interested in the processes needed for successful transition and inclusion for students with Asperger's syndrome.

Autistic Spectrum Disorders and Severe Learning Difficulties (SLD)

Target Audience

Education professionals working with children and young people- particularly those working with individuals with Severe Learning Difficulties (SLD) and ASD.

Content

The education of young people with SLD and Autistic Spectrum Disorders (ASD) continues to raise challenges. This has a major effect on their ability to participate in the school curriculum without support. They may also have difficulties in mobility, coordination, communication and perception and the acquisition of self help skills. This training session will provide participants with information on ASD and Curriculum Guidelines for students with SLD.

This will include

- A Review of the Characteristics of SLD and ASD.
- An overview of the Educational Needs of pupils with SLD and ASD.
- Information on Assessment and Planning- the provision of a broad and balanced curriculum.
- Curriculum Guidelines as outlined by the National Council for Curriculum and Assessment (NCCA).
- Guiding principles in facilitating pupils to accessing the Curriculum Attending, Responding and Initiating.
- Consideration for teaching and learning for pupils with dual diagnosis of ASD and SLD- Creating a responsive environment
- Information on skills development

Learning Outcomes

- A better understanding on the approaches to developing provision for pupils with SLD and ASD.
- A better understanding of the consideration for teaching and learning – need for meaningful target setting.
- Some methods of helping pupils with the dual diagnosis by looking in particular at early communication and cognitive skills that are crucial to all future learning
- An opportunity to share good practice between Republic of Ireland and Northern Ireland

Presenter: Siobhan Kingston

Siobhan is Assistant National Co-ordinator with the Special Education Support Service (SESS). She is seconded from St Gabriel's Special School, Bishopstown, Cork and served as Deputy Principal, teaching pupils with Severe/ Profound General Learning Difficulties and ASD. During her teaching career Siobhán has worked in a variety of educational settings and has been working in the area of ASD for the last ten years.

Autistic Spectrum Disorders and Severe Learning Difficulties, 16-19 Curriculum/Transition to Post 19 Provision

Target Audience:

Education professionals working with children and young people with ASD; particularly those within the Special School sector.

Content

This training session will examine means of adapting the delivery of the curriculum for those between the ages of 16 and 19 years with severe learning difficulties (SLD), in preparation for the transition to a range of Post 19 provisions.

Learning Outcomes

By the end of the training session, the participants will

- Have an understanding of the curriculum
- Recognise the adaptations that must be made to support those with ASD
- Be aware of the variety of Post 19 Provision
- Understand the role of those involved in transition planning

Presenter: Paula Jordan

Paula has been employed in Sperrinview School, Dungannon for 12 years, 8 years as Vice Principal and more recently, 4 years as Principal. Prior to this appointment, Paula was the Peripatetic Officer for the Southern Education and Library Board for those identified as having ASD. Before that, Paula worked as part of the multi-disciplinary team, seconded from her role of teacher within a Special School, which introduced TEACCH to educational settings within Northern Ireland; "NI TEACCH Project".

Autistic Spectrum Disorders, Transitions and the Practitioner's Role

Target Audience

This training session is designed for Education professionals working with children and young people with ASD; particularly those working with individuals with Asperger's syndrome including SENCos, Post Primary Teachers, Classroom/Learning Support Assistants, FE lecturers.

Content

This training session will examine Autistic Spectrum Disorders allowing the practitioner to distinguish between the varying difficulties experienced by children/students.

- The Triad of Impairments- Impairments in Social Interaction, Imagination and Communication.
- Theory of Mind, Central Coherence and Executive Functioning - the implications these may have for the student, his/her peers, the lecturers, thus the full college or setting.
- Associated Behavioural Difficulties- Why they may manifest and specific intervention strategies to implement

Strategies to be examined will highlight areas that the Whole School team can devise in an attempt to meet the needs of the students/children cognisant of the legal ramifications as set out by SENDO 2005.

Learning Outcomes

By the end of the training session, the participants will

- Acquire an overview of ASD and recognise the relevant researchers
- Understand the many and varied difficulties experienced by students/children with ASD
- Be familiar with the importance of a planned transition
- Discriminate on the variety of strategies that may alleviate difficulties allowing for greater inclusion and student success
- Recognise good practice on the part of all practitioners

Presenter: Frances O'Neill

Frances is an ASD Trainer/Advisor with Middletown Centre for Autism. Prior to this she worked for seven years in Further Education, lecturing in Early Childhood Studies and Working with Children and Young People with Special Educational Needs. She has also worked in a Learning Support Department of a Secondary school and in a Special School. She holds a Masters in Autistic Spectrum Disorders and is particularly interested in the processes needed for successful transition and inclusion for students with Asperger's syndrome.

Developing Friendship Skills for Pupils with Asperger's Syndrome/ASD in Key Stage 2

Target Audience

Education professionals working with pupils with ASD; particularly those working with pupils with Asperger's syndrome in Key Stage 2

Content

This training session will provide participants with information on the social communication difficulties experienced by pupils with Asperger's syndrome/ASD and how these affect friendships. This training session will explore ways to encourage social interaction and friendship groups within the school environment. This training session will include.

- Explanation of how the triad of impairments directly affects friendship skills
- Explanation of how Theory of Mind, executive functioning and sensory processing affect friendship skills
- Information on strategies to help develop social and friendship skills
- Information on developing social groups to support the pupil with Asperger's syndrome/ASD
- Information and current research on "Circle of Friends"

Learning Outcomes

- Participants will have a better understanding of how the core impairments associated with ASD directly affect the ability to develop friendships
- Participants will learn how to establish social support /friendship groups for the child with Asperger's syndrome/ASD and how to establish lunchtime support groups
- Participants will have a better understanding of "Circle of Friends"
- Participants will be aware of the current literature and research related to friendship skills and ASD

Presenters: Frances Stewart

Frances Stewart is the coordinator of the Belfast Education and Library Board ASD Service. She has been a teacher for 30 years working mainly with children with Special Educational Needs and Asperger's syndrome in particular. She has taught in both mainstream and special schools. Frances works mainly with post primary students referred to the Autism Advisory Service. She has helped to establish social support and friendship groups for pupils with ASD in both primary and post primary schools in the Belfast area.

Jill Drysdale

Jill Drysdale is currently an ASD Trainer/Advisor in Middletown Centre for Autism. She is a qualified occupational therapist and has post graduate qualifications in Sensory Integration, including SIPT registration. She also holds a Masters in Clinical Research. Jill worked in special schools for over seven years. This included the development and provision of intervention programmes for individuals with autistic spectrum disorders, specifically in relation to sensory processing and motor difficulties.

Developing Friendship Skills for Students with Asperger's Syndrome/Autistic Spectrum Disorders in Post Primary Schools

Target Audience

Education professionals working with children with ASD; particularly those working with students with Asperger's syndrome in post-primary schools.

Content

This training session will provide participants with information on the social communication difficulties experienced by students with Asperger's syndrome/ASD and how these affect friendships. This training will explore ways to encourage social interaction and friendship groups within the school environment. This training session will include.

- Explanation of how the triad of impairments directly affects friendship skills
- Explanation of how Theory of Mind, executive functioning and sensory processing affect friendship skills
- Information on strategies to help develop social and friendship skills
- Information on developing social groups to support the student with Asperger's syndrome/ASD
- Information and current research on "Circle of Friends"

Learning Outcomes

- Participants will have a better understanding of how the core impairments associated with ASD directly affect the ability to develop friendships
- Participants will learn how to establish social support /friendship groups for the child with Asperger' syndrome/ASD and how to establish lunchtime support groups
- Participants have a better understanding of "Circle of Friends"
- Participants will be aware of the current literature and research related to friendship skills and ASD

Presenters: Frances Stewart

Frances Stewart is the coordinator of the Belfast Education and Library Board ASD Service. She has been a teacher for 30 years working mainly with children with Special Educational Needs and Asperger's syndrome in particular. She has taught in both mainstream and special schools. Frances works mainly with post primary students referred to the Autism Advisory Service. She has helped to establish social support and friendship groups for students with ASD in both primary and post primary schools in the Belfast area.

Jill Drysdale

Jill Drysdale is currently an ASD Trainer/Advisor in Middletown Centre for Autism. She is a qualified occupational therapist and has post graduate qualifications in Sensory Integration, including SIPT registration. She also holds a Masters in Clinical Research. Jill worked in special schools for over seven years. This included the development and provision of intervention programmes for individuals with autistic spectrum disorders, specifically in relation to sensory processing and motor difficulties.

Easing the Transition from Home to School: a Cross- Border Project

A transition programme for children with ASD from the Cross-Border Parent Community and Schools Partnership Programme

Target Audience

This training session is designed for Pre-school and Foundation Stage teachers.

Content

This training session outlines the Cross-Border Parent Community and Schools Partnership Programme 'Easing the Transition from Home to School' which is a transition programme for children with ASD. This programme was developed by teachers, therapists and trainers from schools in Northern Ireland and the Republic of Ireland. Training session participants will receive a transition pack.

Learning Outcomes

- Increased understanding of the transition process for children with ASD
- Participants will become familiar with the transition pack 'Easing the Transition from Home to School'.
- Teachers and parents will have the skills, knowledge and resources to successfully implement the transition pack in their setting.

Presenter: Suzanne McCanney

Suzanne McCanney is the Learning Support Manager at the Middletown Centre for Autism; prior to this, she was Assistant Advisory Officer for Special Educational Needs in the Western Education and Library Board. Suzanne also worked as a Project Manager for the Cross-Border Parent Community and School Partnership Programme which developed resources for children with ASD. She has worked with children with ASD as a Resource Teacher for Special Educational Needs in Co. Leitrim. Suzanne is a qualified teacher and has a Masters in Special Educational Needs Teaching.

Effective Collaborative Practice in Autistic Spectrum Disorders

Target Audience

Professionals working with children and young people with autistic spectrum disorders (ASD).

Content

This training session will examine the roles and contributions of the following multi-disciplinary team members and explore co-teaching models, highlighting best practice in the application of multi-disciplinary assessment goals.

- Educational Psychologist
- Speech and Language Therapist
- Occupational Therapist
- Special Educational Needs Co-ordinator
- Learning Support Teacher
- Classroom Assistant

Trans-disciplinary and multi-disciplinary models of collaboration will be outlined and best practice in achieving maximum benefits from working within a multi-disciplinary framework.

Participants will be provided with co-teaching strategies, which they can employ to include a child with ASD in the classroom.

Learning Outcomes

The participants will:

- Have an understanding of the differing roles and contributions of the multi-disciplinary team in the education of a child with ASD
- Understand different models of best practice in multi-disciplinary collaboration
- Be aware of the importance of multi-disciplinary working in the promotion of inclusion
- Be aware of effective collaborative strategies to enable the inclusion of children with ASD in their classrooms
- Be able to apply strategies promoting collaboration in their own classroom, thus enhancing the educational placement of the child with ASD

Presenter: Suzanne McCanney

Suzanne Mc Canney is the Learning Support Manager at the Middletown Centre for Autism. Prior to this she was Assistant Advisory Officer for Special Educational Needs in the Western Education and Library Board. Suzanne also worked as a Project Manager for the Cross – Border Parent Community and School Partnership Programme which developed resources for children with ASD. She has worked with children with ASD as a Resource Teacher for Special Educational Needs in Co. Leitrim. Suzanne is a qualified teacher and has a Masters in Special Educational Needs Teaching.

Issues Surrounding ASD Research in Education

Target Audience

This training session is aimed towards teachers and educational psychologists who have a good level of knowledge of ASD and an interest in research.

Content

The training will explore good practice in sourcing and appraising research articles, the use of peer review journals and what constitutes good practice in research. This training session will be divided into the following areas:

- Why conduct research
- Rigour, validity and reliability
- Searching for and appraising research articles
- Trends in research in ASD
- Application of rigour and validity measures to popular research articles in ASD

  Participants will have the opportunity to review a research paper.

Learning Outcomes

Participants will have:

- An increased understanding of acceptable scientific standards
- An improved level of competency in searching for and appraising research documents
- Increased experience of applying critical reading skills to ASD research
- The opportunity to discuss the impact of research issues on practice

Presenters: Fiona McCaffrey

Fiona is Head of Research and Development at the Middletown Centre for Autism. Prior to this, she was Deputy Chief Executive of Autism NI (PAPA). She has worked extensively with families and individuals with ASD. Fiona has a Masters in Counselling and a Post-Graduate Diploma in ASD. Fiona has developed and presented training in the area of ASD to a wide variety of audiences and is currently engaged in research in the area of ASD and mental health.

Marie-Louise Hughes

Marie-Louise Hughes is a Senior Educational Psychologist and Manager of the Autism Advisory and Intervention Service of the Southern Education and Library Board. She has worked in education for over 28 years. She has a Masters in Developmental and Educational Psychology and a Masters in Autistic Spectrum Disorder. She is a qualified teacher and taught children with special needs before taking up a post as an Educational Psychologist. Marie-Louise has a keen interest in exploring best practice in relation to ASD interventions and of reconciling research evidence with practice based evidence.

Life Skills Training for Primary School Pupils with Autistic Spectrum Disorders

Target Audience

This training session is designed for education professionals working with primary school aged children with autistic spectrum disorders (ASD).

Content

This training will examine the broad definition of life skills within the contexts of work, play and personal care, and how the triad of impairments in ASD directly affects the development of life skills. It will demonstrate how life skills can be improved and facilitated within the school environment, from pre-school upwards. This will include increasing independence in work, the daily routines of the classroom, play and personal care activities (e.g. toileting). Methods for assessing and teaching life skills will be explained and practiced. There will be a combination of presentations and practical activities throughout the training session.

Learning Outcomes

- Participants will have an increased understanding of life skills within the school environment
- Participants will have a greater understanding of how the triad of impairments affects life skills in work, play and personal care
- Participants will learn and develop methods to assess and teach life skills in the primary school environment
- Participants will be more able to facilitate pupils to achieve greater independence in relevant daily activities, such as play, work tasks, personal hygiene, toileting and organisational skills

Presenter: Jill Drysdale

Jill Drysdale is currently an ASD Trainer/Advisor in Middletown Centre for Autism. She is a qualified occupational therapist and has post graduate qualifications in Sensory Integration, including SIPT registration. She also holds a Masters in Clinical Research. Jill worked in special schools for over seven years. This included the development and provision of intervention programmes for individuals with autistic spectrum disorders, specifically in relation to sensory processing and motor difficulties.

Life Skills Training for Secondary School Students with Autistic Spectrum Disorders

Target Audience

This training session is designed for education professionals working with secondary school aged students with autistic spectrum disorders (ASD).

Content

This training session will examine the broad definition of life skills within the contexts of work, recreation and self-care and how the triad of impairments in ASD directly affects the development of these life skills. It will demonstrate how life skills can be improved and facilitated within the school environment and generalised to other settings. This will include increasing independence in work, recreation/leisure and self-care, and in the use of community facilities (e.g. shops, public transport). Methods for assessing and teaching life skills will be explained and practiced. There will be a combination of presentations and practical activities throughout the training session.

Learning Outcomes

- Participants will have an increased understanding of life skills within the school environment and community settings
- Participants will have a greater understanding of how the triad of impairments affects life skills in work, leisure and self-care
- Participants will learn and develop methods to assess and teach life skills in the secondary school environment and how these skills can be generalised to other settings
- Participants will have an improved understanding of how to support pupils with ASD in achieving greater independence in the school environment and related settings

Presenter: Jill Drysdale

Jill Drysdale is currently an ASD Trainer/Advisor in Middletown Centre for Autism. She is a qualified occupational therapist and has post graduate qualifications in Sensory Integration, including SIPT registration. She also holds a Masters in Clinical Research. Jill worked in special schools for over seven years. This included the development and provision of intervention programmes for individuals with autistic spectrum disorders, specifically in relation to sensory processing and motor difficulties.

Management of Challenging Behaviour in School

Target Audience

This training session is designed for Education professionals working with children and young people with ASD.

Content

This training session will provide participants with information on how aspects of ASD can give rise to behaviour that challenges and suggest strategies for the prevention and management of such behaviour in the school setting.

This will include

- The communicative intent of behaviour
- Functional Analysis
- Triad of impairments and how this can underlie challenging behaviour
- Strategies for the prevention and management of challenging behaviour

Learning Outcomes

- To develop a framework for establishing the function of behaviour.
- To provide ideas for teaching the child skills and behaviours that will lessen incidents of challenging behaviour.
- To provide strategies for shaping behaviour.
- To provide teachers with knowledge and skills required to cope with challenging behaviour.

Presenter: Ailbhe Dunne

Ailbhe is an Assistant National Co-ordinator with the Special Education Support service (SESS). She is seconded from St. Bernadette's Special School in Letterkenny, Co. Donegal. She has taught in a variety of educational settings and has worked with children from 4-18 years of age. Before joining the SESS in 2008 Ailbhe worked in St. Angela's College of Education in Sligo where she was involved in the design and delivery of the SEN programmes. Having taught children with a wide range of learning difficulties, Ailbhe has a particular interest in the area of communication and social skills to include, Challenging Behaviour, Specific Speech and Language Disorder and ASD.

Meeting the Sensori-Motor Needs of Children with ASD within the Curriculum Framework

Target Audience

This training session is designed for education professionals working with children and young people with ASD. It is particularly relevant for those working with children aged 3-11 years but will also be of benefit to staff in post-primary schools. Participants should have already attended 'Sensory Processing and ASD'.

Content

This training session will include a combination of theoretical knowledge and practical activities. The theoretical aspect will examine the Revised Curriculum and how sensori-motor difficulties associated with ASD directly impact upon a child's ability to access the curriculum. This will be followed by practical examples and workshops in the development of sensori-motor activities, including how these can be integrated within the framework of the curriculum and pupils' individualised Education Plans.

Learning Outcomes

Participants will be able to:

- Understand the impact of sensory and motor difficulties on a child's learning and ability to access the curriculum
- Include sensori-motor goals in pupils' individualised Education Plans
- Integrate sensori-motor activities into Curriculum areas and topics
- Work collaboratively with therapists to develop sensori-motor groups and activities within the classroom environment

Presenters: Jill Drysdale

Jill Drysdale is currently an ASD Trainer/Advisor in Middletown Centre for Autism. She is a qualified Occupational Therapist and has post graduate qualifications in Sensory Integration, including SIPT registration. She also holds a Masters in Clinical Research. Jill worked in special schools for over seven years. This included the development and provision of intervention programmes for individuals with autistic spectrum disorders, specifically in relation to sensory processing and motor difficulties.

Catherine McCusker

Catherine is a Specialist Language teacher for NEELB, working both as an outreach language teacher and as a member of the Multi-Agency Support Team (MAST). She has extensive experience of teaching pupils with ASD within the context of the Northern Ireland curriculum. She has completed training with IABA and is also trained in PECS and ICON ICAN. Catherine is a local tutor for the Makaton language programme.

Positive Behaviour Management for Pupils with Autistic Spectrum Disorders and Co morbidities

Target Audience

This training session is designed for education professionals working with children and young people with autistic spectrum disorders and co morbidities e.g. Attention Deficit Hyperactivity Disorder (ADHD), Social Emotional Behavioural Difficulties (SEBD).

Content

This training session will include a combination of presentations and practical activities. The presentations will examine the prevalence of co morbidities associated with ASD, including ADHD and SEBD. The challenging behaviours which may be associated with ASD, ADHD and SEBD will also be discussed. This will then be followed by practical examples and strategies for positive behaviour management within the school setting. An example of a nurture class in Harberton School will be described.

Learning Outcomes

- Participants will have an increased knowledge of the co morbidities which may be associated with ASD
- Participants will have an improved understanding of the challenging behaviours which may present in the classroom, and the underlying reasons for these behaviours
- Participants will have an increased working knowledge of positive behaviour management strategies to be used in the classroom. This will include the use of visual strategies.

Presenters: Deirdre Hanna

Deirdre is now entering her twelfth year of teaching in Harberton Special School, where she has taught pupils with MLD, ASD, ADHD and SEBD. Her previous eleven years were spent teaching in an inclusive junior school in inner city London where she gained a vital insight into the need for behaviour management strategies in classroom settings for children to maintain their placements. She is currently working as a teacher in a nurture group in Harberton School and is an advisor on behaviour management across the Belfast Board Area. Deirdre is Team Teach and Solution Focused trained and has recently set up Behaviour Management Teams in several schools in Belfast. She is also curriculum leader for Numeracy in Harberton School.

Michael O'Kane

Michael has taught in Harberton Special School for the last nine years. Six of those years were spent in the main school, where he taught children with moderate learning difficulties, ASD, ADHD and SEBD. He then taught in the Harberton Behaviour Unit. Michael currently teaches in the Harberton Nurture Group and as a behaviour support teacher in the Belfast Board Schools in an advisory capacity. He is also the Personal Development and Mutual Understanding Co-ordinator, Team Teach tutor and Solution Focus facilitator, setting up a Behaviour Management Teams in Schools.

Promoting Emotional Wellbeing in Pupils with Autistic Spectrum Disorders

Target Audience

This training session is relevant for all professionals working with children and young people with autistic spectrum disorders (ASD).

Content

The increasing emphasis on attainments within education means it can be easy to overlook the emotional consequences of ASD as a social and communication difficulty. It is critical that this area is given significance in planning educational and therapeutic programmes for children to ensure that they have opportunities for a broad and relevant curriculum. This training session is aimed at parents, teachers and other professionals interested in a holistic approach for children with social communication difficulties. It will look at the mental health needs of children with ASD, approaches used to foster social and emotional development at an early age and how individual mentoring or tutorials with older students can enable greater social awareness and opportunities for social problem solving. Approaches will be illustrated by DVD and practical examples of work with pupils from Sutherland House School.

Learning Outcomes

- Participants will gain greater knowledge and understanding of the emotional issues associated with ASD
- Participants will learn strategies to promote social and emotional development in children and young people with ASD
- Participants will develop an understanding of how to develop mentoring strategies for students with ASD

Presenter: Phil Christie

Phil Christie is Director of Sutherland House Children's Services, part of Nottingham Regional Society for Adults and Children with Autism. This includes retaining an advisory and strategic role for Sutherland House School, of which he was Principal for more than 20 years. Sutherland House is a non-maintained special school for 94 pupils and students with ASD between the ages of 3 and 19. The school has recently been awarded specialist status and was judged to be outstanding by OFSTED. Phil is closely involved with the diagnosis of children with disorders of communication and development at the Elizabeth Newson Centre where he leads a team of Consultant Child Psychologists. The centre carries out a range of other activities such as training and research which included an action research project on early diagnosis and intervention with 2-3 year olds with ASD. Current interests are children with very complex profiles of development and additional mental health needs. Phil is an Associate Editor of 'Good ASD Practice' and previously undertook the same role for 'ASD: International Journal of Research and Practice'. In 2008, Phil was appointed to the Advisory Council of the ASD Education Trust.

Psychoeducational Assessment Third Edition (PEP-3)

Target Audience

This training session is designed for education professionals with a working knowledge of ASD. It will be of most benefit to those who are involved in the diagnosis of young children with ASD and/or in educational planning for them.

PEP-3 Information

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, located in the School of Medicine at the University of North Carolina and provides a valid clinical measure of a child's abilities. It also 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 individualised educational programmes. The PEP-3 is designed for use by educationalists, psychologists and allied health professionals.

Content

This training session will provide you with 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.

Learning Outcomes

- Participants will have a greater understanding of the background of the PEP-3
- Participants will learn the aims of the assessment
- Participants will become more familiar with the PEP-3 materials.
- Participants will learn how to score and interpret the PEP-3 assessment

Presenter:

Lorraine Scott

Lorraine Scott is Head of Learning Support and Assessment at Middletown Centre for Autism. She worked as a teacher in Special Education in Northern Ireland before working as an Advisory Teacher and Assistant Advisory Officer for a number of Education and Library Boards. She served as a member of the Task Group on Autism. Lorraine was employed by the University of North Carolina, Division TEACCH for three years as a Psychoeducational Therapist. Upon her return from America in 2005, she was employed as a Team Leader for the ASD Diagnostic and Intervention Service in the Southern Health Trust.

Educational Psychologist

An Educational Psychologist with a special interest in Autistic Spectrum Disorders will deliver the psychometric scoring section of the PEP-3.

Sensory Processing and Autistic Spectrum Disorders

Target Audience

This training session is designed for education staff working with children and young people with ASD.

Content

This training session will examine the sensory processing difficulties frequently associated with autistic spectrum disorders, and will demonstrate how these deficits impact upon learning, play, social interactions and behaviour in the school environment.

The training will be divided into the following areas:

- Sensory processing (including an Introduction to Sensory Integration Theory)
- Sensory processing difficulties associated with ASD
- The impact of sensory processing on learning, play, social interactions and behaviour in school
- Strategies to address sensory processing issues in the school environment

The training session will consist of a combination of presentations, practical activities and case study discussions.

Learning Outcomes

- Participants will have a greater understanding of a child's sensory processing skills and difficulties, and how these may affect learning, play, social interactions and behaviour
- Participants will have an increased awareness of the sensory processing difficulties associated with ASD
- Participants will be more able to recognise and understand the sensory processing issues underlying behaviours
- Participants will be more able to adapt the school environment and tasks to suit the sensory needs of the child, in order to enhance learning, play and social interactions

Presenter: Jill Drysdale

Jill Drysdale is currently ASD Trainer/Advisor in Middletown Centre for Autism. She is a qualified occupational therapist and has post graduate qualifications in Sensory Integration, including SIPT registration. She also holds a Masters in Clinical Research. Jill worked in special schools for over seven years. This included the development and provision of intervention programmes for individuals with autistic spectrum disorders, specifically in relation to sensory processing and motor difficulties.

Structured Teaching in Practice

Target Audience

This training session is designed for professionals working with children with ASD who have completed the five day training in TEACCH but would benefit from an update, a refresher, and an opportunity to talk to other practitioners about the application of visually based methods.

Content

This training session will examine the philosophy and background of using visual teaching methods. Participants will be given opportunities to consider its application in school settings.

This training session will be divided into the following areas:

- Background
- Philosophy
- Evidence for using visual methods.
- Implications/practical examples of increasing independence for children and young people with ASD

The training will consist of a combination of presentations and a workshop based activities.

Learning Outcomes

- Participants will have a greater understanding of the development of the programme
- Participants will have an increased awareness of the philosophy of the approach
- Participants will become more familiar with evidence based practice
- Participants will have a broader understanding of adapting the school environment and academic work to suit needs of the child or young person with ASD.

Presenter: Lorraine Scott

Lorraine Scott is Head of Learning Support and Assessment at Middletown Centre for Autism. She worked as a teacher in Special Education in Northern Ireland before working as an Advisory Teacher and Assistant Advisory Officer for a number of Education and Library Boards. She served as a member of the Task Group on Autism. Lorraine was employed by the University of North Carolina, Division TEACCH for three years as a Psychoeducational Therapist. Upon her return from America in 2005, she was employed as a Team Leader for the ASD Diagnostic and Intervention Service in the Southern Health Trust.

Structured Teaching Practice and Research

Target Audience

This training session is designed for education professionals who have a working knowledge of structured teaching and are working with children and young people with ASD.

Content

This training session will examine the philosophy and background and will give an overview of the evidence base for its use. Participants will be given opportunities to consider its application in their own practice. The training will be divided into the following areas:

- Background and philosophy
- Evidence for using visually based methods.
- Implications/practical ideas for teaching children and young people with ASD

This training session will consist of a combination of presentations and a workshop based activity.

Learning Outcomes

- Participants will have a greater understanding of the development of the programme
- Participants will have an increased awareness of the philosophy of the approach
- Participants will become more familiar with evidence based practice
- Participants will be more able to adapt the school environment and tasks to suit needs of the child or young person with ASD in order to enhance learning, play/leisure skills and social interactions.

Presenters: Lorraine Scott

Lorraine Scott is Head of Learning Support and Assessment at Middletown Centre for Autism. She worked as a teacher in Special Education in Northern Ireland before working as an Advisory Teacher and Assistant Advisory Officer for a number of Education and Library Boards. She served as a member of the Task Group on Autism. Lorraine was employed by the University of North Carolina, Division TEACCH for three years as a Psychoeducational Therapist. Upon her return from America in 2005, she was employed as a Team Leader for the ASD Diagnostic and Intervention Service in the Southern Health Trust.

Marie Louise Hughes

Marie-Louise Hughes is a Senior Educational Psychologist and Manager of the Autism Advisory and Intervention Service of the Southern Education and Library Board. She has worked in education for over 28 years. She has a Masters in Developmental and Educational Psychology and a Masters in Autistic Spectrum Disorder. She is a qualified teacher and taught children with special needs before taking up a post as an Educational Psychologist. Marie-Louise has a keen interest in exploring best practice in relation to ASD interventions and of reconciling research evidence with practice based evidence.

Structured Teaching Practice and Research for Principals, Vice Principals and Special Educational Needs Co-ordinators

Target Audience

This training session is designed for Principals, Vice Principals, and SENCos of special and mainstream schools who would like to have more information about the principles of structured teaching, its application in schools and the evidence regarding using this as a method for helping pupils with ASD access the curriculum.

Content

This training session will examine the philosophy and background of using visual teaching methods and will give an overview of the evidence base for its use. Participants will be given opportunities to consider its application in school settings. Practical examples will be given of how visual methods can increase independence for children and young people with ASD

Learning Outcomes

- A greater understanding of the development of the programme
- An increased awareness of the philosophy of the approach
- Participants will become more familiar with evidence based practice
- A broader understanding of how to adapt the school environment and academic work to suit the needs of the child or young person with ASD

Presenters: Lorraine Scott

Lorraine Scott is Head of Learning Support and Assessment at Middletown Centre for Autism. She worked as a teacher in Special Education in Northern Ireland before working as an Advisory Teacher and Assistant Advisory Officer for a number of Education and Library Boards. She served as a member of the Task Group on Autism. Lorraine was employed by the University of North Carolina, Division TEACCH for three years as a Psychoeducational Therapist. Upon her return from America in 2005, she was employed as a Team Leader for the ASD Diagnostic and Intervention Service in the Southern Health Trust.

Marie-Louise Hughes

Marie-Louise Hughes is a Senior Educational Psychologist and Manager of the Autism Advisory and Intervention Service of the Southern Education and Library Board. She has worked in education for over 28 years. She has a Masters in Developmental and Educational Psychology and a Masters in Autistic Spectrum Disorder. She is a qualified teacher and taught children with special needs before taking up a post as an Educational Psychologist. Marie-Louise has a keen interest in exploring best practice in relation to ASD interventions and of reconciling research evidence with practice based evidence.

Supporting Early Years Pupils with ASD and SLD in a Specialist Setting

Target Audience:

Teachers of Pre-school/Foundation Stage pupils with ASD and severe learning difficulties (SLD), working in special school settings or ASD classes in mainstream schools.

Content

This training session will examine the 4 standards presented in 'Evaluating Provision for Autistic Spectrum Disorders in Schools' (ETI) and how these standards relate to professional practice in the specialist setting:

- Ethos
- ASD understanding, knowledge and skills
- The quality of teaching and learning
- Effective management arrangements

This training session will explore approaches for supporting pupils with ASD and SLD within the Pre-school and Foundation Stage Curriculums. It will provide the opportunity for sharing skills amongst professionals working in similar environments and will assist them in planning the implementation of newly acquired learning at classroom level.

Learning Outcomes

Participants will have:

- An increased understanding of the 4 standards referenced above and how to apply these to practice
- An improved understanding of relevant approaches for pupils with ASD and SLD in the Pre-school/Foundation Stage
- The opportunity to share skills and knowledge, and how to apply this to practice

Presenters: Mags Johnston

Mags Johnston is Head of Service with the Autistic Spectrum Advisory Service (ASAS) in the Western Education and Library Board. She is a qualified teacher with a Professional Qualification in Headship (PQH). Mags taught pupils with severe learning difficulties in special schools for many years before taking up post as an Assistant Advisory Officer with Special Education in the Southern Education and Library Board. She began working for the ASAS in 2007; initially as an Assistant Advisory Officer and has been Head of Service since 2008.

Alicia Hughes

Alicia has 17 years teaching experience in Special Education and held the position of Vice-Principal in Lisanally Special School. Currently, Alicia is a Specialist Support Teacher for the Early Years Team in the Autism Advisory and Intervention Service. Alicia's remit involves providing ASD specific training and advice to school staff and parents, designing intervention programmes and working with pupils with ASD. Alicia is also a member of the Child Development & Diagnostic Clinic team and is a Certified TEACCH trainer.

T-TAP Training (TEACCH-Transition Assessment Profile)

Target Audience

This training session is designed for professionals, educators, transition and employment

specialists, job coaches, and parents interested in assisting individuals with ASD prepare for, obtain and maintain employment opportunities beyond school.

Content

The TEACCH Transition Assessment Profile (TTAP)—Second Edition is a newly titled and improved version of the Adolescent and Adult Psychoeducational Profile (AAPEP). This new comprehensive test was developed for older children, adolescents and adults with ASD with special emphasis on those with transitional needs.

Educators, parents, counsellors, and care providers can use this powerful tool to assist individuals with ASD to prepare for a successful, semi-independent 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 providers identify the individual's initial transition goals, strengths, and weaknesses and can be used to facilitate educational and transitional planning. Emphasis is on evaluating the six major functional skill areas [1) Vocational Skills, 2) Vocational Behaviour, 3) Independent Functioning, 4) Leisure Skills, 5) Functional Communication, and 6) Interpersonal Behaviour] within three different contexts:

- Direct Observation — a direct skill assessment that can be administered by a teacher, psychologist, job coach, or other trained professional in a quiet testing environment
- Home — an assessment that evaluates performance in the residential setting via interviews with the primary care provider
- School/Work — an assessment of performance in an academic/vocational setting via interviews with the individual's teacher or work supervisor

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 resume. Along with two other data collection forms it provides an efficient method of ongoing assessment in community-based instruction so as to help the individual achieve positive long-term vocational and residential outcomes.

Both parts of this indispensable resource also feature:

- A unique scoring system that helps maximize instructional time by clearly guiding the provider to teach those skills that can be most readily learned and incorporated into the individual's functional skill set
- Guidelines for making environmental accommodations to enhance an individual's positive behaviour and performance

Objectives

Participants will learn how to administer, score, and interpret the TTAP. They will also learn 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 individuals with an ASD.

Presenters: Mike Chapman

Mike Chapman is currently the statewide Director of Services for Division TEACCH's Supported Employment Program. He went to work for the Supported Employment Program soon after graduating from the University of North Carolina at Chapel Hill in 1998. Mike has trained audiences both nationally and internationally about the TEACCH model. He is one of the co-authors of the T-TAP.

Glenna Osborne

Glenna Osborne received her Masters of Education in Special Education from UNC-Chapel Hill. She has been a special education teacher for children and adolescents with various disabilities and a Research Associate and Coordinator with the North Carolina Early Diagnosis of ASD Longitudinal Study, for the University of Chicago. She is currently the Adolescent/Adult Therapist and the Regional Supported Employment Coordinator for the Greensboro TEACCH Centre. Glenna has trained audiences both nationally and internationally about the TEACCH model.