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Centre for Education
Addysg i Gymru | Education for Wales



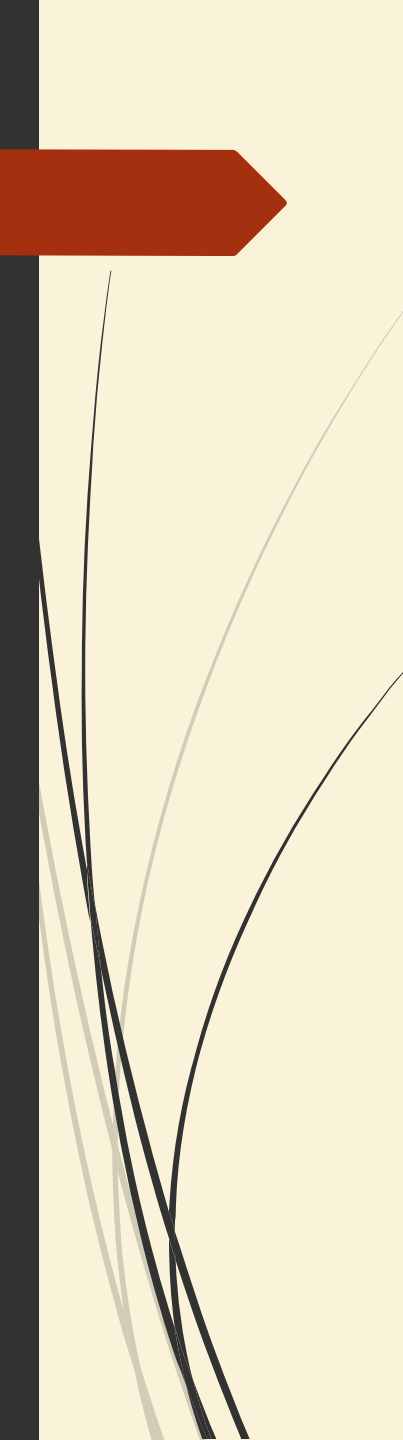
Partneriaeth Dysgu Proffesiynol Yr Athrofa
Yr Athrofa Professional Learning Partnership

Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together

ECAD5011/C
Cefnogi
disgyblion ar
y Sbectrwm
Awtistig

*Supporting
Pupils on the
Autistic
Spectrum*

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Nod

Aim

- ◆ Datblygu dealltwriaeth o rai o'r rhwystrau rhag dysgu sy'n gwynebu plant ar y sbectwm awtistig
- ◆ Ystyried dulliau posib o gefnogi plant ar y sbectwm awtistig yn y dosbarth cynradd
- ◆ *Develop an understanding of the barriers to learning facing pupils on the autistic spectrum*
- ◆ *Consider possible strategies to support pupils on the autistic spectrum*

Terminoleg – pa un o'r rhain?

Terminology – which one of these?

- Salwch meddwl ?
- Anhwyllder ?
- Cyflwr niwrolegol ?
- Illness?
- Disorder?
- Neurological condition?

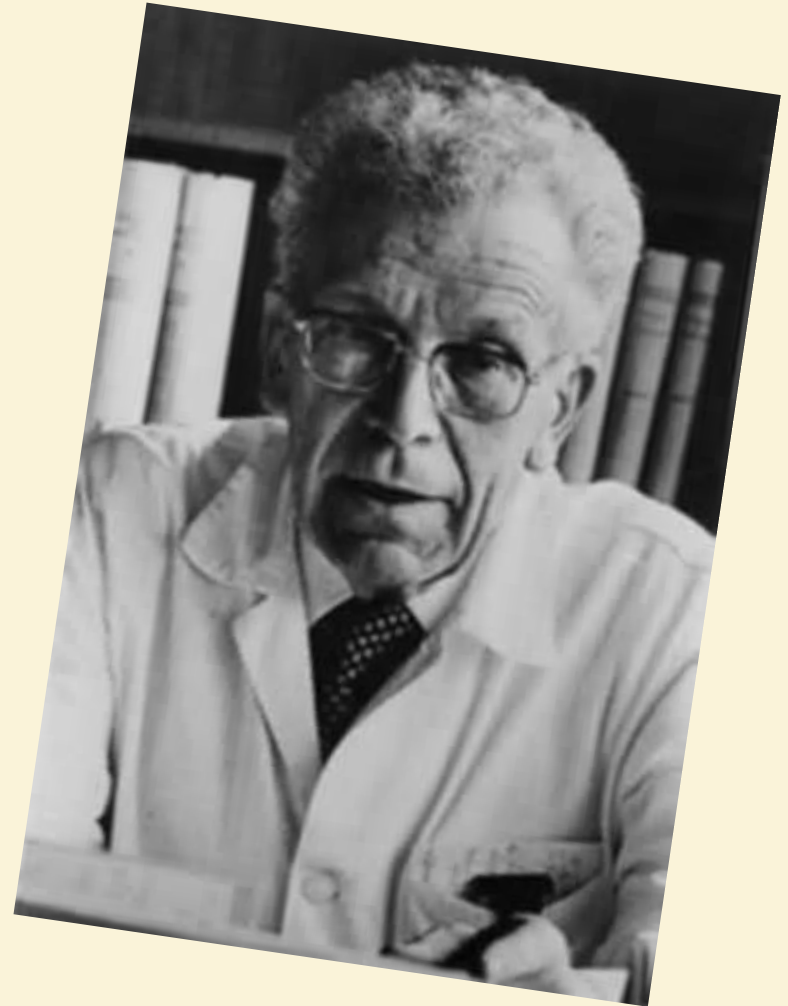


Y cefndir

The background



Leo Kanner



Hans Asperger



Diffinio Awtistiaeth

Defining Autism

The definition of autism has changed over the decades and could change in future years as we understand more. Some people feel the spectrum is too broad, arguing an autistic person with 24/7 support needs cannot be compared with a person who finds supermarket lights too bright. (National Autistic Society, 2023).

[Advice and guidance \(autism.org.uk\)](https://autism.org.uk)

Autistic Spectrum Condition (ASC) is a developmental condition that affects the way people communicate, behave, or interact with others. Some people may have very noticeable characteristics others may not. The common thread is differences in social skills, communication, and behaviour compared with people who are not autistic (Welsh Government, 2021).

[Cod Ymarfer ar Gyflenwi Gwasanaethau Awtistiaeth \(llyw.cymru\)](#) (CYMRAEG)
[Code of Practice on the Delivery of Autism Services - Supporting Guidance \(gov.wales\)](#) (ENGLISH)

What is autism?

Autism is a lifelong disability which affects how people communicate and interact with the world. There are approximately **160,000** autistic school children in the UK and each of them will have different strengths and passions, and face varying challenges.¹

Top 5 things everyone should know about autism

Autistic people and their families have told the National Autistic Society things they want the public to know about how being autistic affects them. These are that autistic people may:



feel anxiety about changes or unexpected events



be under- or over-sensitive to sound, smells, light, taste and touch (this is called sensory sensitivity)



need extra time to process information, like questions or instructions



face high levels of anxiety in social situations



have difficulties communicating and interacting with others

Any of these five challenges could leave autistic people feeling on the edge of overload, and even lead to a meltdown or a shutdown.



1 in 100

children are estimated to be autistic.²



of autistic children are in schools like yours.³



of autistic people report feeling isolated.⁴

Autistic children are **2 times** more likely to be excluded from schools like yours.⁵



Well-known autistic people



Chris Packham



Anne Hegerty



Greta Thunberg



Niall Aslam

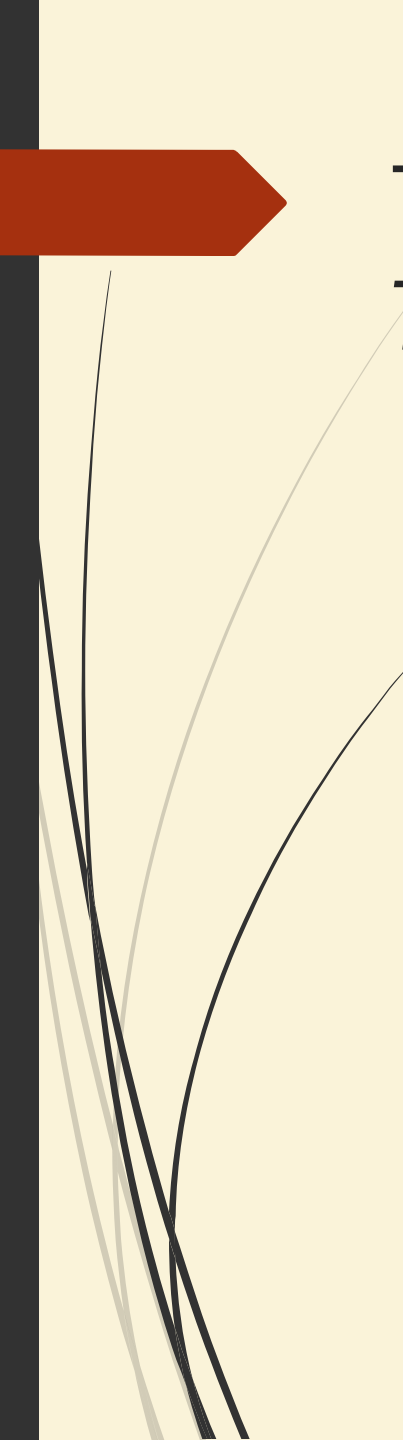


National Autistic Society | World Autism Acceptance Week
28 March – 3 April 2022

The National Autistic Society is a charity registered in England and Wales (289425) and in Scotland (SC039427)



Schools activity for World Autism Acceptance Week, kindly sponsored by Axcis Education



Tasg: Ffaith neu Ffuglen?

Task: Fact or Myth?

➤ Darllenwch y datganiadau ar y daflen.

➤ Trafodwch rhain.

➤ Penderfynwch ai'r ateb yw:

- **GWIR**
- **GAU**
- **EFALLAI**

➤ *Read the statements on the sheet.*

➤ *Discuss these.*

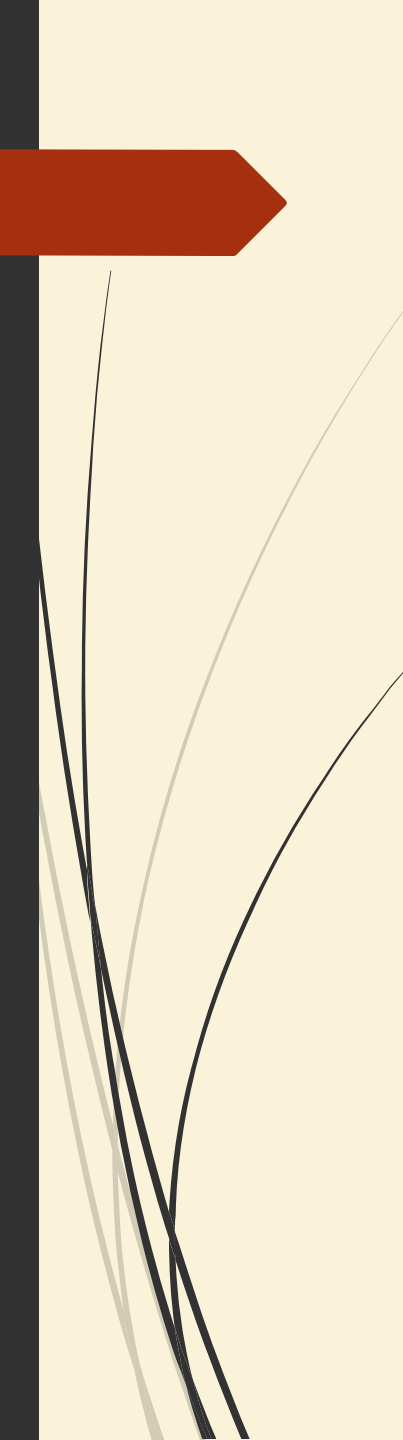
➤ *Decide whether the answer is:*

- **TRUE**
- **FALSE**
- **MAYBE**

Felly beth yn union yw awtistiaeth?
So what exactly is autism?



(National Autistic Society, 2023)



Prif nodweddion

Key characteristics

- Heriau cymdeithasol
- Anawsterau cyfathrebu
- Patrymau ymddygiad cyfyngedig ac ailadroddus
- Gorlwytho synhwyrol
- Diddordebau arbennig
- Gorbryder difrifol
- Gwrthdystio neu cau lawr (*Meltdowns & shutdowns*)
- *Social challenges*
- *Communication difficulties*
- *Restricted and repetitive and patterns of behaviour*
- *Sensory overload*
- *Special interests*
- *Extreme anxiety*
- *Meltdowns and shutdowns*

(National Autistic Society, 2023)



Damcaniaeth y Meddwl

Theory of Mind

(Baron-Cohen, 1985)

Heriol i:

- adnabod teimladau ac emosiynau pobl eraill
- deall cymhelliant, bwriadau ac agendau cudd pobl eraill
- darllen mynegiant yr wyneb a deall iaith y corff
- deall tôn y llais, e.e. gwawd

Sut fydddech chi'n cefnogi dysgwr ag awtistiaeth i oresgyn y materion hyn?

Challenging to:

- *recognise others' feelings and emotions*
- *understand others' motivations, intentions and hidden agendas*
- *reading facial expressions and understanding body language*
- *understanding tone of voice, e.g. sarcasm*

How would you support a learner with autism to overcome these issues?

Damcaniaeth Swyddogaeth

Gweithredol

Theory of Executive Functioning (Pennington & Ozonoff, 1996)

Y gallu i brosesu
gwybodaeth gan gynnwys:

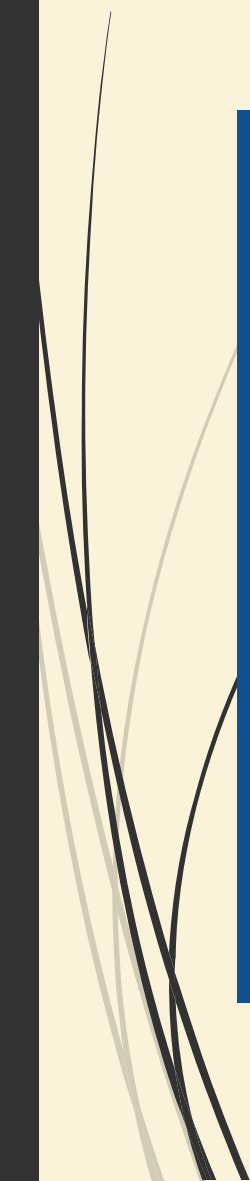
- cynllunio
- trefnu syniadau a gweithredoedd
- delio gyda syniadau cymhleth
- rhoi gwybodaeth mewn trefn
- rheoli ymatebion
- hunan-reoli emosiynau.

*Ability to process
information including:*

- *planning*
- *organization thoughts and actions*
- *dealing with complex thoughts*
- *sequencing information*
- *control responses*
- *self-regulating emotions.*

Diddordebau arbennig *Special interests*





(Bogdashina, 2016)

Can you make it to the end?



<https://youtu.be/aPknwW8mPAM>

Gorbryder difrifol

Extreme anxiety

Children With Anxiety May...



Appear more clingy than normal



Be restless and fidgety



Complain of stomachaches



Display changes in eating and sleeping habits



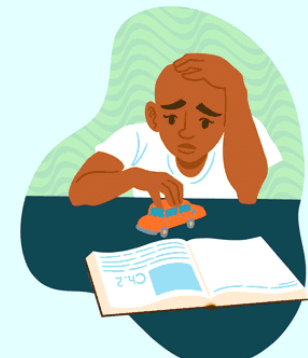
Express negative thoughts or worries



Get upset or angry more quickly



Have bouts of unexplained crying



Struggle to concentrate



AUTISTIC MELTDOWN

- **Similar to a fight or flight response**
- **Characterized by hitting, fleeing, biting, crying, screaming, etc.**
- **Outward, external response**
- **Loud, explosive, and easy to spot**
- **May lead to shutdowns**

AUTISTIC SHUTDOWN

- **Similar to a freeze response**
- **Characterized by shutting down, going quiet, withdrawing, etc.**
- **Inward, internal response**
- **More subtle and often go unnoticed**
- **Used as a way to recover from stress & overstimulation**

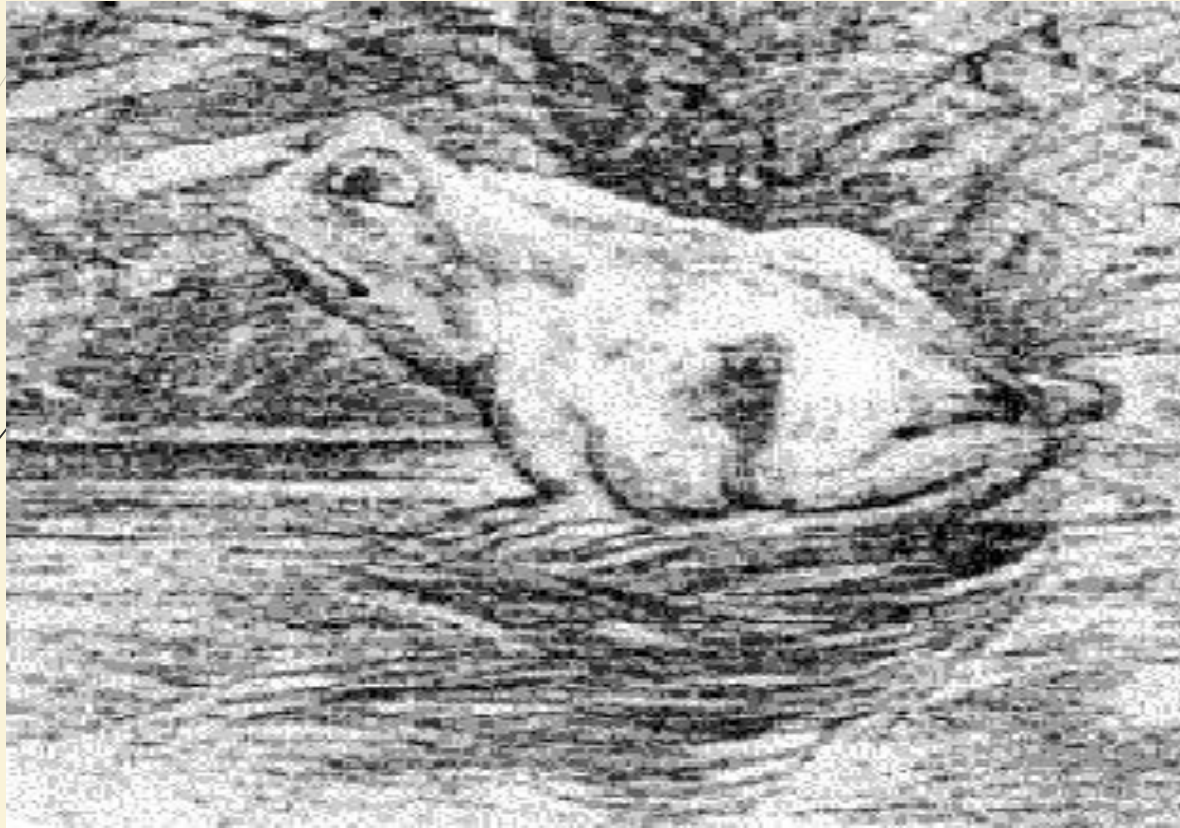
WWW.ANDNEXTCOMESL.COM

Tips for
Managing a
Meltdown

Tips for
managing a
shutdown

Cefnogaeth – cynrychiolaeth weledol

Support – visual representation



Rhowch eich llaw lan pan allwch weld y ddau anifail yn y llun yma.
Raise your hand when you can see the two animals in this picture. .



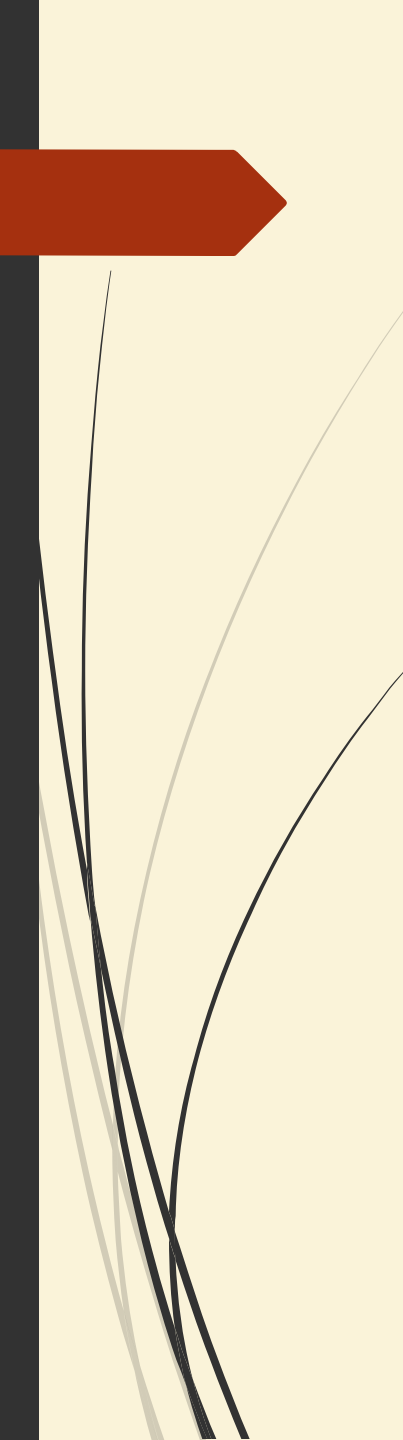
Ystyriwch *Consider*

- Sut mae'n teimlo pan nad ydych yn gallu gwneud rhywbeth mae rhywun arall yn gallu ei wneud yn hawdd?
- Efallai na fydd bob amser yn gysylltiedig â chymhelliant.
- Gall pryder a phwysau arwain at broblemau ymddygiad.
- A all y dysgwr gwblhau'r dasg neu a ydynt wedi cael llond bol o weithio mor galed ar rhywbeth mae eraill yn medru ei wneud yn hawdd?
- *How does it feel not being able to do something others can do easily?*
- *It may not always be linked to motivation.*
- *Anxiety and pressure may lead to behaviour problems.*
- *Can the learner complete the task or are they just tired of working so hard at something others do easily?*

(Autism Today, 2012)

Trowch y llun 90 gradd
Turn the picture 90 degrees





Darparu cefnogaeth

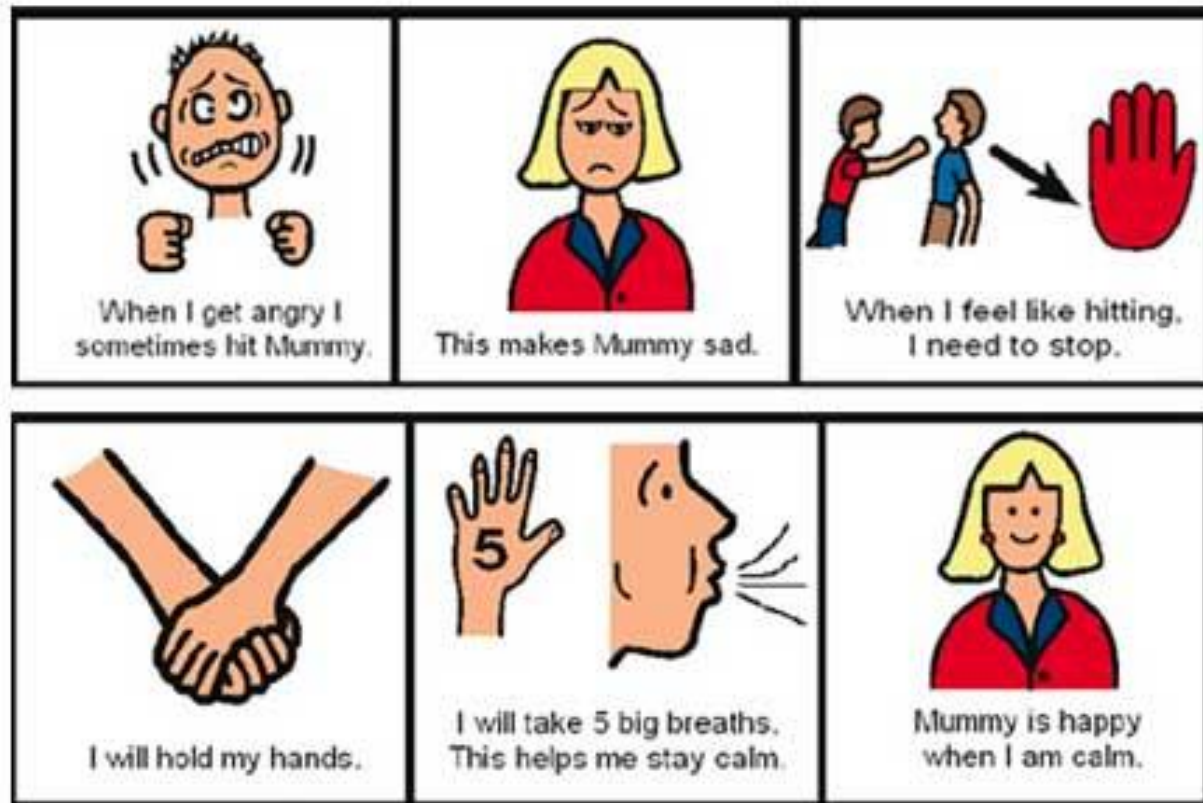
Providing support

- Arafu lawr
- Amser i brosesu gwybodaeth
- Gweledol
- Personol
- Cyfarwyddiadau byr a chlir
- Cyfarwyddiadau positif (beth sydd angen gwneud nid beth na ddylid gwneud)
- Osgoi iaith gymhleth
- Osgoi hiwmor
- Trefn glir
- Ymateb i anghenion synhwyraidd
- *Slow down*
- *Time to process information*
- *Visual*
- *Personal*
- *Clear and brief instructions*
- *Positive instructions (what they should do rather than what they shouldn't)*
- *Avoid complex language*
- *Avoid humour*
- *Clear routine*
- *Respond to sensory needs*

(National Autistic Society, 2023)

Storiau cymdeithasol (Gray, 1994)

Social stories (Gray, 1994)



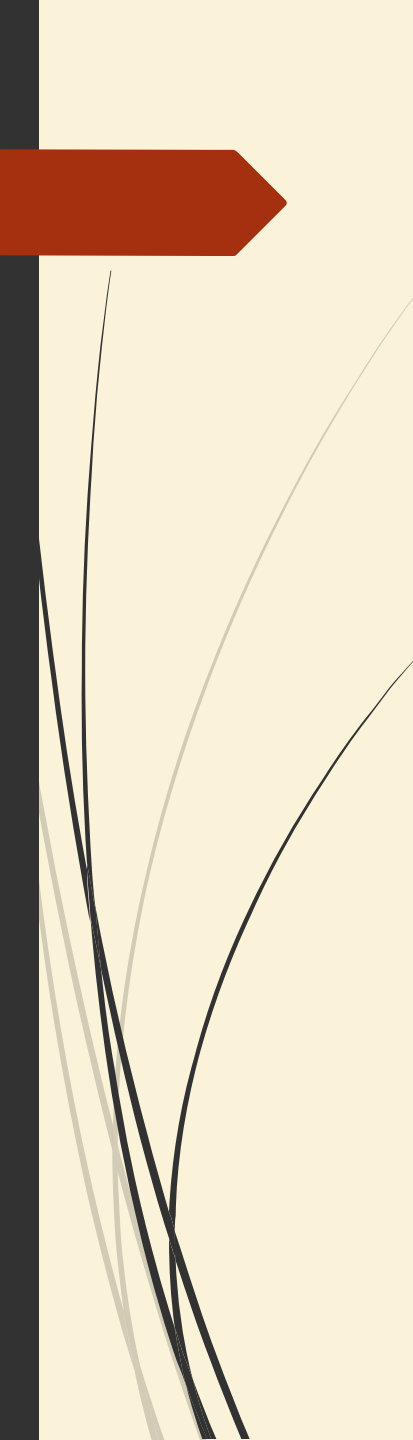
https://resources.finalsite.net/images/v1527194254/davisk12utus/lkm_gthqrwsmriwcjsndp/10_Criteria_for_Writing_a_Social_Story.pdf



Creu storïau cymdeithasol

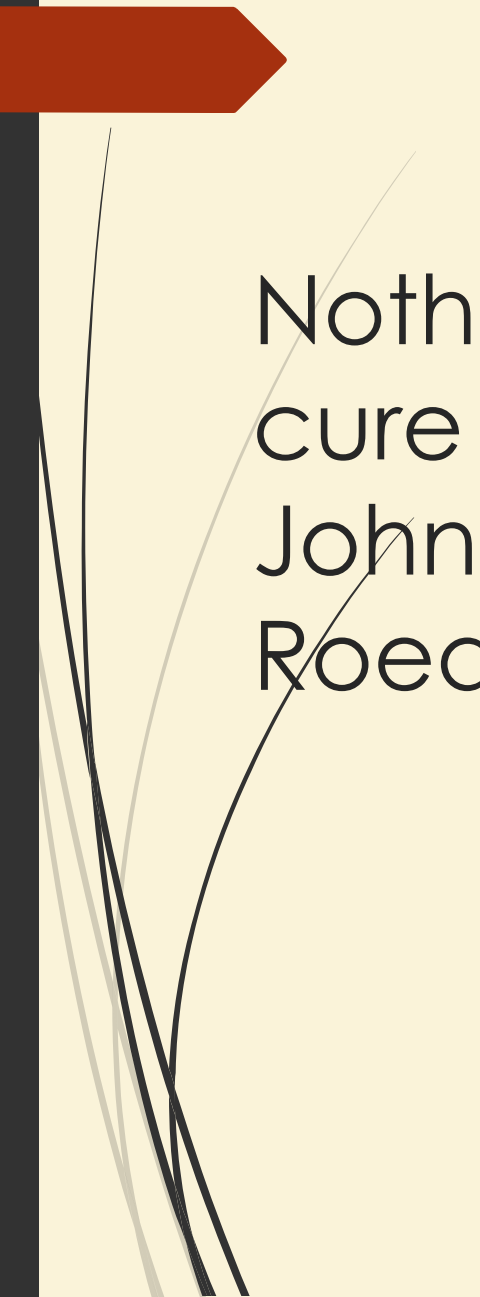
Creating social stories

- Dilynwch y meini prawf
 - Defnyddiwch iaith syml
 - Defnyddiwch luniau syml
 - Dylai'r brawddegau fod yn:
 - ① ddisgrifiadol – 'beth'?
 - ② dangos persbectif – 'pam'
 - ③ cyfarwyddo – egluro 'sut'
- *Follow the criteria*
 - *Use simple language*
 - *Use simple pictures*
 - *The sentences should be:*
 - ① *descriptive – 'what?'*
 - ② *perspective – 'why?'*
 - ③ *directive – explain 'how'*



TASG GRŴP GROUP TASK

- Dewiswch un o'r astudiaethau achos o Moodle neu blentyn rydych chi'n ei adnabod/dychmygol
- Lluniwch stori gymdeithasol ar gyfer eich astudiaeth achos
- Choose one of the case studies from Moodle or choose an imaginary child or someone you're familiar with
- Create a social story for your case study



Nothing to cure by John Roedel

Nothing To Cure

Me: Hey God.

God: Hey John.

Me: Cure autism.

God: No.

Me: Why?

God: There is nothing to cure.

Me: Huh?

God: Autistic people aren't broken. They aren't sick. They are just people singing a beautiful song with lyrics that are foreign to you.

Me: But sometimes I don't understand what song my son is singing...

God: That's okay. Forget the lyrics and just sit back and enjoy the melody.

Me: I don't like to see him struggle.

God: All flowers struggle just before they blossom.

Me: If you won't cure autism, what will you do?

God: I'll have you help me cure something else.

Me: What's that?

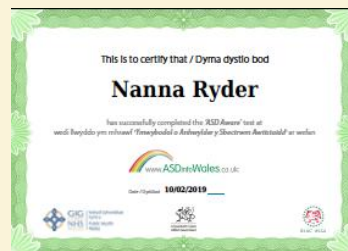
God: Ignorance.

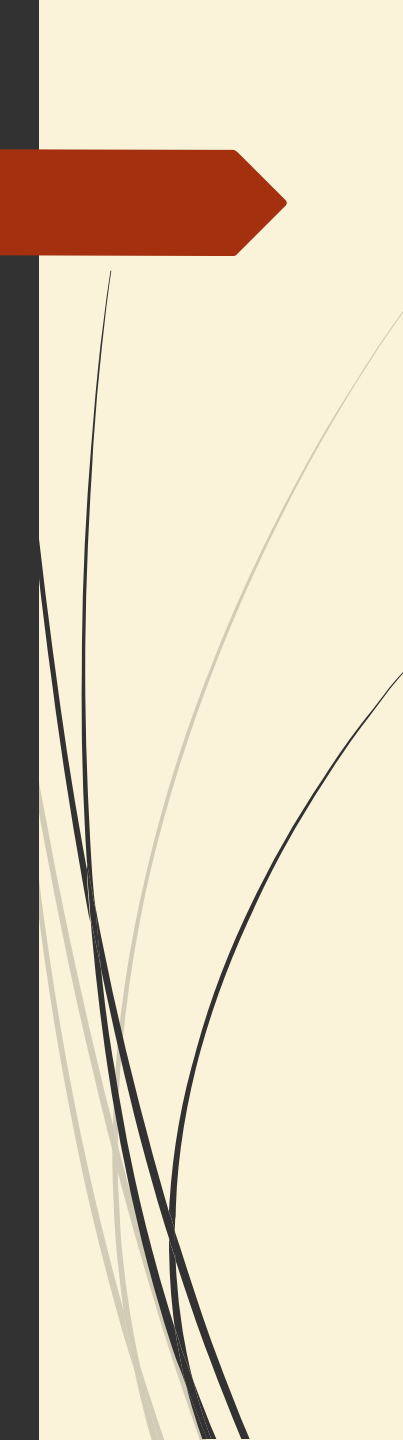
John Roedel

Tasg Cyfeiriedig

Directed Task

- Cliciwch ar y ddolen hon:
- [Ardystiad ymwybodol o awtistiaeth - Niwrowahaniaeth Cymru | Neurodivergence Wales | National Neurodivergence Team](#)
- Gwylwch y fideo
- Cwblhewch yr holiadur
- Arbedwch y dystysgrif
- Lanlwythwch y dystysgrif i'ch PDP (datblygiad proffesiynol)
- Click on this link:
- [Autism aware certification - Niwrowahaniaeth Cymru | Neurodivergence Wales | National Neurodivergence Team](#)
- Watch the video
- Complete the questionnaire
- Save the certificate
- Upload this certificate to your PLP (professional development)





Adnoddau ar gyfer y dosbarth Classroom resources

- [Autism in the classroom: Strategies for success | Autism Speaks](#)
- [Autism friendly classrooms primary school edition.pdf \(autismhampshire.org.uk\)](#)
- [Strategies and interventions \(autism.org.uk\)](#)
- [Strategies for supporting autistic children in early childhood settings - THE EDUCATION HUB](#)

Cwestiynau/*Questions?*



Cyfeirnodau a gwybodaeth bellach

References and *Further information*

Bogdashina, O. (2016) *Sensory Perceptual Issues in Autism and Asperger's Syndrome: Different Sensory Experiences – Different Perceptual Worlds* (2nd ed.) Islington: Jessica Kingsley Publishers.

Frith, U. (1991) *Autism and Asperger Syndrome*. Cambridge: Cambridge University Press.

- [Hafan - Niwrowahaniaeth Cymru | Neurodivergence Wales | National Neurodivergence Team](#)(Cymraeg)
- [Home - Niwrowahaniaeth Cymru | Neurodivergence Wales | National Neurodivergence Team](#) (English)
- <https://www.autismspeaks.org/what-autism>
- <https://www.autism.org.uk/advice-and-guidance>

Academic Journals (available from the library website)

- Autism
- Autism Research
- Journal of Autism and Developmental Disorders