



Kent Academic Repository

Milton, Damian and Giannadou, Katerina (2012) *Effective schools and educational settings for pupils with autism: Views from professionals working in education.*
. Training resource.

Downloaded from

<https://kar.kent.ac.uk/62705/> The University of Kent's Academic Repository KAR

The version of record is available from

<http://www.aetraininghubs.org.uk/wp-content/uploads/2012/05/31.4-Professionals-views-on-effective-edu>

This document version

Publisher pdf

DOI for this version

Licence for this version

CC0 (Public Domain)

Additional information

Versions of research works

Versions of Record

If this version is the version of record, it is the same as the published version available on the publisher's web site. Cite as the published version.

Author Accepted Manuscripts

If this document is identified as the Author Accepted Manuscript it is the version after peer review but before type setting, copy editing or publisher branding. Cite as Surname, Initial. (Year) 'Title of article'. To be published in *Title of Journal*, Volume and issue numbers [peer-reviewed accepted version]. Available at: DOI or URL (Accessed: date).

Enquiries

If you have questions about this document contact ResearchSupport@kent.ac.uk. Please include the URL of the record in KAR. If you believe that your, or a third party's rights have been compromised through this document please see our [Take Down policy](https://www.kent.ac.uk/guides/kar-the-kent-academic-repository#policies) (available from <https://www.kent.ac.uk/guides/kar-the-kent-academic-repository#policies>).

Effective schools and educational settings for pupils with autism:

Views from professionals working in education

(Analysed and compiled by Damian Milton and Katerina Giannadou)

Note on the sample:

Professionals working in the field of autism completed a brief form to give information on what they considered to be important in the education of pupils with autism. These responses were used in the development of the Standards. A total of 95 professionals completed the survey.

Theme: Individual pupil

- Suitably trained staff
- Training regularly updated
- Take account of the individual pupil
- School aware of verbal processing difficulties and adjust accordingly
- Knowledge of the individual pupil
- Staff adjusting to individual pupil
- Being updated on best practice
- Setting considers individuality and avoids making generalisations about the way the pupil presents

Theme: Building relationships

- Involving and supporting parents
- Engaging pupil in decision making
- Peer training
- Support given to parents and carers
- Working with wider staff (e.g. lunchtime supervisors)
- Enhancing autism awareness
- Having a Lead Practitioner for autism in the school
- Support and training given to parents and carers
- Consultation with pupil

- Buddy groups
- Funding for professionals to work with and support families
- Pupils encouraged to express their feelings to adults

Theme: Curriculum and learning

- Differentiation
- Visual timetables
- Adult mentors
- Autism specific curriculum
- Willingness to adapt practice
- Positive behaviour support
- Consistent use of methods
- Encourages independence and less reliance on teaching assistants
- Social skills and emotional intelligence or understanding
- Structured curriculum
- Takes account of social interaction issues
- Consistency in support
- Personalised curriculum
- Intensive Interaction
- OT support
- Building trusting relationships
- Person-centred annual reviews
- Visual timetables
- Independence training
- Optimising pupil contributions
- Structured language support
- Clear instructions given
- Trusted mentors in school
- Access to therapeutic support
- Consistent use of visual aids, structure, and routines
- Opportunities for pupil choice

- Opportunities to be with mainstream pupils
- Encourages calm social interaction
- Curriculum reflects pupil's interests and talents
- Prepared for adult life

Theme: Enabling environments

- Support in unstructured times
- Quiet and safe spaces
- Flexibility in timetabling
- Specific work areas and colour schemes
- Sensory room
- Taking into account sensory needs
- Augmented communication
- Adequate equipment in quiet areas
- Specific work areas
- Alternative provision given at break times
- Relaxing start to the school day
- Pupils made aware of availability of support
- Notice given for changes to routine
- Reducing stress