



Autism Study Day

18th June 2019

Autism Study Day Making inclusion work; Key issues for individuals on the Autism Spectrum

2019 Workshop and Keynote Information

In addition to the 2 keynotes, you can attend **one morning** workshop and **one afternoon** workshop. **Places will be allocated on a strictly first come, first served basis and whilst we will try to give you your first choices; this may not always be possible.**

Morning workshops (Green options): AM 1 – 5			
	Workshop title	Intended audience	Description
AM1	<p>Parent education in autism: the ESIPP project</p> <p>Dr David Preece. Associate Professor, Centre for Education and Research, University of Northampton</p>	Teachers, parents, other professionals	<p>Equity and Social Inclusion through Positive Parenting (ESIPP) was a collaboration between partners from Northamptonshire and across Europe, which, between 2015 and 2018, developed and provided parent education in south east Europe.</p> <p>In this workshop:</p> <ul style="list-style-type: none"> the ESIPP training materials (which are free to download from both the ESIPP project website and the EU Erasmus+ Results platform) are presented and what we learned about effective parent-professional interaction is discussed. <p>Participants will be asked to think about what helps or hinders effective collaboration – and to come up with ideas for overcoming barriers and problems.</p>

AM2	<p>Children with autism and school based anxiety - an inclusion case study</p> <p>Cath Kitchen, Brenda Hunt & Sallie Gee Hospital and Outreach Education, Northants</p>	<p>Anyone with an interest in re-engaging young people with autism and anxiety</p>	<p>In this workshop, we will be investigating the strategies underpinning the success of this approach to supporting young people with ASD and school based anxiety. We will explore this in terms of the different ethos's that we have taken from the different key stages, and from the young people's viewpoint. By the end of this workshop you will have some practical ideas for how to replicate this in your own setting and you will receive an invitation to visit us to see this in practice.</p>
AM3	<p>Supporting the Development of Social Communication Skills in the Mainstream School Environment</p> <p>Angela Capper Target Autism, Northants</p>	<p>Teachers in mainstream and special settings</p>	<p>This practical workshop will explore the practicalities of supporting children with social communication deficits in the mainstream school environment answering the following questions: Why? How? What resources are helpful? How do I include peers? How can I evaluate outcomes? There will also be a variety of resources available to peruse and the opportunity to ask questions about specific interventions and programmes.</p>
AM 4 (& PM 10)	<p>(Workshop capped at 15) Autism and Technology (This workshop will also run in the afternoon)</p> <p>Helen Caldwell Senior Lecturer in Education (ITE – ICT), University of Northampton</p> <p>Tereza Aidonopoulou, Senior Lecturer In Education (SEN & Inclusion) University of Northampton</p>	<p>Teachers, educators, and parents</p>	<p>This hands-on workshop will explore a number of technology tools and apps to support learners on the autistic spectrum.</p> <p>For example, we will look at:</p> <ul style="list-style-type: none"> • apps for visual schedules, for reducing anxiety and for social stories • the use of media for teaching social skills • avatars and virtual environments • telepresence robots and robots in the classroom • social media and communication skills <p>We will also consider what might be the benefits of a technology-rich approach.</p>
AM5	<p>Northamptonshire Autism Champions and the Autism Advisory Panel.</p> <p>Louise Kirby, Lead Practitioner Autism Practice and Assurance, NHFT.</p> <p>Emma Warren, student, University of Northampton and Autism Advisory Panel member</p>	<p>Professionals, parents and autistic individuals interested in collaborative working.</p>	<p>The Northamptonshire Autism Champion Network formed last year as a group of knowledgeable and interested individuals in autism. They represent key services and organisations, including schools that support people with autism. The intention is to promote consistency, clarity and to play a role in a continuous cycle of improvement of autism practice. It aims to develop stronger networks through the sharing of best practice and training. The Autism Advisory Panel is an integral part of this, ensuring the autistic voice is heard to support the improvement of services to meet need.</p> <p>This workshop will tell the story of the group and outcomes so far. It will give delegates the information on how and why they may wish to join the network.</p>

Afternoon workshops (Blue options): PM6 - 10

	Workshop title	Intended audience	Description
PM 6	<p>Curriculum Access</p> <p>Ron Fortuna Target Autism, Northants</p>	Teachers in mainstream and special settings	Students on the autism spectrum face a wide array of exceptional challenges in their classroom experiences. This session will explore some of the adaptations and reasonable adjustments that can be made in order to accommodate the specific needs that students with autism can present with. Looking at sample case studies, we will explore specific strategies that can be employed in order to reach a more positive outcome for all parties involved.
PM 7	<p>Social Communication and Interaction (SCI) model.</p> <p>Dr Brenna Farrow, Senior Lecturer In Education (SEN & Inclusion) University of Northampton</p>	Primary mainstream and specialist settings	In the session we explore the SCI model. This model is based upon Vygotskian theory and pulls apart the Lego therapy programme for an educational model of working with children with ASD. In the SCI model, children with ASD are encouraged to be social inter-actors and communicators using signs, rules, tools and imitation in the Vygotskian sense. This aims to quickly get them to work with peers in the class and school community. The presenter shows videos of sessions she did with children in regular primary schools in Hong Kong. Participants will get to experience the model for themselves.
PM 8	<p>Autism in the Muslim Community</p> <p>Hawa Khan PhD student University of Northampton</p>	Parents and professionals.	<p>The Muslim community views all things in the light of religious imperatives. How autism is understood and treated in these communities is therefore crucial to successful inclusive services. Previous studies on Muslim parents of children with autism suggest that parents may contest experts' understandings of autism, which they believed undermined rather than promoted their children's development, and that some parents believe autism is curable through traditional and religious treatment. This can pose a major barrier between parents seeking support and professionals providing services. Consequently, it can also result in a low uptake of mainstream services from the Muslim community.</p> <p>Understanding the lived experiences of parents from the Muslim community and how ASD is conceptualised in this community has implications for improved and effective home, community, and service collaboration.</p> <p>This presentation is based on the presenter's doctoral research, investigating the experience of parents of children on the autism spectrum in a Midlands city.</p>
PM 9	<p>Breaking down barriers: proactive and inclusive solutions to play and physical</p>	All who are keen to engage children and young adults with	<p>This workshop will explore</p> <ul style="list-style-type: none"> my personal experiences working within autism and how I adapted play sessions to make it inclusive for every individual.

	<p>activity with autistic children and young adults.</p> <p>Nicole Haviland Play Coordinator, Milton Keynes Play Association (MKPA)</p>	<p>autism to play, as an individual and with others.</p>	<ul style="list-style-type: none"> • strategies to overcome barriers and how to engage the autistic community. • risk-benefit assessment forms to support play providers to balance the benefits of an activity with any inherent risk, taking into account the risks while recognising the benefits to children and young people of challenging play experiences. • examples of how to best approach a setting where you are unfamiliar with the child's needs.
<p>PM 10 (& AM4)</p>	<p>(Workshop capped at 15)</p> <p>Autism and Technology (Repeat of Morning workshop AM4)</p> <p>Helen Caldwell Senior Lecturer in Education (ITE – ICT), University of Northampton</p> <p>Tereza Aidonopoulou, Senior Lecturer In Education (SEN & Inclusion) University of Northampton</p>	<p>Teachers, educators, and parents</p>	<p>This hands-on workshop will explore a number of technology tools and apps to support learners on the autistic spectrum.</p> <p>For example, we will look at:</p> <ul style="list-style-type: none"> • apps for visual schedules, for reducing anxiety and for social stories • the use of media for teaching social skills • avatars and virtual environments • telepresence robots and robots in the classroom • social media and communication skills <p>We will also consider what might be the benefits of a technology-rich approach.</p>