

Independence

Preparing children and young
people with autism for the
future

Independence =

The effective use of structure including:

- Physical Organisation
- Schedules
- Work systems
- Visual Structure

Together these components form the PROSTHETIC DEVICE needed by those with autism to achieve maximum independence and optimum wellbeing

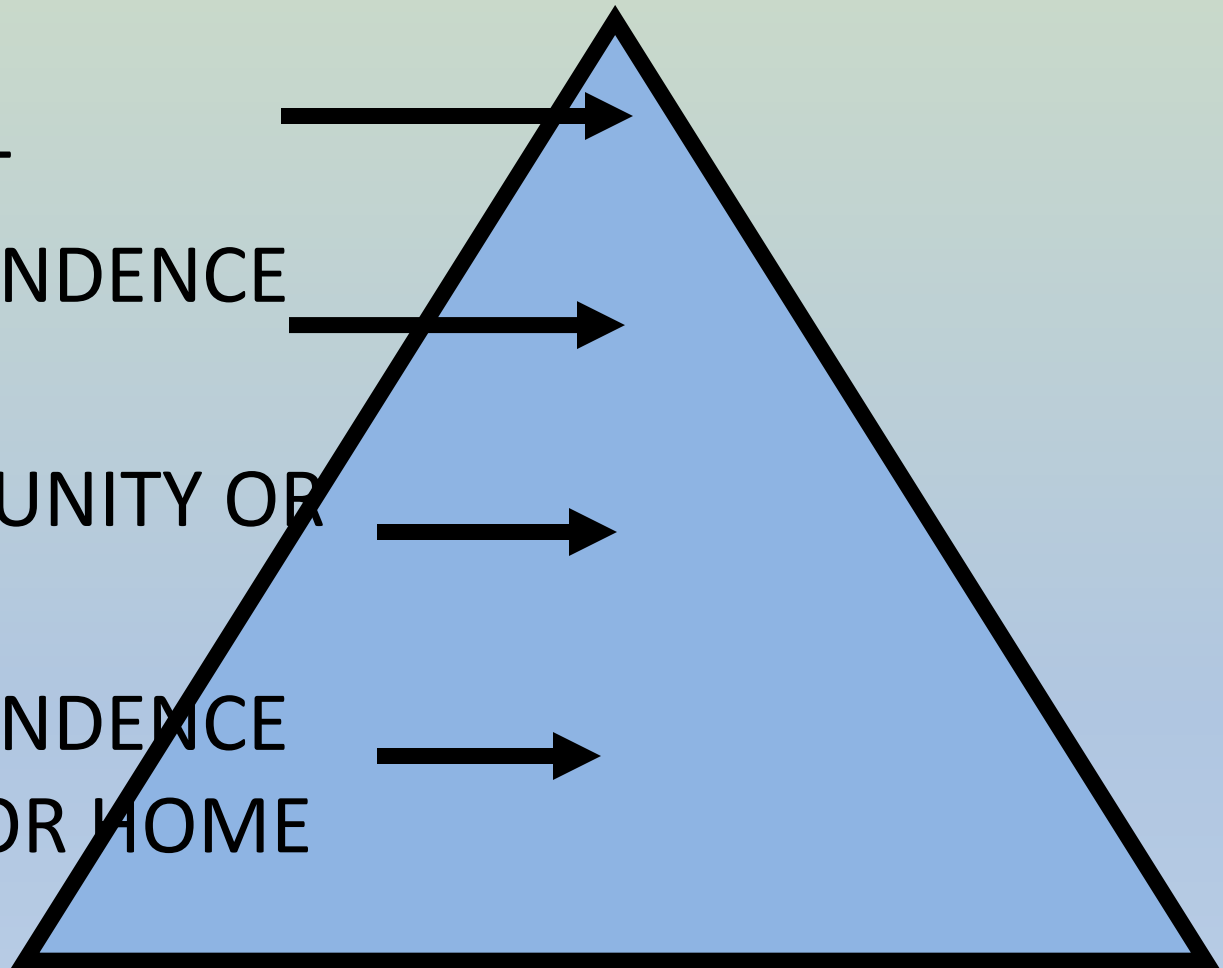
GENERALISING SKILLS ACROSS SETTINGS

TEACH NEW SKILL

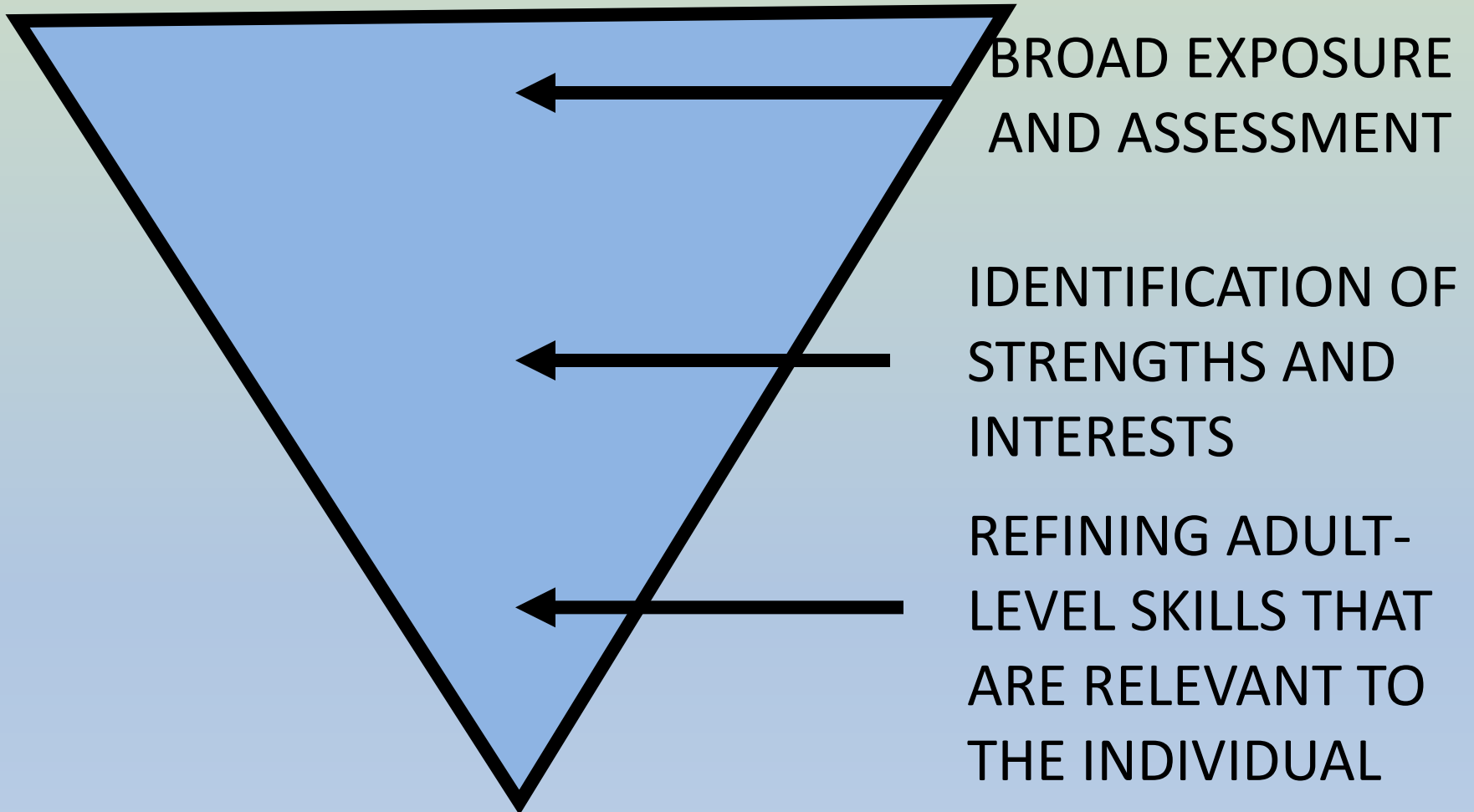
MOVE TO INDEPENDENCE
IN CLASSROOM

MOVE TO COMMUNITY OR
HOME

MOVE TO INDEPENDENCE
IN COMMUNITY OR HOME



TEACHING FOCUS



Refining adult level skills that are
relevant to the individual

Refining work skills

- Expand task repertoire
- Increase task difficulty
- Change task form
- Change task location
- Communicate and maintain high expectations

Expand task repertoire

For example:

Personal care routines

Cooking

Money

Independent travel

Increase task difficulty



Change task form



Change task location



Communicate and maintain high expectations



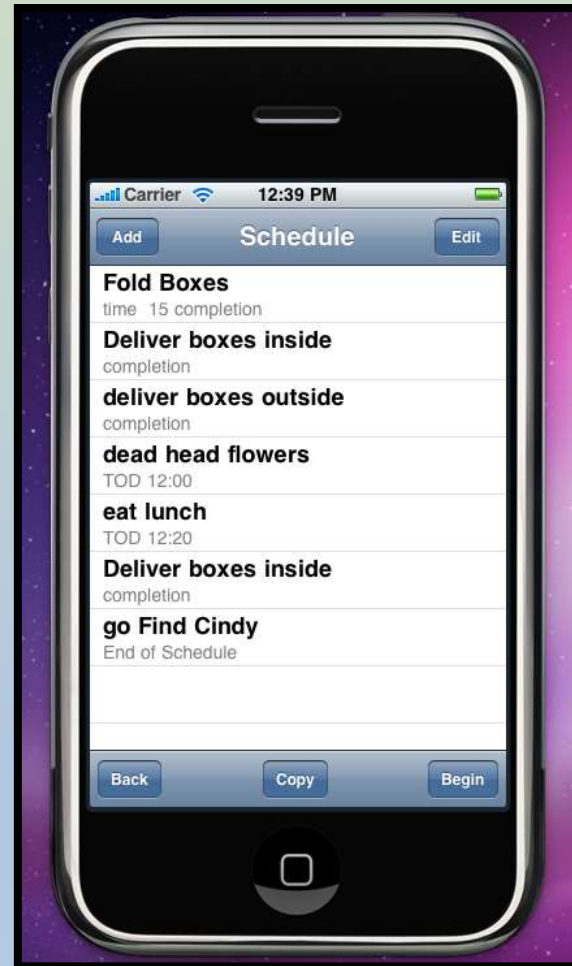
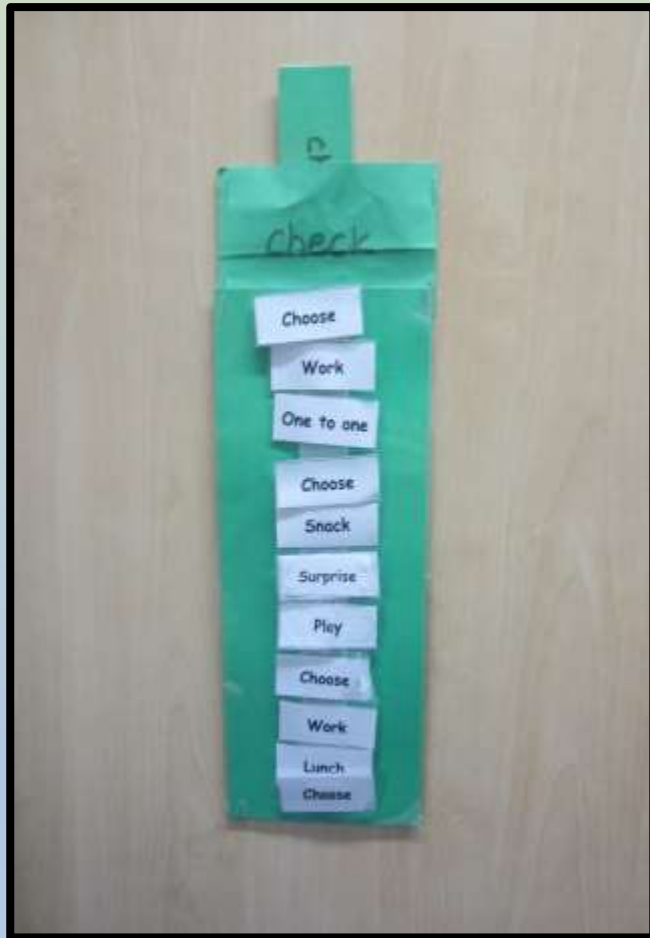
Minimising structure

- reduce size and amount – large carrel/smaller carrel/place mat
- diminish attentional draw
- make flexible
- make portable
- use natural environment

Reduce size and amount



Diminish attentional draw



Diminish attentional draw



Make flexible



Make portable



Use the natural environment



Plan Ahead

- Anticipate what skills a student will need as an adult
- Establish routines that are appropriate for an adult
- Modify **STRUCTURE** to blend into the environment.
- Teach use of naturally occurring **STRUCTURE**
- Teach social and communication skills
- Teach leisure skills

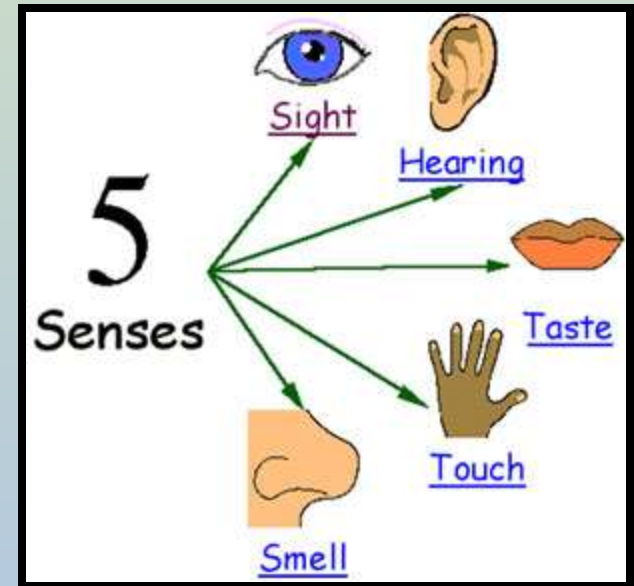
Wellbeing and Sensory needs

Wellbeing:

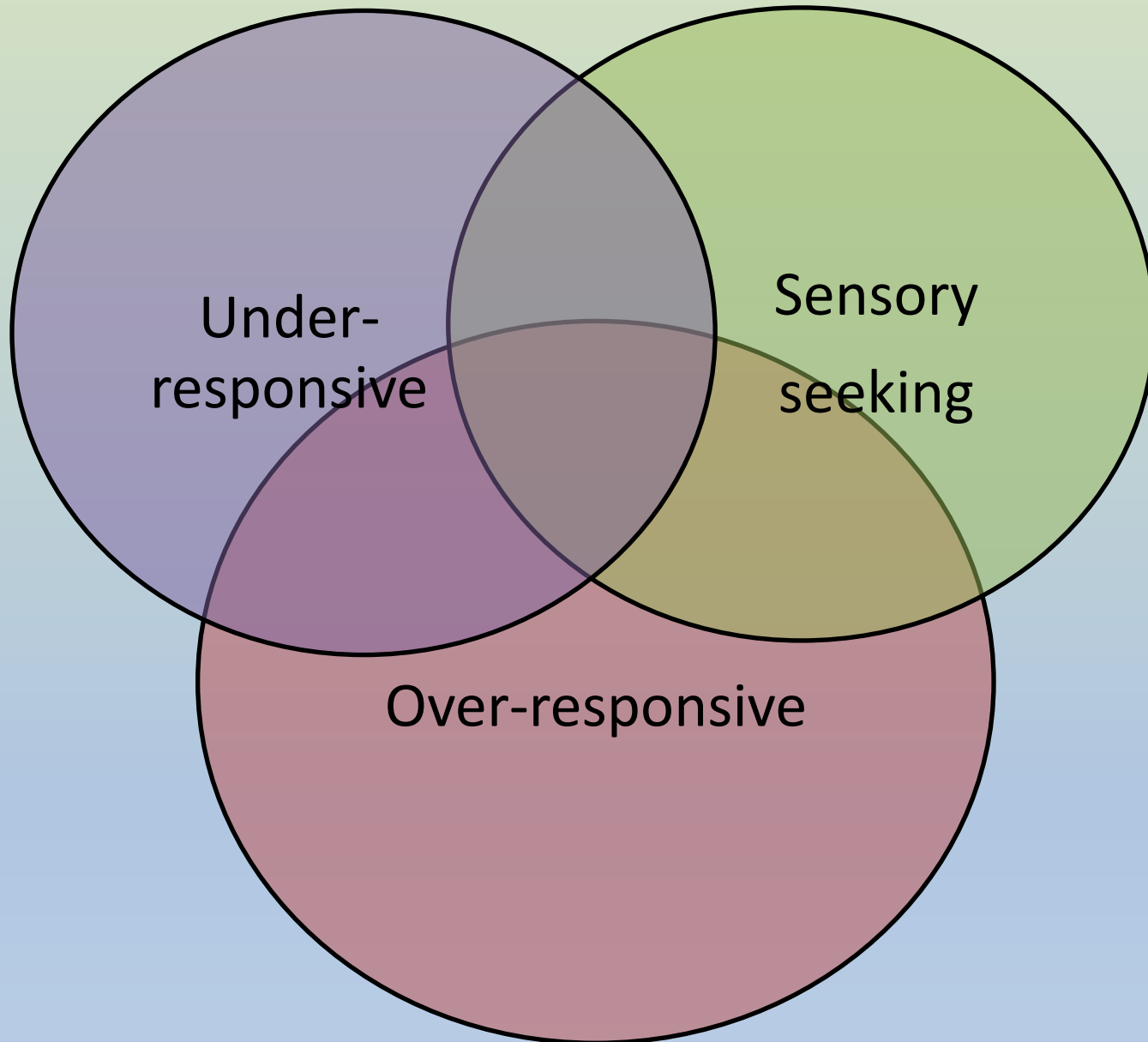
To promote positive wellbeing we can use the elements of structure to compensate for cognitive inflexibility.

Sensory systems

- 5 sensory systems
 - Visual
 - Auditory
 - Touch
 - Smell
 - Taste
- Additional sensory systems
 - Vestibular (movement)
 - Proprioceptive (body awareness)



Responses to Sensory Input



Under-responsive

Physical organisation:

- Segmenting the environment strengthens the visual impact and meaningfulness of the environment

Schedules and work systems:

- Need to be presented in a way that grabs attention

Visual Structure:

- Enhances relevant aspects of the instruction to engage or focus the student's attention.
- May use colour and highlighting to draw attention to assist the process of task completion
- Clarifies the placement of materials and answers

Over-responsive

Physical organisation

- Minimises distractions and excess stimulation
- Can help manage sensory overload by the provision of a calming area

Schedules and work systems:

- Need to be presented in a way that doesn't over stimulate or distract the child

Visual Structure:

- Enhances relevant aspects of the instruction to engage or focus the student's attention.
- May use colour and highlighting to draw attention to assist the process of task completion
- Clarifies the placement of materials and answers

Sensory Seeking

Physical organisation

- Can help manage sensory seeking behaviour e.g. including a trampette in a sensory area

Schedules and work systems:

- Need to build in regular opportunities for proprioceptive and vestibular stimulation (movement breaks)

Visual Structure:

- Enhances relevant aspects of the instruction to engage or focus the student's attention.
- May use colour and highlighting to draw attention to assist the process of task completion
- Clarifies the placement of materials and answers

Responses to Sensory Input

We use the components of structure to manage the amount of sensory input in the environment so that it is enough to keep the child alert without making them feel overwhelmed.

‘ The teachable moment ’