



**The Park Federation Academy Trust
Lake Farm Park Academy**

Specialist Interventions in the SRP



Contents

Introduction	3
The TEACCH Method	4
Black Sheep Press	5
Handwriting without Tears	5
The SCERTS® Model	6
The Transporters	7
Talkabout	7



What is ACE?

ACE is the Autism Centre of Excellence, a Specialist Resource Provision (SRP) at Lake Farm Park Academy. Its key aim is to assist students with Autistic spectrum disorders to access mainstream education and reach their full potential. To achieve this we will work in a nurturing environment to make students effective communicators and help them to navigate the structure of a mainstream classroom. The provision has places for 12 students and will have some fantastic facilities; there will be a sensory room and therapy room to help students manage their sensory needs as well as two specially-adapted classrooms. Students will have lessons in the provision's classroom to help with social skills and communication but where possible students will attend classes with their peers. This will be achieved by ACE's staff working to train and support all staff across the school.

In this booklet you will find details of the approaches we will be using at ACE, including academic programs to assist students in learning the curriculum and social & emotional programs.

ACE

Black Sheep Press

Black Sheep Press was formed by speech and language therapists from the NHS in 1992 with the aim of providing cost effective resources to help children with speech and language difficulties. Since then they have expanded our range to over 120 sets of resource material. In November 2008, Black Sheep Press became a Limited Company.

We will be using these books to help our students with understanding narrative and sequential thinking, they will be used in conjunction with reading schemes in the rest of the school.



Handwriting without Tears



The Handwriting Without Tears® curriculum draws from years of innovation and research to provide developmentally appropriate, multisensory tools and strategies for the classroom. The program follows research that demonstrates children learn more effectively by actively doing, with materials that address all styles of learning.

We teach effectively with joy. We have figured out easier, happier ways for children to master handwriting. Handwriting without Tears is dedicated to developing excellent materials for children and training for teachers. As a result, millions of students have successfully used the program. The result truly is handwriting without tears.



What is SCERTS?

SCERTS® is an innovative educational model for working with children with autism spectrum disorder (ASD) and their families. It provides specific guidelines for helping a child become a competent and confident social communicator, while preventing problem behaviours that interfere with learning and the development of relationships. It also is designed to help families, educators and therapists work cooperatively as a team, in a carefully coordinated manner, to maximise progress in supporting a child.

The acronym “SCERTS” refers to the focus on:

“SC” - **Social Communication** - the development of spontaneous, functional communication, emotional expression, and secure and trusting relationships with children and adults;

“ER” - **Emotional Regulation** - the development of the ability to maintain a well-regulated emotional state to cope with everyday stress, and to be most available for learning and interacting;

“TS” - **Transactional Support** - the development and implementation of supports to help partners respond to the child’s needs and interests, modify and adapt the environment, and provide tools to enhance learning (e.g., picture communication, written schedules, and sensory supports). Specific plans are also developed to provide educational and emotional support to families, and to foster teamwork among professionals.

The SCERTS model targets the most significant challenges faced by children with ASD and their families. This is accomplished through family-professional partnerships (family-centered care), and by prioritizing the abilities and supports that will lead to the most positive long-term outcomes as indicated by the National Research Council (2001; Educating Children with Autism). As such, it provides family members and educational teams with a plan for implementing a comprehensive and evidence-based program that will improve quality of life for children and families.

The SCERTS Model can be used with children and older individuals across a range of developmental abilities, including nonverbal and verbal individuals. It is a lifespan model that can be used from initial diagnosis, throughout the school years, and beyond. It can be adapted to meet the unique demands of different social settings for younger and older individuals with ASD including home, school, community, and ultimately vocational settings.

The SCERTS Model includes a well-coordinated assessment process that helps a team measure the child’s progress, and determine the necessary supports to be used by the child’s social partners (educators, peers and family members). This assessment process ensures that:

- functional, meaningful and developmentally-appropriate goals and objectives are selected
- individual differences in a child’s style of learning, interests, and motivations are respected
- the culture and lifestyle of the family are understood and respected
- the child is engaged in meaningful and purposeful activities throughout the day
- supports are developed and used consistently across partners, activities, and environments
- a child’s progress is systematically charted over time
- program quality is measured frequently to assure accountability

ACE

The Transporters

The Transporters is an animation series produced by Catalyst Pictures Ltd designed to help children with autism aged between two to eight years old recognise and understand emotions.

It was developed by the Autism Research Centre at the University of Cambridge by a team led by Professor Simon Baron-Cohen and including Dr Ofer Golan.



The Transporters is based on the idea that children with autism may find faces confusing because they are unpredictable, because the autistic brain cannot cope with unpredictability. In Baron-Cohen's theory, children with autism are strong 'systemisers' and faces are hard to systemize. In contrast, children with autism have a preference for predictable systems. The Transporters therefore focuses on mechanical vehicles that only travel along tracks, because they are highly predictable systems. Grafted onto these animated vehicles are human faces. In this way, social skills teaching takes place in an autism-friendly format.

Talkabout

This approach provides professionals with a framework for the development of social skills. Initially piloted on adolescents with mild learning difficulties, it can be used with a variety of client groups, both children and adults. Beginning with a basic assessment procedure to evaluate the client's self-awareness, as well as the awareness of others, it is divided into six levels:

- Improving the awareness of self and others, including physical appearance, likes, dislikes and problem solving;
- Allowing clients to assess their own communication skills;
- Taking the client through eight levels of body language;
- 'Talkabout the way we talk' improving paralinguistic skills;
- Taking the client through the processes needed to improve conversational and listening skills;
- Awareness and use of assertiveness skills. Practical and user-friendly, this comprehensive workbook is an essential resource for therapists running social skills groups

