

TRAINING WORKSHOPS FOR PROFESSIONALS Working with people on the Autism Spectrum

These People are Smarter than You

Getting the Group Going

How to implement skills with the Individual in the ITP



Workshop ONE

Title These People are Smarter than You

Aims: To provide fundamental information about Autism Spectrum Conditions from diagnosis to training/teaching strategies.

Target audience: Teachers, psychologists, community support staff and parents.

Duration: 6 hours

*Introduction or tailored program can be presented for 2 or 4 hours

Inclusions: Videos from those with a lived experience of ASC, Parents and Professionals, workbooks, Certificate of Participation.

Participant numbers: 6-100

Venue required: Cabaret style seating (Groups of tables with chairs around)

2 screens preferable with the ability to run Powerpoint and video with good sound

Lapel microphone for larger venues

Tea/coffee and meals provided by host organisation.

Deposit is required at time of booking.

These People are Smarter than You Outline

Part One

Introductions

Definitions

Some common features that people with ASC may have

Sensory Overload

Parents Perspective

Part Two

Things Teachers should know about their students

Students strengths

Possible Learning challenges

Support strategies

Classroom management

What Parents want Teachers to know

Part Three

Transition Program to Post School Education

Reasons Why

How it Works

Transition is *E A S Y*

On -going Support and Mentoring

Part Four

Conclusion and Evaluations

Issues regarding Work

Staff Development

The Future

Evaluation of Today's Workshop

Workshop TWO

Title: Getting the Group Going
Class room and Group Management skills

Aims: To provide fundamental information about classroom management techniques for staff in Community Services who run groups for people with disabilities but have no formal teacher training.

Target audience: Teachers Aids, Psychologists, Community support staff such as TTW's, and Parents.

Duration: 6 hours

Inclusions: Workbooks, Certificate of Participation.
Participant numbers: 6-100

Venue required: Cabaret style seating (Groups of tables with chairs around)
2 screen preferable with the ability to run Powerpoint and video with good sound
Lapel microphone for larger venues
Tea/coffee and meals provided by host organisation.
Deposit is required at time of booking.

Getting the Group Going Outline

Part One

- Introductions
- Definitions
- Disability
- Sensory Overload

Part Two

- Things Teachers should know about their students
- Possible Learning challenges
- Learning Styles
- Support strategies
- Lesson Plans

Part Three

- Lesson/ Group Objectives
- Classroom management
- Reinforcers
- Motivators
- Rewards

Part Four

- Your roles and Responsibility
- Specific training techniques
- Conclusion and Evaluations
- Evaluation of Today's Workshop

Workshop THREE

Title: How to implement skills for the Individual in the Individual Transition Plan.

Aims: To develop an Individual Transition Plan that is manageable, achievable and is person centered.

To provide skills to the practitioner for direct client training.

Target audience: Teachers Aids, Psychologists, Community support staff and Parents.

Duration: 16 hours

Inclusions: Workbooks, Certificate of Participation.

Participant numbers: 6-100

Venue required: Cabaret style seating (Groups of tables with chairs around)

2 screen preferable with the ability to run Powerpoint and video with good sound

Lapel microphone for larger venues

Tea/coffee and meals provided by host organisation.

Deposit is required at time of booking.

How to implement skills for the Individual in the ITP outline

Developing the ITP

What should be included?

How can this be implemented?

Training techniques

Behaviour Modification

Developing Objectives

How to choose the best method for training

Reinforcement

Positive, Negative, Natural, Intrusive

Fading

Backward chaining

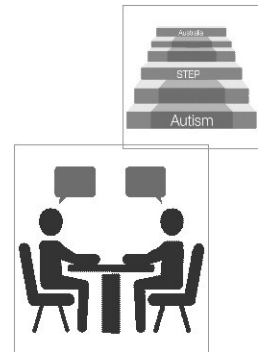
Recording Training to ensure success

Interventions and how to implement them

Independence

Life Skills

Environments and how to transfer skills



TRAINING / WORKSHOPS FOR PEOPLE ON THE

• Behaviour Intervention and Individual Planning

- We provide Individual Behaviour Intervention Plans
- Vocational Planning
- Whole of life Transition Planning

We meet with individuals, families, carers and support people

- Identify issues the person may have
- Look at their strengths
- Investigate their goals
- Refer to agencies as required
- Teach skills including travel training
- Access community services
- Priorities needs

4-6 sessions initially then monthly follow up as required

• Making it Work !

Transition and Orientation to Post School Education

- **Study skills for tertiary Education (Literacy)**

- **Employment Preparation**

Workshop FOUR

Title: Making it Work

Transition and Orientation Program for Young Adults on the Autism Spectrum transitioning to Post School Education for example TAFE or University.

Aims: To reduce the stress and anxiety experienced by students with ASC as they transition from their familiar High School environment to the unfamiliar TAFE or University.

Target audience: People on the Autism Spectrum who are ready for post school education

Duration: 20 hours

Inclusions: Workbooks, Certificate of Participation

Participant numbers: 6-20

Venue required: Classroom with access to smart boards and or whiteboards, screens, lite pro Lapel microphone for larger venues

Deposit is required at time of booking

Making it Work Outline

Introduction Activity for Students

Outline the sessions to come

Review Program Plan

Discuss concerns about attending Post School Education

Discussion with former and current students about their experiences.

Practice Introductions

Revisit previous session re concerns—about going to Post School Education

Campus tour –if appropriate

Review of the previous session

What happens at Post School Education

Student assessment guides

Timetables

Examples of assignments

Recognising when you are anxious or frustrated and how to deal with it

Relaxation

Review of the previous session

Social Autopsy

Questioning

Review of Concerns

Reasonable Adjustments

Assessments

Technology to Help you

Review of the previous session

Organisational Skills

Note taking

Lesson Template

Working in a Group

Excursion for information gathering

How to present to a group

How School and PSO are different

Skills you need to develop

How to apply for courses

Disclosure

Workshop FIVE

Title: Study skills for Tertiary Education (Literacy)

Aims: To teach individuals or small cohesive groups study skills;

- essay writing
- how to take notes effectively
- research skills
- referencing
- exam preparation

Target audience: People on the Autism Spectrum who are attending Senior High School, TAFE or University

Duration: Negotiated as an Individual Package

Inclusions: Study notes tailored to individual needs

Participant numbers: 1-4

Venue required; Study area, library, computer and internet access. Skype available.
Deposit is required at time of booking.

Workshop SIX

Title: Employment Preparation

Aims: To provide those preparing to leave school with skills to navigate the process of getting a job

Target audience: Students preparing to leave school from Year 10 –year 12

Duration: 20 hours

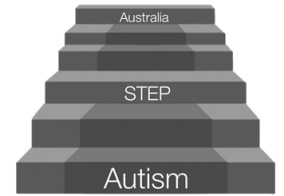
Inclusions: Workbooks, resources, referrals to other agencies as required, guest speakers, practical skills and role plays

Participant numbers: 4-20

Venue required; Classroom with access to smart boards and or whiteboards, screens, lite pro
Lapel microphone for larger venues
Deposit is required at time of booking.

Employment Preparation Outline

Evaluating your skill set
What you can do to expand your skills
Setting realistic employment goals
How to access support
Disclosure—If and when I do this
The job cycle
Employability skills
Work Words
Reading job ads
Making phone calls
Cover letters
Resumes
Grooming
Interview skills



RISK MANAGEMENT TRAINING

People with ASC often get into trouble without even realising they have committed an offense. Offenses such as making threatening statements in person by telephone, or internet stalking; inappropriate sexual advances; downloading child pornography; accomplice crime with false friends; and making physical outbursts at school or in the community, would certainly strike most of society as offenses which demand some sort of punishment. This assumption, though valid at face value, may not take into account the particular issues that challenge the ASC individual. They may be misunderstood by those with whom they have contact. What are ASC dilemmas for prosecutors, defence attorneys, probation officers and judges? Consideration is required in relation to:

- Interview/Interrogation Techniques
- Environmental Accommodations
- Sentencing Considerations

We provide training from all perspectives of AUTISM RISK MANAGEMENT

Emergency Services: Police, Fire, Ambulance, Triage Emergency Departments, Volunteer Rural Fire Service, Emergency Accommodation

Schools: Teaching and Non Teaching Staff

Groups and Individuals on the Autism Spectrum tailored to their need.

Developing Skills and Strategies

- How to respond in an emergency
- Preparing for a natural disaster
- How to disclose my needs
- How to communicate my needs with Police Officers, Fireman and Paramedics

Law Enforcement: Solicitors, Barristers, Prosecutors, Judges

Medical: GP's, Nurses, Hospital staff, Ancillary staff, Dentists, Radiographers, Pathology testing, Psychologists.



Workshop SEVEN

RISK MANAGEMENT PART A

Title: Building skills for children and less independent adults

Aims: To establish life skills education for children or less independent adults who have Autism. Form partnerships with teachers and law enforcement professionals to help develop a simple curriculum, that helps expand skills that will enhance their safety in the community and build personal resilience to risk.

Target audience: People on the Autism Spectrum with higher support needs and who are less independent.

Duration: 6 hours over several sessions

Inclusions: Safety Cards, learn to use safety apps, visits to emergency services.

Participant numbers: 4-6

Venue required; Classroom with access to smart boards and or whiteboards, screens, lite pro Lapel microphone for larger venues

Deposit is required at time of booking.

Outline

1. Recognize and respond as best they can to law enforcers, their uniforms, badges and vehicles
2. Stay with, not run from, safe police or other uniformed first responders
3. Keep an appropriate distance when interacting with a law enforcer--or anyone else
4. To avoid making sudden movements, i.e. hands into pockets
5. Carry and safely produce an ID card
6. Disclose their autism, carry and/or produce an autism information card
7. Recognize inappropriate touching or sexual come-ons directed at them
8. Effectively report bullying or other incidents
9. Tell someone they need help, or use the phone to request it

Lapel microphone for larger venues

Deposit is required at time of booking.

Workshop EIGHT

RISK MANAGEMENT PART B

Title: Building skills for the more independent adolescent or adult who is on the Autism Spectrum

Aims: Develop independent and appropriate behaviors when in an emergency situation.

What can and should the independent person living on the Autism Spectrum expect during sudden or even expected interactions with Emergency Services Personnel

Duration: 20 hours over several sessions

Inclusions: Safety Cards, learn to use safety apps, visits to emergency services, role plays, videos.

Participant numbers: 4-10

Venue required; Classroom with access to smart boards and or whiteboards, screens, lite pro

Building skills for the more independent adolescent or adult who is on the Autism Spectrum Outline

Disclosure to a police officer or emergency personnel
Plan and practice disclosure techniques

Avoiding Victimization
Sensory Overload in an Emergency
How to respond to questions by people in uniform
Your rights and responsibilities
The Law and You

Emergency procedures
Safety Apps and cards
What information should you carry with you?

What happens in ER?
What happens in an ambulance?
What happens at the police station?
What do you do in a fire?

What do you do in a natural disaster ?

Workshop NINE

RISK MANAGEMENT PART C

Title: Autism Safety and Risk Management for staff and professionals in school and community services (SAS. RFF. Emergency accommodation services)

Aims: To develop a set of strategies and resources for non professionals to use in emergency situations with people on the Autism Spectrum.

Duration: 6 hours

Inclusions: Safety Cards, learn to use safety apps, visits to emergency services, role plays, videos.

Participant numbers: 4-100

Venue required; Classroom with access to smart boards and or whiteboards, screens, lite pro
Lapel microphone for larger venues
Deposit is required at time of booking.

Autism Safety and Risk Management for staff and professionals in school and community services (SAS. RFF. Emergency accommodation services)

Outline

Understanding Autism Spectrum Conditions

Developing a safety and emergency plan
De-escalation options if meltdowns occur
Behaviour Plans

Understanding sensory overload
Strategies to help anxiety

Workshop TEN

Title: Autism Awareness training for Law enforcement professionals

Aims: To develop a set of strategies of autism recognition, response and risk management for Police, Fire, Paramedics and other emergency services personnel.

Duration: 6 hours

Inclusions: Workbooks, references, videos

Participant numbers: 4-100

Venue required; Classroom style room with access to smart boards and or whiteboards, screens, lite pro, internet
Lapel microphone for larger venues
Deposit is required at time of booking.

Rationale.

Autism Recognition, Response & Risk Management Training Sessions

Law enforcement professionals may unexpectedly encounter or be asked to find a person with autism. Recognising the behaviour symptoms and knowing contact approaches can minimize situations of risk--risk or victimisation of the person with autism, and risk to the officer. You may learn the person has autism from dispatch, family member or someone at the scene, or the person himself or herself. Children and adults with autism now live, work, go to school and socialise in the community.

Law enforcement professionals will have field interactions with children and adults with autism, their parents and care providers.

Autism Recognition, Response and Risk Management training sessions are designed help officers make these interactions safer, less stressful, and more informed.

Autism recognition, response and risk management training sessions will help law enforcement, fire-rescue and emergency medical responders, and criminal/juvenile justice professionals recognise the behavioural symptoms and characteristics of a child or adult who has Autism. They will learn basic response techniques, learn about the high risks associated with Autism, and will offer suggestions, options and specialised tactics about how to address those risks, increase officer and citizen safety, and avoid litigation. The training can be tailored to meet the needs of local communities and agencies.

Autism Awareness training for Law enforcement professionals Outline

Every session includes instruction on and information about:

- Common autism behaviours and characteristics
- Public safety issues
- Criminal justice issues
- Wandering, Search and Rescue
- Initial contact options
- Establishing communications
- Behavioural de-escalation techniques
- Restraint and arrest options
- Offender and victim trends
- Fire-Rescue and emergency medical response
- Dilemmas and tips in interrogation and interview settings
- Working proactively with families, advocacy organizations and school system
- Model programs
- Cross educational opportunities

Conference Keynote and Breakout Session for:

- Parents
- Educators
- Human Services Professionals
- Persons on the Spectrum

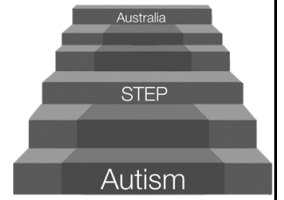
Topics

- Proactive disclosure tools-options
- Wandering
- Contact with police and first responders
- Safety at home and when travelling
- 000 data base alerts
- Developing an autism emergency handout
- Sharing de-escalation techniques
- Developing IEP goals for safety
- Reducing victimisation
- Safety & Risk life skills training
- Developing partnerships with law enforcement and first response agencies



Contact Details

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