

Understanding & Meeting the Needs OF NEURODIVERSE STUDENTS

DEAN BEADLE

PRESENTED BY SUE LARKEY

TEACHER ASSISTANT COURSE

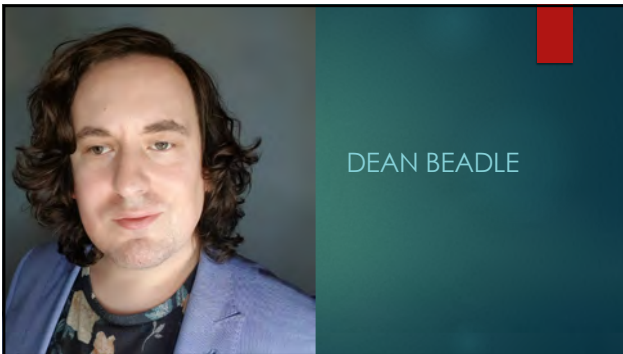
PART 2



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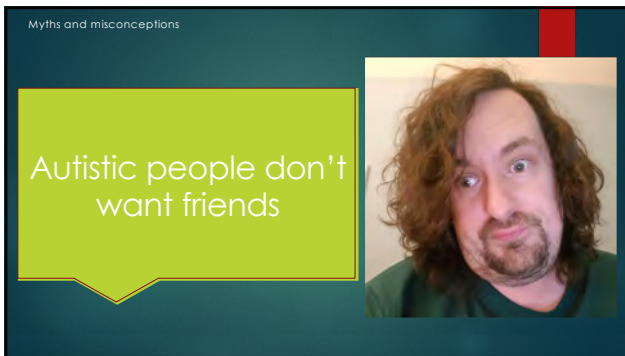
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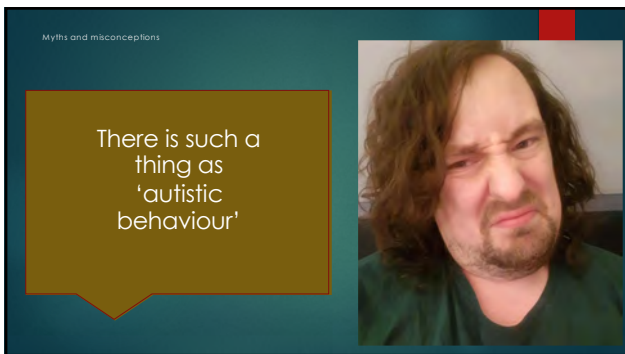
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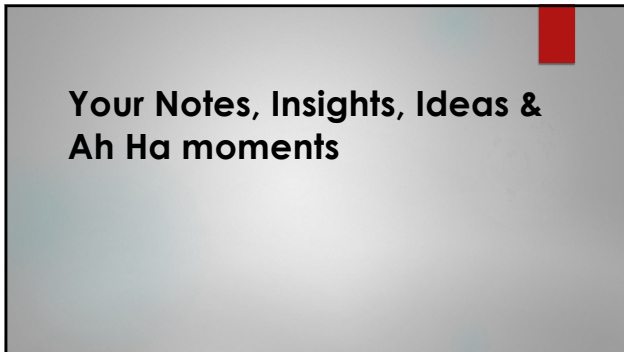
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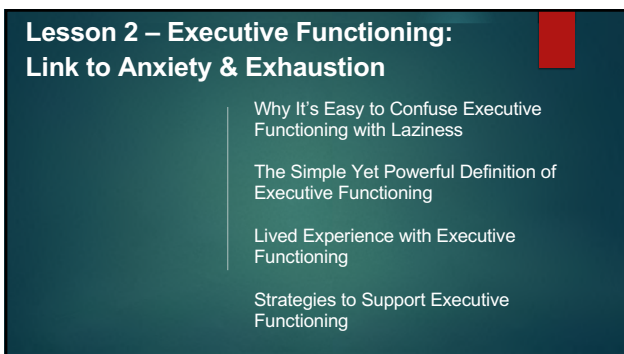
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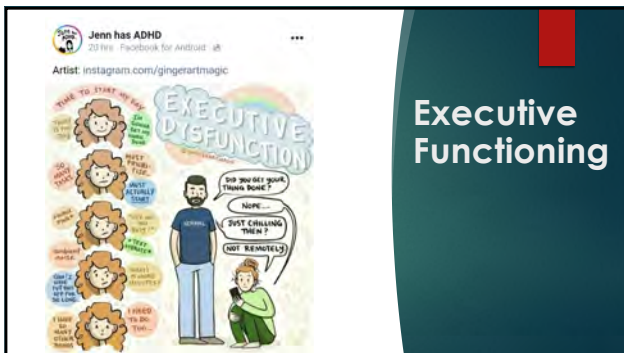
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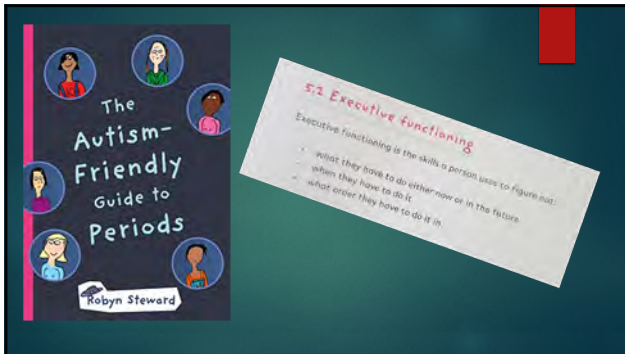
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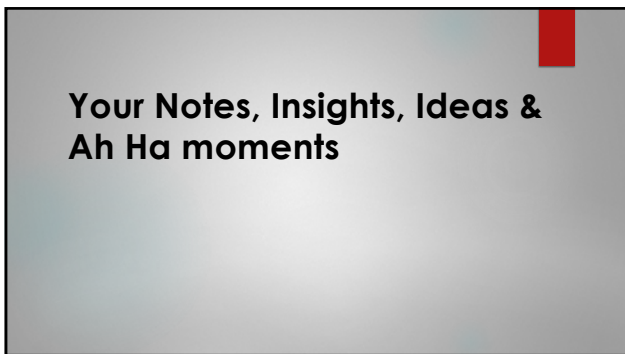
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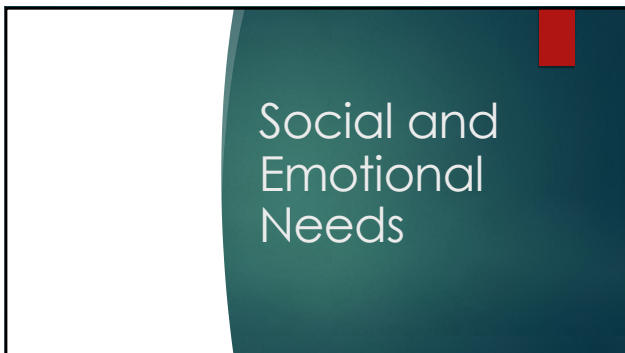
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Lesson 3 - Social Needs and Emotions

- The difference between 'Social Skills' and 'Social Knowledge'
- How to make Social Knowledge work in the 'real' world.
- Mutual Obligation of Socialisation
- The Power of true alone time.
- Allow your students to define what it means to be social.
- 2 Key Ingredients for Social Clubs.
- Dean Beadle's 90:10 Rule for Social Activities.
- The Ladder of Trust
- What is Alexithymia and what you can do about it

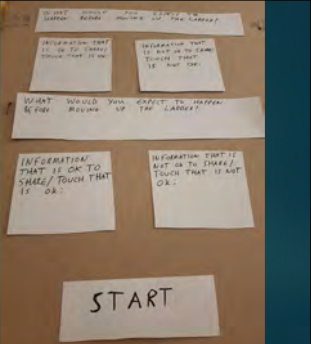

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SOCIAL NEEDS- PRACTICAL ADVICE

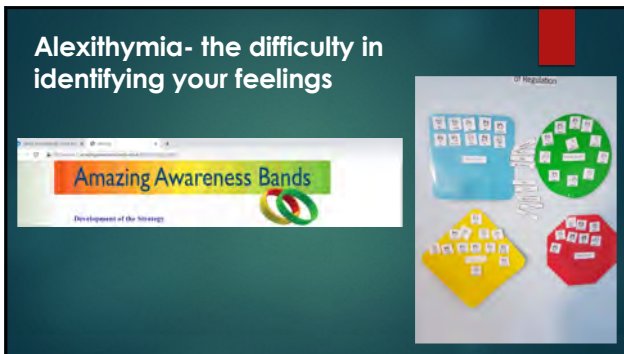
- ▶ Teaching social **knowledge** (as opposed to skills) is essential- but BE HONEST. We are not trying to mold autistic students into being more 'non-autistic' - we are endeavouring to demystify the socially illogical world that non-autistics live in
- ▶ What is social? Be aware that your definition may differ to ours
- ▶ Social breaks are crucial- where can child go during the day that isn't social?
- ▶ Social clubs? Is there a better name? The word 'social' can cause anxiety

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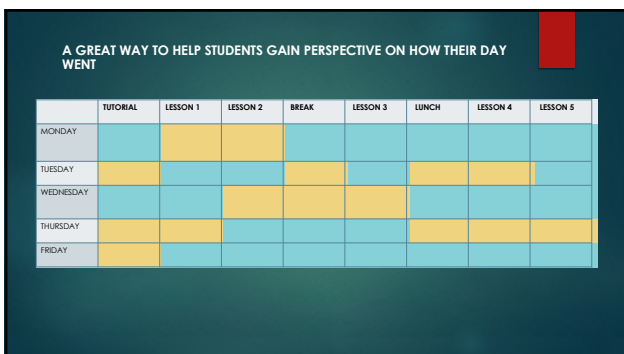
Robyn Steward's Ladder Of Trust



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Your Notes, Insights, Ideas & Ah Ha moments

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Lesson 4 - Autistic Rights and Place in Society

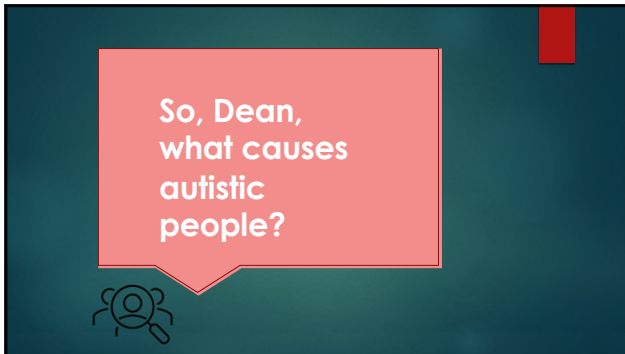
- Supports & Accommodation to put in place.
- Dean's Primary School Report & Diagnostic Report.
- Explanation of Sensory Aversion to having a Hair Cut
- Impact of Labels - 'Good Dean' verses 'Bad Dean'
- How Autistic Youngsters can & should advocate for themselves
- How to help students find a productive & constructive way to deal with feelings

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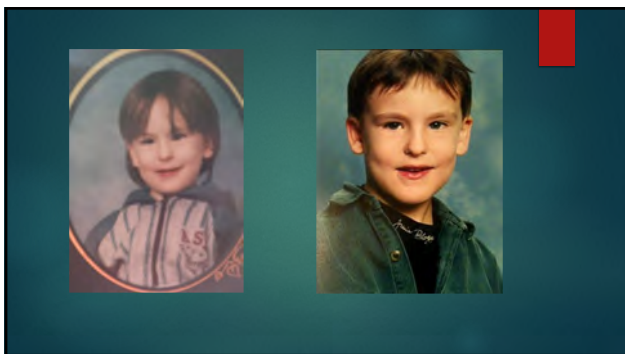


**PART TWO
MY
EXPERIENCE**

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Your Notes, Insights, Ideas & Ah Ha moments

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Lesson 5 - Transformation Impact Teacher Assistants can Make

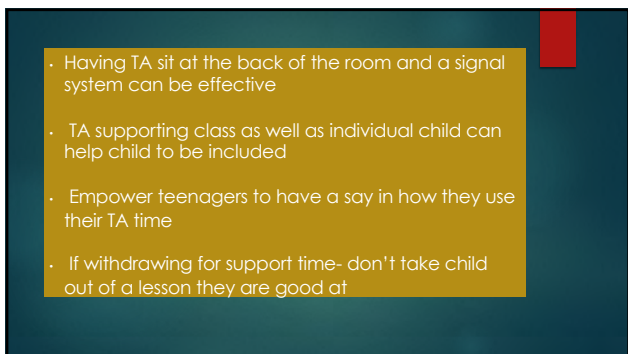
- How to leverage the connection between a Teacher Assistant and Student
- Clear Boundaries in the Role and Responsibilities between the Teacher and Teacher Assistant
- How long should you keep the same Teacher Assistant?
- Discussing the Myth that Teacher Assistants are a barrier to peers and teacher.

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Thoughts on TAs

- Hugely undervalued
- Are often a huge well of knowledge about the child
- School politics often means that TAs aren't listened to
- TAs often have the most creative ideas for meeting need
- We shouldn't be fearful of child and TA forming a bond
- It is NOT the job of the TA to teach or indeed to differentiate

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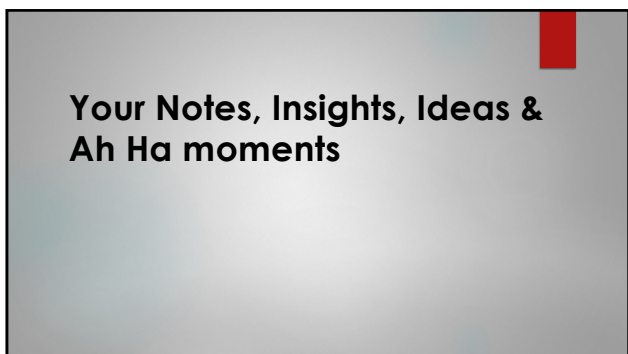
· Having TA sit at the back of the room and a signal system can be effective

· TA supporting class as well as individual child can help child to be included

· Empower teenagers to have a say in how they use their TA time

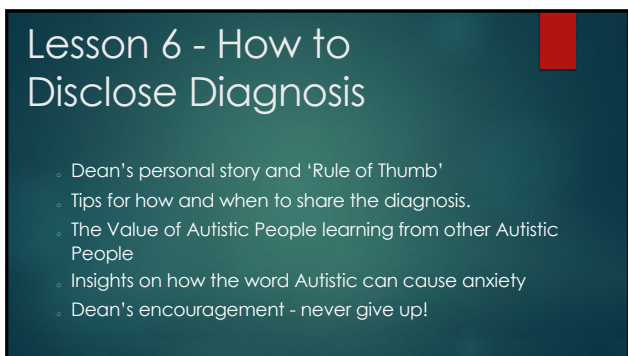
· If withdrawing for support time- don't take child out of a lesson they are good at

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Your Notes, Insights, Ideas & Ah Ha moments

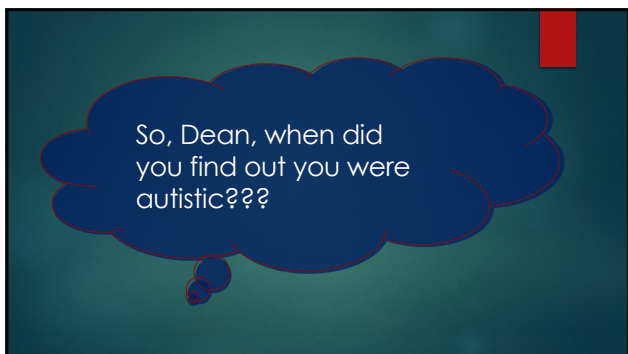
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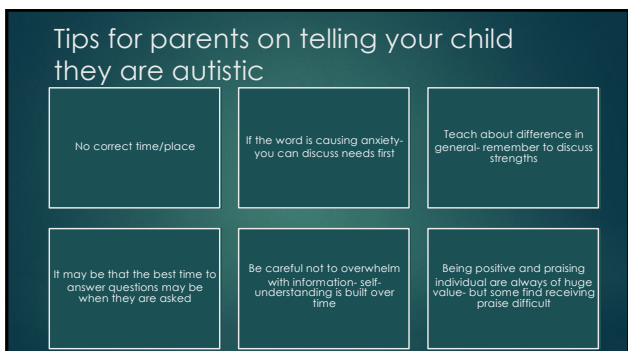
Lesson 6 - How to Disclose Diagnosis

- Dean's personal story and 'Rule of Thumb'
- Tips for how and when to share the diagnosis.
- The Value of Autistic People learning from other Autistic People
- Insights on how the word Autistic can cause anxiety
- Dean's encouragement - never give up!

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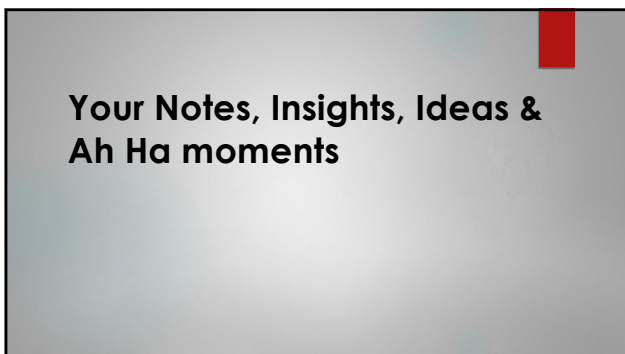
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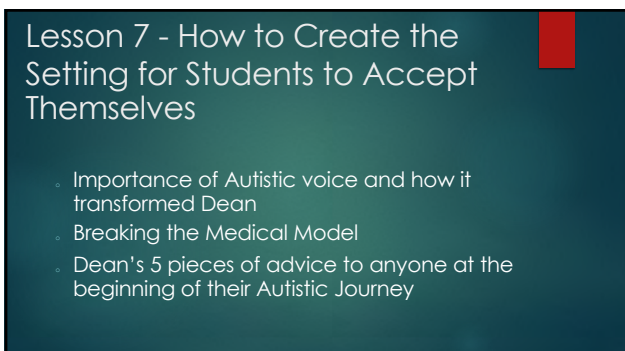
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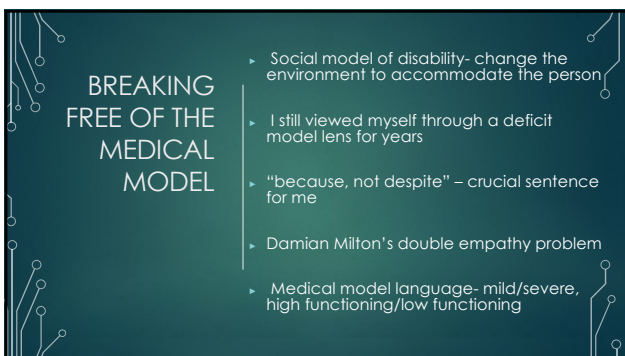
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Things I'd advise other autistics at the beginning of their path to self celebration

- Give yourself permission to have your needs
- Saying no/creating boundaries, it's self care
- People aren't doing you a favour by meeting your needs
- Self understanding and celebration takes time
- Protect and revel in your autistic joy

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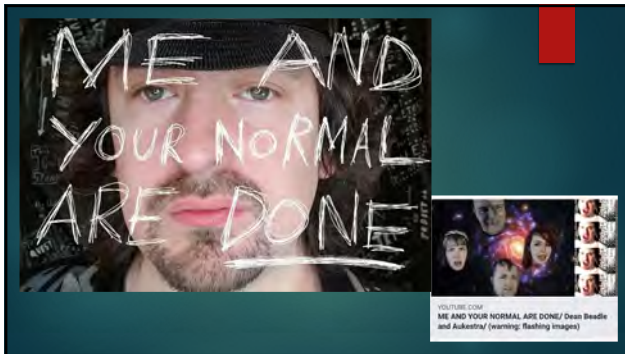
Your Notes, Insights, Ideas & Ah Ha moments

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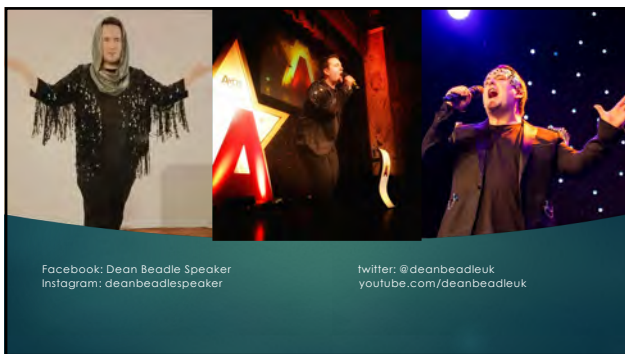
Lesson 8 - Autistic Joy

A window into the beauty and joy of Autism Spectrum

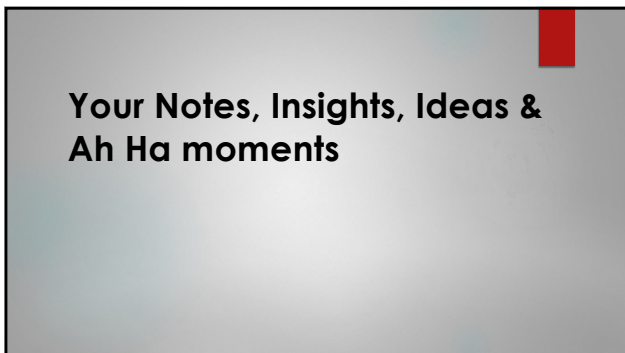
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NOTES

Q & A Sue Larkey & Dean Beadle Answer Questions

- What is a Depressive Meltdown?
- How can you support students when they are having a Meltdown
- How can we support students return to the classroom after ‘Lockdown’ “Learning at Home”
- How to help students who are scared of being ‘naughty’
- How to help students who are worried about getting things wrong
- PDA, ODD – what is it and what to do
- What to do if students don’t want to do Homework (Primary & Secondary School)
- How do we build in recovery time
- What is masking? How can we support (girls) who do this, and tips for boys too
- What if students don’t want to ask for help, as they are too embarrassed.



NOTES

