

## Key worker information

### Purpose of this document

This is intended to give you some information about the role that key workers play on the 'tips' course and how you can help your team to make the most of the course. If you have previously attended we hope that you can still support your team, even if you do not come to every session..

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### Philosophy

By the end of the course, we want:

- Parents and schools to feel they have enough knowledge and confidence to implement short term goals and strategies based on the assessments and longer-term plans you develop.
- Key-workers to be supported to guide their goals, identify further professional development opportunities, and play a pro-active role in a well-functioning team

To support this goal, we:

- Model the fact that all team members have an equal role to play in the teams – that they all have an important piece of the puzzle
  - Try to act as facilitators rather than experts so that participants will be prepared to all make contributions
  - Have designed the course in a way that supports this, for example the team activities use principles of co-operative learning
- .....

### What does this mean?

We know :

- That you may already know the information we are giving you
- Even though information will be familiar - when everyone in the team hears it in the same place at the same time they can all sing from the same song sheet
- This can support you with the team's work further down the track – "let's look back at what we did ... on the 'tips' course"

We are aware that sometimes we might say and do things that you do not agree with:

- ASD is a subject that is highly controversial. All the material we present is consistent with the NZ ASD Guideline
- Sometimes we might choose to present information in a particular way or with a certain emphasis to support participant learning
- Sometimes it might mean that activities are guided to ensure that teams are successful

We know that sometimes we are going to present things that are different to your practice:

- The course has been designed to try and meet the needs of a highly diverse population (both students with ASD and mixed participant teams)
- We limit the number of strategies at times and when they are presented to avoid overload
- There are strategies which we don't cover that are also proven, appropriate and successful
- We don't think that there is only one way and we always welcome feedback which will improve the course for participant

## Partnership

Our facilitators will:

- Respect and welcome your knowledge of your team
- Respect the knowledge and experience of other team members
  - Support you and your team to develop effective goals and strategies to implement after the course

We ask you to:

- Support the process and consider how you can help the team to continue to develop new skills, knowledge and confidence after the course
  - Support the facilitators to select which resources will be most appropriate to share with this particular team
- .....

## Thanks

- Thank you for your support - we hope that you have enjoyed the experience and will support further teams to attend in the future.
  - Please keep an eye on the website as we put any new resources and links on there
  - Feel free to contact us if you have any questions or comments.
  - [www.tipsforautism.org.nz](http://www.tipsforautism.org.nz)
- .....

You can see the resources for each section on the website at [www.tipsforautism.org.nz](http://www.tipsforautism.org.nz).

The user name is: **tips** and the password is: **Participant08** (this is case sensitive).

# Key worker overview

## Day 1

### Introduction to ASD

#### Session 1 – Special interests

<p><b>Special Interests</b></p> <ul style="list-style-type: none"> <li>• Discuss and record some information about special interests of your child; and how they evolved</li> <li>• Brainstorm some activities the child could do around their special interest</li> <li>• Develop special interest kits that the student can use for learning both at home and school</li> </ul>	<ul style="list-style-type: none"> <li>• To develop a special interest learning kit for THIS child</li> <li>• Model a process for assessing interests</li> <li>• Motivate the student's interest and then use the motivation for learning skills around the student's interest</li> </ul>	<ul style="list-style-type: none"> <li>• We have sent some kits based on the interests that were identified in your application.</li> <li>• If you feel that the resource is not appropriate, talk to the facilitator and we can find another one.</li> <li>• You need to consider the level as well as the topic. If the topic is a match but the child has skills at a lower level, it will be better to give them a different topic at an appropriate level. The resources all have a similar structure, so it is fairly easy to use the content for a different topic.</li> </ul>		
		<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>
		<i>Animals</i>	<i>Insects</i>	<i>Electronics &amp; computers</i>
		<i>Thomas</i>	<i>Construction</i>	<i>Space</i>
		<i>Music</i>	<i>Dinosaurs</i>	<i>Art and Drawing</i>
		<i>Water</i>	<i>Cars and Trucks</i>	<i>Numbers</i>
			<i>Toy Story</i>	<i>Chickens</i>

#### Session 2 - Thinking

Activities	Goals	How can key worker help?
<p><b>Thinking - Visuals</b></p> <ul style="list-style-type: none"> <li>• Visual support assessment</li> <li>• Develop a visual support</li> <li>• Consider how you will introduce this</li> </ul>	<ul style="list-style-type: none"> <li>• To identify important elements of visuals for THIS child</li> <li>• Model a process for developing visuals which are effective and consistent</li> <li>• Ensure good practice in introducing and using visuals</li> </ul>	<p>After the assessment activity, help to identify which resources would be the best for this team:</p> <ul style="list-style-type: none"> <li>• The resources roughly equate to a child who uses: <ul style="list-style-type: none"> <li>– real objects for understanding( Level 1),</li> <li>– photos (Level 2); and</li> <li>– more abstract line drawings and words (Level 3)</li> </ul> </li> <li>• If in doubt – Level 2 would be best.</li> <li>• There are examples of 6 kinds of visual in each set (making choices, instructions, timetables, checklists, motivators, reinforcers).</li> <li>• The facilitator will observe and make contact with you during the assessment activity.</li> </ul>

## Day 2

### Session 3 - Communication

Activities	Goals	How can key worker help?
<b>Communication</b> <ul style="list-style-type: none"> <li>Expressive communication assessment</li> <li>Receptive communication assessment</li> <li>Strategy session</li> <li>Develop a communication goal</li> </ul>	To identify important elements of communication for THIS child <ul style="list-style-type: none"> <li>Model a process for assessing communication</li> <li>Identify and implement some appropriate communication strategies</li> </ul>	After the two assessment activities, help to identify which communication session would be the best for this team: <ul style="list-style-type: none"> <li>Think about whether the team would benefit from early or later communication strategies.</li> <li>Again early is objects and very early verbal and later is later verbal and written.</li> <li>Each facilitator will present both receptive strategies and expressive strategies, BUT one will speak about early the other focusing on later.</li> <li>If there are particular resources in the 'other' session which you think would be helpful, we can bring a copy to your team during the later team activity</li> <li>The facilitator will observe and make contact with you during the assessment activity.</li> </ul>

### Session 4 - Socialisation

<b>Socialisation/ play</b> <ul style="list-style-type: none"> <li>Play skills assessment</li> <li>What is fun for this child?</li> <li>Strategy session</li> <li>Develop a socialisation goal</li> </ul>	<ul style="list-style-type: none"> <li>To identify socialisation skills and interests for THIS child</li> <li>To plan a play experience using one of three types of play:               <ul style="list-style-type: none"> <li>people games,</li> <li>turn-taking games,</li> <li>pretend play/role play</li> </ul> </li> </ul>	After the first activity, help to identify which resources would be the best for this team based on play skills the child already has (see table below) <ul style="list-style-type: none"> <li>(ie people games, turn-taking games, pretend or role play).</li> </ul>		
		<b>Play/Socialisation skill</b>	<b>Resource</b>	
		<ul style="list-style-type: none"> <li><i>Being near others</i></li> <li><i>Looking where others are looking</i></li> <li><i>Observing others</i></li> <li><i>Play alongside</i></li> </ul>	<ul style="list-style-type: none"> <li><i>People games</i></li> <li><i>Simple pretend</i></li> </ul>	
		<ul style="list-style-type: none"> <li><i>Sharing toys or materials</i></li> <li><i>Imitating others</i></li> <li><i>Waiting taking turns</i></li> <li><i>Learning and using game rules</i></li> <li><i>Indicating yes/no/stop</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Turn-taking or simple pretend</i></li> </ul>	
		<ul style="list-style-type: none"> <li><i>Initiating interactions</i></li> <li><i>Responding to others</i></li> <li><i>Maintaining interactions</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Pretend or role play</i></li> </ul>	
		<ul style="list-style-type: none"> <li>Support the team to plan a fun play experience in detail           <ul style="list-style-type: none"> <li>encourage a high level of detail about what the adults will do, as well as settings and visuals to support the play.</li> </ul> </li> </ul>		

## Day 3

### Session 3 - Behaviour

<p><b>Behaviour</b></p> <ul style="list-style-type: none"> <li>• Complete the first part of a behaviour assessment activity</li> <li>• Identify people places and tasks which are stressors or supports</li> <li>• Develop an emotional arousal plan</li> </ul>	<ul style="list-style-type: none"> <li>• To learn a process for functional behaviour assessment</li> <li>• To identify tasks and environments that affect the emotional arousal of THIS child</li> <li>• To develop an emotional arousal plan</li> </ul>	<ul style="list-style-type: none"> <li>• Help the team to select an appropriate behaviour for the behaviour assessment:             <ul style="list-style-type: none"> <li>• Select a behaviour which is a fairly simple and probably fairly new or recent</li> <li>• Preferably this will be quirky or inconvenient rather than a major issue (this will help the team to be more objective)</li> <li>• A simple behaviour will help them to be successful in identifying triggers and implementing solutions</li> <li>• Complex behaviours are often those which are long-standing and repeated in a variety of situations with a number of different people.</li> <li>• Complex behaviours are usually more difficult to solve and are better tackled when the team has had some success with the process</li> </ul> </li> <li>• Support the team to complete the emotional arousal activities</li> </ul>
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### Session 6 – Working as a team; ASD ready schools, long-term planning

<p><b>School-wide issues</b></p> <ul style="list-style-type: none"> <li>• Disclosure (parents)</li> <li>• Sensory Sensitivities</li> <li>• ASD ready schools</li> <li>• Transition</li> </ul>	<p>To provide discussion about some common issues</p>	<ul style="list-style-type: none"> <li>• There will be two concurrent activities, the parent session will be facilitated by the 'tips' parent facilitator, and the other session will guide the rest of the participants through modules which can be completed independently..</li> <li>• There are resources and readings available to support the sessions and the goal is to take back some ideas to share with teams.</li> <li>• All of the workbooks, readings and resources are either in the workbook or on the website, so these modules can be completed by other team members after the course.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Parents - disclosure. This session It aims to get parents to think about what information about their child they want to share with whom and to come back and share this with their team.</li> </ul>
<ul style="list-style-type: none"> <li>• Team activity</li> <li>• Long-term goals</li> <li>• Present-ation</li> </ul>		<ul style="list-style-type: none"> <li>• Team activity             <ul style="list-style-type: none"> <li>• Support the team to identify things which will help them to be able to quickly get down to work when they meet so that they can be effective with time they have.</li> </ul> </li> <li>• Long term Goals             <ul style="list-style-type: none"> <li>• This is to help the team to decide on long-term goals as well as priorities so that you can get started with your goals after the course without further meeting and planning</li> </ul> </li> <li>• Presentation             <ul style="list-style-type: none"> <li>• This is an opportunity for your team to share with the rest of the course about one aspect they have planned</li> </ul> </li> </ul>