

Session 1: OVERVIEW & INTRODUCTION

SESSION 1 TRAINING CONTENT

- **Claire:** An introduction of Emotion Works generally – going over the key documents in the Training Booklet
 - Component ‘Cog’ Model & Word Banks (with Introductory video/animation)
 - Progression Summary
 - Additional Support Framework
 - AS Framework & Policy Context
- **Claire:** A closer look at Component Model progression – to help define the ‘very early’ groups we’ll be thinking about in this training: the pre verbal group and those able to use first words
- **Clara Smith:** Introducing learners in these different groups in Fairview School, Perth.
- **Claire:** A closer look at the Additional Support framework, and introduce the AS Dialogue Tool.
- **Steph Murray:** The Additional Support (AS) Dialogue Tool case study.
- Suggestion that people make use of the AS tool before next week.
- **Q & A**
- **Claire:** Information shared about session 2: The Cog Model Dialogue Tool
- Finish with East Park case study video.

TRAINING DOCUMENTS & RESOURCES

- [Training Booklet](#)
 - [Doc 1: Cog Model Visual](#)
 - [Doc 2: Word Banks](#)
 - [Doc 3: Progression Summary](#)
 - [Doc 5: AS Framework](#)
 - [Doc 6: EW & the Scottish Policy Context](#)
- [Additional Support Dialogue Tool](#)
- [Jay Case Study](#)

SUPPORTING
COMMUNICATION

MAKING LEARNING
EXPERIENCES RELEVANT

ENSURING CALM & ALERT
AROUSAL STATES

ESTABLISHING POSITIVE/NURTURING RELATIONSHIPS

EMOTION WORKS IN PRACTICE

Case Study - Additional Support Framework Dialogue Tool

Shared by Steph Murray, Class Teacher

Introducing Jay

Jay is a young boy, age 9, with Severe Learning Disabilities/ ASD/ Sensory Processing Difficulties and is largely non-verbal (apart from learned phrases)

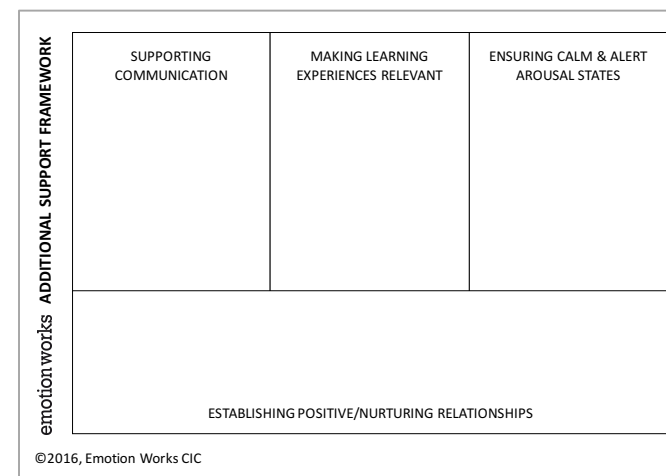
Family: Lives with Mum, Dad and 3 big brothers who think the world of him and accept him for who he is.

School: Special School setting

- Jay has been in the same 'specialist ASD' class with varying staff for 5 years.
- Small class with 6 children (ASD and Severe Learning Disabilities)
- 4 staff
- All pupils are non-verbal who show signs of distress due to communication difficulties and environment.
- All have sensory processing difficulties.
- Low arousal classroom set up.

The main approach in the class has been a behaviourist approach where consequences and tokens feature heavily to shape and motivate his learning, and also to manage his behaviour (eg. if he hit out he had to do threading to 'break the cycle'; or if he was noisy then his toy (which he used for security) was taken off him until he was quiet for a certain number of tokens.

This approach worked ok with staff who knew him well and were consistent with him but as soon as staff changed or the approach wasn't used reliably, Jay would disengage and revert to concerning behaviours.



EMOTION WORKS IN PRACTICE

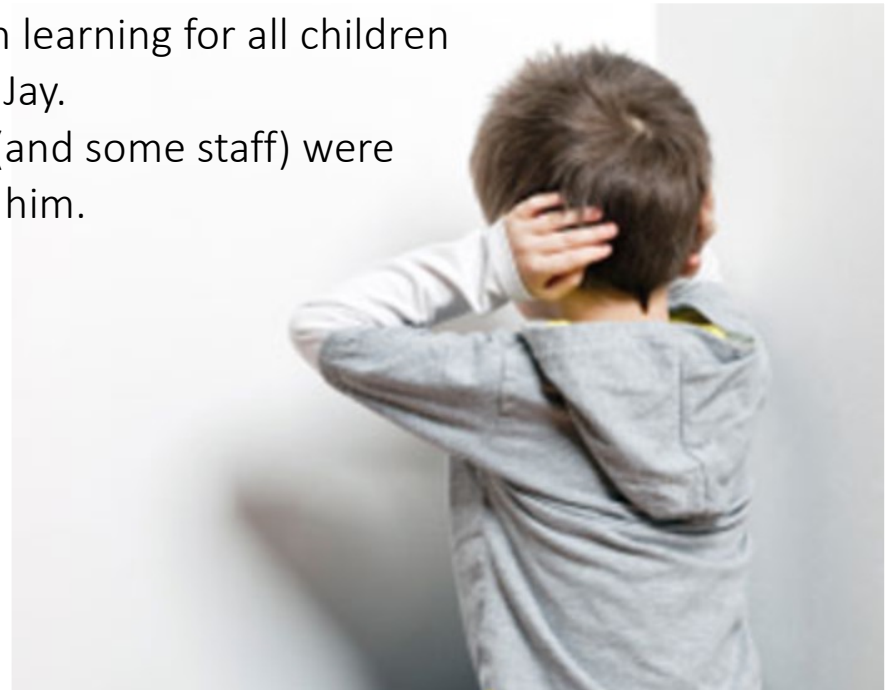
'Jay' Case Study by Steph Murray

BEHAVIOUR SNAPSHOT

- Dropping to the floor
- Refusing to work
- Screaming (up to 100 db!)
- Hitting out at other pupils and staff
- Spitting
- Fixating on items such as toothpaste and bottles
- Self Injurious Behaviour when particularly distressed

EFFECT ON OTHER PUPILS AND STAFF

- Noise sensitive children would hit out/throw things during screaming episodes.
- Children/staff hurt when hitting out (especially in a group situation)
- Level of constant noise caused sensory stress/headaches for staff.
- Impact on learning for all children including Jay.
- Children (and some staff) were scared of him.



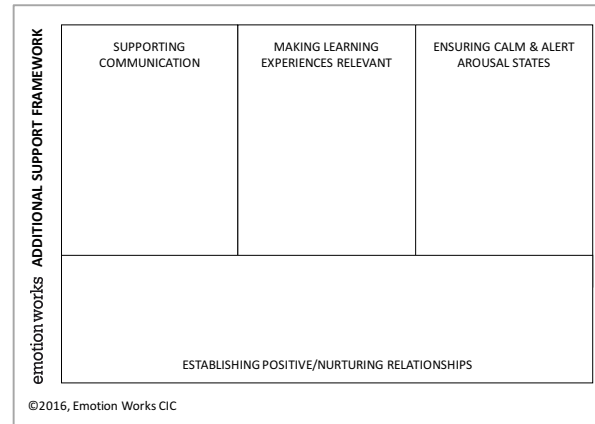
EMOTION WORKS IN PRACTICE

'Jay' Case Study by Steph Murray

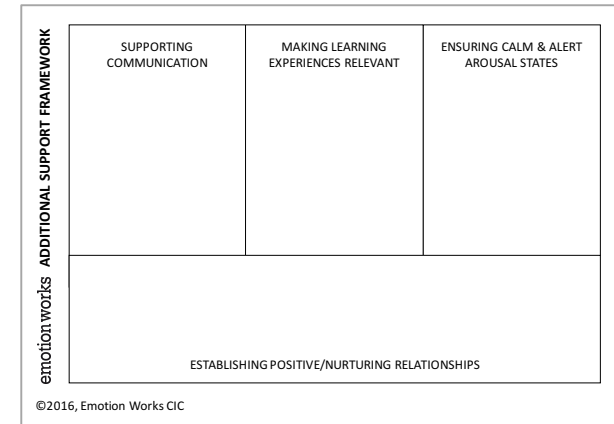
GOAL: I wanted to change the way we interpreted and managed Jay's behaviours as a team with the aim to settle him back into our P7 class the next year.



We used video at team meetings to discuss Jay's behaviours, triggers and existing strategies.



We used the **AS Framework Dialogue Tool** to take a step back and troubleshoot some broad areas of need. We considered opportunities and vehicles as well as barriers and challenges to help us change the strategies we used with Jay.



Jay's Emotional Awareness

- Knows/understands/can label happy and sad.
- Can say sorry when he's hurt someone.
- No understanding of triggers of his behaviours.
- Has own regulation strategies at times but no understanding of when to ask for help.
- Very little language to express feelings – echolalic/repeats learned phrases.

<div>COMMUNICATION ABILITIES</div> <div>Difficulties, Challenges, Barriers</div> <ul style="list-style-type: none">• ASD diagnosis• Little spoken communication except learned phrases and echolia• High pitched and loud screaming – we don’t know what he’s trying to tell us or if he is just blocking out other noises. <div>Opportunities, Strengths, Vehicles</div> <ul style="list-style-type: none">• Understands and uses symbols• Able to use PECS to make requests and comment• Understands symbols in a strip format – timetable/now and next/instructions etc.• Requesting/commenting using symbol chatboards and learned phrases• Can use up to 12 symbol chatboards to help communication and learning. Has literal understanding so symbols tend to be more concrete although when taught more abstract symbols over a period of time he copes with them.• Can name some basic emotions happy/sad/scared	<div>MOTIVATION TO PARTICIPATE IN LEARNING ACTIVITIES</div> <div>Difficulties, Challenges, Barriers</div> <ul style="list-style-type: none">• Obsessive interests & behaviours can inhibit learning• Finds transferring skills difficult• Forgets learned tasks quickly if not repeated often e.g. after holidays• Finds transitioning between activities challenging.• Very poor vocab retention and understanding – needs to relate a word to something real and meaningful to him. <div>Opportunities, Strengths, Vehicles</div> <ul style="list-style-type: none">• Special Interests: Ben Ten, Going on a Bear Hunt song/story, small world toys, cleaning bottles , softplay, rough and tumble/tickles.• Learns through a lot of repetition• Visual learner – shows more interest in symbols, photos, objects and active learning.• Loves small world toys (but just likes to hold/look at them)• Rote learns stories, songs, numbers etc ...could be used to learn social stories.• Supportive staff in class who know Jay well although he has been trained using behaviourists techniques which he seems ‘stuck’ in. Staff need to start thinking beyond this approach and edge away from the negative consequence approach and more towards helping him understand and regulate his emotions and outbursts.	<div>AROUSAL LEVELS</div> <div>Difficulties, Challenges, Barriers</div> <ul style="list-style-type: none">• Emotionally charged behaviour can inhibit learning• Noise sensitive but also makes a lot of noise himself.• Sensory integration needs (hyper-sensitive) –• Doesn’t like certain textures i.e. sticky, wet sand, paint etc.• Emotions very quick to change and erratic at times – can go from laughing to distressed and hitting out to crying within seconds <div>Opportunities, Strengths, Vehicles</div> <ul style="list-style-type: none">• likes to spin and go fast.• Can ask for a ‘hand’ squeeze or a hug when distressed.• Works well in a quiet environment• Is able to have several ‘in the moment’ emotional episodes in the day which can be used as learning tools.• Change environment to suit learner.• Increase sensory input to aid learning.
<div>RELATIONSHIPS WITH ADULTS & PEERS IN LEARNING CONTEXT</div> <div>Difficulties, Challenges, Barriers</div> <ul style="list-style-type: none">• ASD related difficulties i.e. communication make it hard for Jay to make friends/sustain friendships and bond with adults who don’t know him well.• Unpredictable behaviour can harm relationships as Jay can be aggressive and extremely noisy• Needs an adult he trusts to keep his routine and known behaviour strategies otherwise he gets anxious/silly – laughs uncontrollably, runs away, drops to floor; <div>Opportunities, Strengths, Vehicles</div> <ul style="list-style-type: none">• Very loving nature at times.• Good sense of humour and likes fun/rough and tumble/tickles.• Has good relationships with the adults in his class and can at times communicate his emotional needs to them such as ‘hug’ or ‘hold hand’ when he is sad/distressed.• Has some empathy for others especially when they are upset.	<div>RELATIONSHIPS WITH FAMILY / AT HOME</div> <ul style="list-style-type: none">• Jay has a very supportive family who accept him for who he is• Loving towards family, especially mum	

<p>Proposals for improving and supporting MEANINGFUL COMMUNICATION</p> <ul style="list-style-type: none"> • Teach useful phrases e.g. No thank you, help please, I want... Teach staff names so he can ask specific people for help. • Use personal symbol timetable instead of class one. 	<p>Proposals for making LEARNING EXPERIENCES MORE RELEVANT & PERSONALISED</p> <ul style="list-style-type: none"> • Interest based learning activities • Introducing daily sensory circuits • Introduce The Listening Programme 	<p>Proposals for prioritising emotional regulation to ensure a CALM / ALERT AROUSAL STATE</p> <ul style="list-style-type: none"> • Testing for Hyperacusis • Using ear defenders when needed <ul style="list-style-type: none"> • Snack/lunch in the classroom • Separate playtimes gradually increasing time with peers. <ul style="list-style-type: none"> • Separate learning environment.
<p>Proposals for improving and building BETTER RELATIONSHIPS...with teachers/key workers, support staff, peers, parents, carers</p> <ul style="list-style-type: none"> • Encouraging all staff that work with Jay to understand his sensory needs <ul style="list-style-type: none"> • Whole school training on ASD anxiety and sensory processing. • Lots of play opportunities for Jay and team members (soft play/rough and tumble/interest play) 		



IMPACT & OUTCOME

- The AS Framework dialogue tool really helped us to step back from the behaviourist approach previously embedded in the class and consider a few broad areas of need that we really should be getting right with pupils like Jay.
- With a supportive team and by using the tool to unpick behaviours and focus on areas such as sensory arousal we were able to change the strategies we used with Jay. His family were fully supportive and took him for a hearing test. He was diagnosed with Hyperacusis and given a sound/white noise machine to use at night. We feel that this makes a difference – we know when the batteries have run out!
- Other approaches that have been put in place in school are also making a big difference and he has now transitioned successfully to a Primary 7 class where they continue to support him using these strategies.
- Next big step is transition to Secondary and getting settled in a new setting and with new staff.