



Outcomes
First Group

Supporting Social & Emotional Development in our Schools:

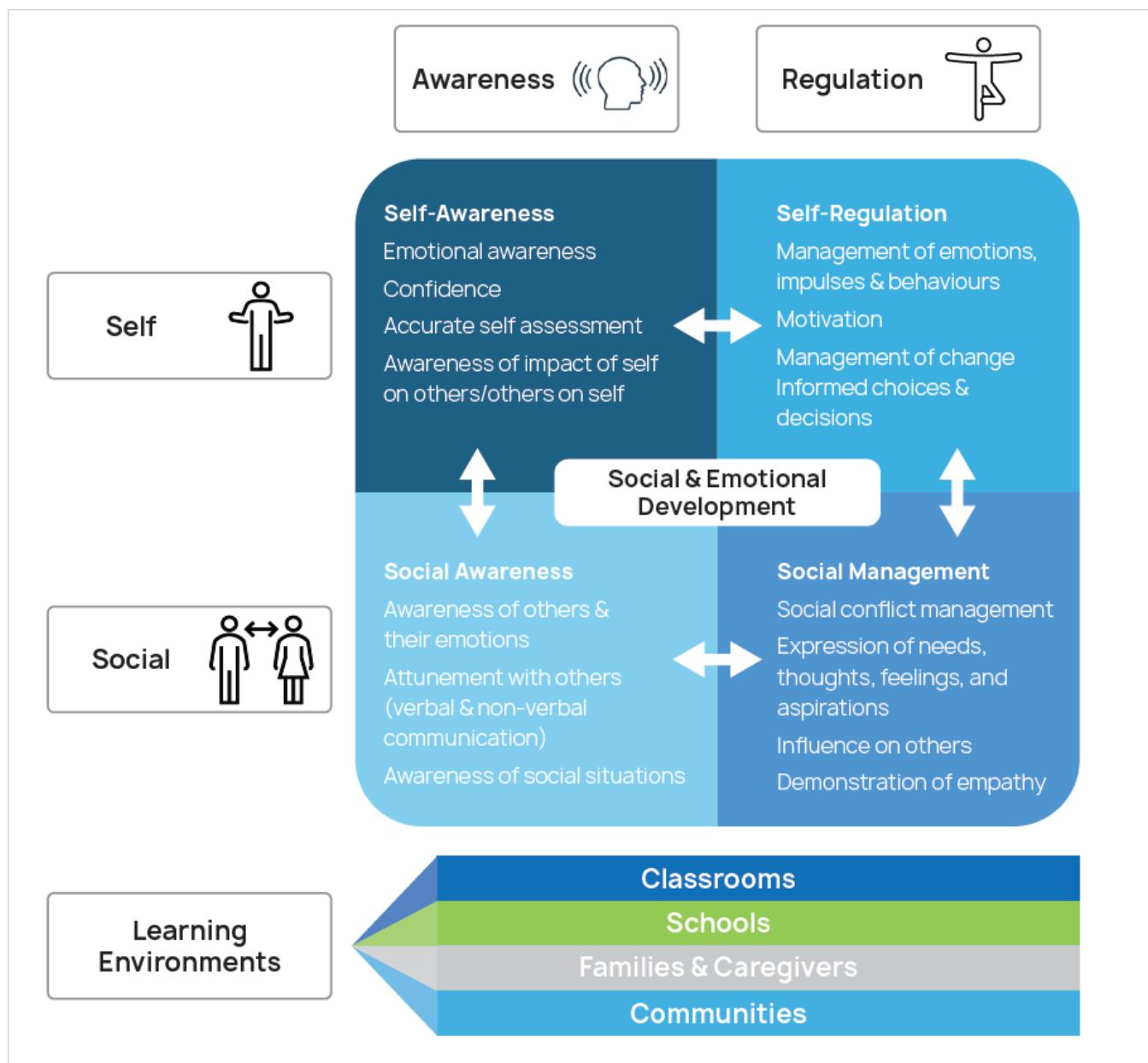
A Joint Education and Clinical Approach



1. Introduction

As part of OFG's mission, we commit to improving the lives of our pupils through a relentless focus on wellbeing and learning. This is reflected in OFG's approaches across our schools, which include trauma informed and neurodiversity affirming practices.

The emotional and social development of our pupils is paramount to their holistic success and wellbeing within OFG. Social and emotional development is the process by which individuals learn to understand and manage emotions, build relationships, and engage with their social world. The core areas of social and emotional development are presented in the model below:





The 'Trauma Informed Practice' (TIP: co-connect, co-regulate and co-reflect) and 'Ask, Accept, Develop' (AAD) strategies embedded within OFG schools are integral within the above model: the strategies form the underlying approach used in our schools to support the social and emotional development of our pupils. For example, pupils are supported to develop self-regulation via co-regulation approaches, they are supported to develop social/relationship management via co-connect approaches and they are supported to develop self-awareness via co-reflect approaches. The 'AAD' approach support pupils to develop in areas such as confidence, influencing others, communication and making choices (skills associated with self-advocacy).

The purpose of this document is for education and clinical teams to have a joint understanding of the key principles which we use to support the social and emotional development of our pupils, and the remit of education and clinical staff within these interventions and approaches. This enables clinical and education teams to work in collaboration whilst maintaining distinct and equally valuable rolls around emotional and social development.

2. Approach

In OFG we all apply the following principles when supporting emotional and social development:

- **Neurodiversity Affirming** - Interventions and objectives are neurodiversity affirming, thus valuing the natural and individual ways that our pupils think, communicate and engage with the world. We only focus on development of areas that are relevant, meaningful and helpful to the individual. That is, interventions that enhance their interpersonal or intrapersonal effectiveness. Areas of development might include, for example, self-awareness, self-advocacy, perspective taking, flexible thinking, problem solving, emotional regulation and increasing social understanding / awareness. For further information about our neurodiversity affirming approach to interpersonal effectiveness, please refer to 'OFG Position Statement: Supporting Autistic Individuals'.
- **Strength Based** - Our approach is strength based in that we seek to build on the personal strengths and interests of pupils and optimise on their positive experiences, rather than focussing on their deficits and difficulties. We respect and take into consideration preferences, personal goals and special interests, both presented by the pupil and their parents/carers.
- **Improving Quality of Life** - Intervention is aimed at improving life skills, enabling inclusion and/or reducing

the risk of harm.

- **Inclusive** - We take active steps to ensure we are inclusive by offering pupils opportunities to participate in interventions and considering and addressing any potential barriers to their involvement. For example, we identify methods of communication that suit an individual's strengths, differences and needs to facilitate participation from all individuals. We adapt methods, approaches and resources to suit the individual needs of pupils, ensuring they are always trauma informed and neurodivergent affirming. We build trust and understanding to create a safe space for pupils to explore strategies that might benefit them.
- **Learning Preferences and Needs** - A balance of implicit and explicit learning opportunities offers the greatest positive impact on the learning and development of interpersonal and intrapersonal effectiveness. For example, supporting a pupil to understand emotions opportunistically and experientially, via secure relationships, positive interactions and co-regulation can be effective alongside more structured and preplanned opportunities to support a pupil to learn about different emotions. However, learning opportunities will look different depending on the pupil's needs, learning abilities and preferences – appropriate adaptations will be necessary. We support pupils at their own pace of learning, reflecting with pupils on an ongoing basis regarding their learning needs.
- **Evidence Informed** - We select interventions carefully, using up to date evidence informed practice and knowledge of the individuals and cohort's needs to inform decision making. Education and clinical teams collaborate to agree on the best approaches and interventions to implement.
- **Outcomes Focussed** - Interventions have clear aims, and methods of measuring impact against these aims, to allow progress to be monitored and to inform next steps. We review interventions with pupils, carers/parents and other key people involved. We deliver high-quality intervention, to the right young people and in the right way, to make maximum impact.

3. Remit of Education and Clinical teams

The emotional and social development of our pupils is the responsibility of everyone in OFG: both education and clinical have key roles to play and contributions to make. For example, education staff hold a great deal of valuable knowledge and experience around teaching and learning and their pupils' strengths and needs, whilst clinicians hold a great deal of valuable knowledge and experience around child development, evidence informed approaches and clinical needs. Their contributions are distinct, based on training, experience, knowledge of the pupil and remits. Examples of their distinct remits are described below:

NB. All education and clinical staff should consult with their clinical leads or SENCo's/Personal Development Leads before implementing interventions to support social and emotional development.

Education

Leaders, teachers and other education professionals should embed social emotional learning as part of the whole school approach to pupil's personal development. Explicit teaching should be provided on recognising emotions, managing uncomfortable emotions in safe and positive ways alongside sessions on mental health, self-esteem and

self-awareness as appropriate to the age and stage of the learner. Social emotional learning should be embedded into the culture of the classroom and wider school community to promote wellbeing, understanding of oneself and others. Classrooms should be safe spaces where pupils feel able to share their feelings and where communication, empathy and conflict resolution should be modelled, encouraged and supported.

Some pupils may require additional group or individual input through educational based interventions to explore social emotional learning aspects more deeply such as self-esteem, grief, resilience or coping with overwhelming emotions.

Psychological Practice

Psychologists and psychotherapists play a vital role in supporting the emotional and social development of pupils within OFG schools. They facilitate school environments and relationships via a level of support that impacts on the whole service, contributing to creating a therapeutic milieux and positive school climate. They achieve this via promoting TIP and AAD approaches, providing related training and supervision/coaching, offering guidance around environment and intervention, and facilitating staff reflective practice sessions.

Psychologists and psychotherapists provide individual and group intervention to help pupils develop and cope in response to emotional challenges such as anxiety, low self-esteem, stress, grief, and trauma. Through therapy and supportive conversations, children learn how to understand and manage their emotions, build resilience, and develop healthy ways of expressing themselves. Collaboration is a major aspect of their work: they regularly consult with education staff and parents to develop action plans with strategies to support children's development. This input ensures a consistent, coordinated and impactful approach to a child's well-being.

Psychologists and psychotherapists also help pupils experience social success where this is identified as needed and appropriate. They support development of communication, empathy, conflict resolution, cooperation, and how to make and maintain friendships. They support pupils in forming positive relationships with peers and adults and support pupils to navigate social situations more effectively.

A key part of their role is the early identification of emotional and social issues. Psychologists and psychotherapists assess pupils who may be struggling and intervene early to prevent more serious problems. Assessment always takes place as part of an 'assess, plan, do and review' process. The specific actions taken and tools used by a psychologist or psychotherapist might differ depending on their specific discipline: OFG has psychologists from the specialised fields of education, forensic, counselling and clinical psychology and psychotherapists who specialise in creative or talking based therapies. This reflects the range of psychological and therapeutic needs within OFG.

Finally, in times of crisis, such as after a traumatic event or significant loss, psychologists and psychotherapists provide emotional support and guidance. They help children process difficult experiences and begin to heal, while also advising school staff on how to respond to affected pupils, staff and families.

Altogether, their support is crucial in helping students thrive emotionally, socially, and academically.

Speech and Language Therapy

Speech and language therapists (SaLT's) play a key role in supporting social and emotional learning. They do this by first identifying the communication and interaction differences, traits, difficulties which may underpin challenges with social communication and developing emotional literacy skills. In essence SaLT's help individuals:

- To develop the language and communication skills necessary for expressing needs, wants, ideas, thoughts, feelings and wishes.
- To develop the ability to make choices, problem solve, reason, think flexibly and understand the perspective of others.
- To develop an understanding and awareness of the social and interpersonal skills which can help in the navigation of social situations.
- To develop self-awareness and understanding of how to build positive relationships.
- To develop an understanding and awareness of how to be a self-advocate.

In OFG SaLT's follow the graded approach model (assess, plan, do, review) and provide holistic SEL support by working closely and collaboratively with the education team and other members for the clinical team. They use a range of recognised and evidence-based approaches, techniques and resources when providing advice & guidance, support and intervention. They focus on building understanding and awareness, developing emotional vocabulary, as well as providing opportunities to practice and reflect on successes and challenges. Depending on individual needs, intervention is offered 1:1 or in a small group either as a class or with other pupils with similar needs.

In alignment with OFG AAD and TIP strategies, any SaLT intervention offered is strength based and focuses on the well-being, communication and sensory needs of everyone. Careful consideration is given when selecting resources and programmes for use in an intervention to ensure that they are adapted accordingly, and objectives are neurodiversity affirming and trauma informed.

Some pupils rely on the use of Augmentative and Alternative Communication systems (AAC) to aid processing, support understanding and to provide them with a means of expression. Salts ensure that all pupils can access SEL by putting in place the AAC systems they need.

Crucial to creating a positive and supportive inclusive communication friendly learning environment is to equip all staff, both education and clinical, with the knowledge and skills required. Staff are provided with training and mentoring opportunities to support them to understand the importance of a supportive school culture, how to build strong relationships as well as how to support SEL. In OFG a holistic approach is taken when deciding how to provide staff with the training they need and Salt's play an important role in both developing and delivering this alongside other members of the clinical team.

In summary, speech and language therapists in OFG support pupils to develop the communication, social and emotional understanding skills and awareness needed to thrive in all aspects of their learning and life both at home and in school.

Occupational Therapy

Occupational therapists serve an important role in promoting social emotional learning at all levels. Social and emotional competencies are required for successful participation in almost all spheres of occupational performance- social participation, activities of daily living, education/work, play & leisure and instrumental activities of daily living, which is where OTs have expertise. OTs seek to build emotional competence in pupils

through skill building and the development of self and social awareness, which improves participation within and outside of the school setting. Education staff and OTs should work together to infuse strategies into the school day as part of our whole-school approach.

OTs have specific focus on supporting play, use of free time (break & lunch), making or suggesting environmental adaptations and supports in the classroom and whole school and they can help promote routines that support pupil engagement and development. OTs also can develop and run groups that emphasise social and emotional learning. In some cases, our OTs may be required to support a pupil or small groups of pupils with interventions to develop the following skills, if this is within their wishes:

- Building relationships
- Conflict resolution
- Understanding social expectations in specific environments or activities
- Use of good judgment in personal safety and care
- Support skills to participate in social and peer groups
- Support skills to participate in work
- Collaborative play skills and leisure activities
- How to develop relationships based on mutual interests
- Understanding regulation and the strategies and tools required to support engagement

Collaborative Working

The best outcomes are achieved when education and clinical work collaboratively, bringing their expertise together to provide intervention and support to pupils. In OFG this is achieved at all tiers of the organisation. For example, Heads of Curriculum work with Heads of Clinical Disciplines to co-create guidance which impact on emotional and social development across OFG and, at site level, clinicians work with education staff to co-deliver group interventions and to select the best interventions to implement with cohorts. The best outcomes are usually achieved by clinical teams being embedded in their schools (consulting with education teams, being present and visible in the school setting and being known by the pupils).

Specific examples of what is offered in OFG, at site level, by education teams, clinical teams or both are provided in Appendix A. The examples offer clarity and boundaries around the remits of education and clinical teams, thus ensuring that appropriate levels of expertise are applied (to ensure safe practice) and collaborative working takes place.



Appendix A: Examples of OFG offer to support social and emotional development

Examples are split into different categories of offer that contribute towards the social and emotional development of our pupils: 'Approaches & Environment', 'Curriculum & Learning' and 'Targeted Intervention'. Not all examples will apply to each setting or cohort of pupils in OFG: the suitability of an approach or intervention will be dependent on several factors, including the cohorts' primary needs, learning profile and educational/clinical resources available. Whilst this document provides a brief description of each example, schools and clinical teams will need to seek further details to inform the suitability of the approach/intervention for their circumstances. Where education teams require clinical training or support to implement an approach/intervention, they should discuss this with the clinical team in the first instance as available support will depend on the expertise and disciplines within each clinical team. Many resources will also come at a cost, with budget implications for consideration.

All of the examples listed align with OFG approaches, ethos and ways of working and all examples are evidence informed. For schools who intend on introducing an approach or intervention (group or individual) that sits outside of the examples below, approval from the clinical Practice and Standards Team (if clinical based) and/or Education Quality Advisor – PSHE (if education based) is required prior to purchase and implementation.

OFG endeavours to review the examples provided on a regular basis, in line with further research and approved approaches.

Approaches & Environment

Whole school approaches or environmental factors that impact on wellbeing, social and emotional development and ethos. **All of the examples below would involve collaboration between the onsite education and clinical team.**

Embedding OFG's TIP/ADD Strategies

For example:

- Whole school policies and practices (e.g. 'behaviour policy', 'anti-bullying policy' and 'Safeguarding policy')
- Creating culture and ethos to promote positive wellbeing
- Champion and clinical collaboration e.g. around accreditation
- Learning Walks
- Training (for whole school and TIP/AAD Champions)

PACE (Playfulness, Acceptance, Curiosity and Empathy) model – a way of thinking, feeling, communicating and behaving to help a child feel safe and promote secure relationships.

Emotion Coaching approach - based on the understanding that all behaviour is a form of communication and is driven by an emotional response. Uses moments of heightened emotion and resulting behaviour to guide and teach the child and young person about more effective responses. Provides a staged approach to developing scripts of how to respond to pupil's when their emotions become overwhelming. Education staff require training prior to use.

Reflective Practice for staff & facilitated by clinician - gives staff a safe space to consider the impact of working



with trauma on them: team dynamics, thoughts and feelings about the work, self-care/well-being.

Embedding OFG **environmental guidance** to promote wellbeing and safety (e.g. sensory friendly environments, inclusive communication environments, standards for break out spaces, recommendations from clinical audits).

Restorative Justice approach to repair harm and rebuild relationships. It aims to create safe and supportive spaces and recognises the inherent worth of each individual and strengthening essential ties.

School based **intervention/approach to address needs of specific cohorts** e.g. Emotional based school avoidance, bullying, examination stress or 'pupils at risk'.

Staff training/workshop: **mental health/wellbeing/emotional literacy related/diagnosis** specific. Education and clinical teams to decide whether co-delivery is required or whether appropriate for education/clinical to deliver independently.

Crisis Prevention Institute (**CPI®**) staff training – designed to help colleagues identify, prevent and de-escalate crises. N.B. This does not require a clinician to deliver the training.

Curriculum & Learning

Offering pupils structured learning opportunities alongside positive interactions, relationships and experiences has the greatest positive impact on the learning and development of interpersonal and intrapersonal effectiveness. Structured learning opportunities will look different depending on the pupils needs, learning abilities and preferences – appropriate adaptations will be necessary. **All of the examples below would involve collaboration between the onsite education and clinical team.**



PSHE curriculum

Whole class level or delivered in bespoke manner (e.g. to meet specific safeguarding need).

Use of OFG approved educational resources to develop interpersonal and intrapersonal effectiveness. Clinical involvement on request.

The new statutory guidance (July 25) calls for a whole school, integrated approach to health and wellbeing, where emotional literacy and social understanding are threaded through the curriculum, contributing positively to pupils emotional understanding and resilience, building self-efficacy and supporting them to make informed decisions about their wellbeing, relationships and individual needs. Social, emotional and mental wellbeing as foundational and integral to new statutory content for both positive mental and physical health.

Delivery of social emotional literacy curriculum either integrated into PSHE curriculum delivery or as complementary program running alongside PSHE curriculum:

- **SEAL**
- **THRIVE** (used alongside OFG guidance – [link to be inserted](#))
- **PATHS**
- **Mulberry Bush**
- **My Happy Mind (in review)**
- **Hamish and Milo (in review)**
- **Second Step Programme (in review)**

Targeted Intervention

Intervention designed to meet specific identified needs, at a group or individual level. **Whilst some of these examples can be delivered by education or clinical staff independently, some require specific training.**

Education

Bespoke pastoral support

For welfare or safeguarding purposes e.g. 'Wellbeing checks' with pupil. Signposting families and caregivers to support.



	<p>Real Love Rocks Education and awareness raising programme developed by Barnardo's Safer Futures Trauma Services. Promoting children and young people's rights to healthy, consensual and safe relationships with peers, partner, their family and across their community is at the heart of this.</p> <p>Hamish and Milo (in review) Offer a range of SEMH wellbeing intervention programmes (for individual and group intervention) under the social-emotional themes of: anxiety, resilience, diversity, anger, change, friendship, conflict, loss, sadness and self-esteem.</p> <p>Yoga Yoga as a sensory-based intervention, which should only be conducted by a staff member that is a certified yoga instructor or who has been trained to deliver a specific yoga-informed programme. Whole body stretches can be carried out to support the development of body awareness, strength, balance and regulation by all staff, however your PE teacher and/or OT would be best placed to advise if you would like to put a specific programme in place.</p> <p>Elklan – It is an Autism Thing – I will help you understand it. A book that offers insight into the life of an autistic individual. It is a teaching and learning resource, written from the perspective of an autistic woman who has autistic children. Each chapter focuses on a different topic which is broken down into 3 sections – my experiences, information & advice. It can be used by teachers and clinicians.</p>
Clinical	<p>Approved clinically led interventions With group or individual targeting mental health needs or using techniques that require clinical training. Co-delivered with education staff where possible and appropriate.</p>
Clinical Training & collaborative working required (education and clinical)	<p>'Understanding Me' document (including 'My Coping Plan') 'My Sensory World' 'Communication Profile' Clinical team to have oversight.</p> <p>Bespoke pastoral support of a therapeutic nature Using clinically informed strategies and approaches for groups or individuals. Requires clinical collaboration and support.</p> <p>The Interoception Programme (Kelly Mahler) It outlines a systematic, guided process that can be used to develop and build interoceptive awareness in pupils using evidenced-based principals. It follows a structured programme to understand interoception (body signals) and how this relates to what we feel. These interoceptive awareness skills facilitate optimal emotional responding and the pupil's ability to process and interpret feelings, or to plan ahead and strategize at the onset of small cues before becoming overwhelmed or entering a dysregulated state, provide pupils with self-care skills critical for emotion regulation. This curriculum requires training in sensory processing, particularly interoception, to be able to implement fully.</p>



Emotional Literacy Support Assistants (ELSA)
<p>These are trained assistants. Recognises that social, emotional and mental health underpins learning and pupil well-being and that children learn better and are happier in school if their emotional needs are also addressed. Educational Psychologists train teaching assistants to become ELSAs and provide them with ongoing supervision.</p>
The Homunculi Approach <p>Described as a flexible Cognitive Behavioural Therapy programme for young people on the autism spectrum or with emotional and behavioural difficulties. It seeks to build social and emotional resilience in children and young people. The materials in the book and the programme have been designed to be used by anyone, without the need for a background in therapeutic approaches. Establishing evidence base. Education and clinical teams can co-deliver or utilise supervision/consultation.</p>
LEGO® Therapy <p>A structured therapeutic approach using LEGO® bricks designed to promote social development in children using Lego as a resource. The intervention involves children working collaboratively and being encouraged to communicate, problem-solve and work together to build a model, with the support of an adult. Education and clinical staff can implement following training.</p>
Mindfulness based interventions <p>Can impact in a wide range of indicators of positive psychological, social and physical wellbeing in children and young people. Mindfulness interventions involve attending to the present moment without judgement or attachment to any particular outcome. The aim of mindfulness is to learn to be aware of thoughts and bodily sensations to be able to better cope with daily emotions and challenges. School staff need to be well trained and to continue to practise mindfulness themselves before teaching it to their students. Regular supervision and on-going professional development is also recommended.</p>
The FRIENDS programme <p>A manualised programme based on the cognitive-behavioural approach that is widely used in schools to empower pupils with the skills necessary to not only manage and prevent anxiety but become engaged and thriving individuals. Education and clinical teams can co-deliver or utilise supervision/consultation.</p>
Energy- Autism Level UP!® <p>A framework, tools, strategies and logic to support regulation. It is a neurodiversity affirming approach and aligns with our OFG strategies. This support is designed to help neurodiverse individuals & their support teams identify how an individual experiences the continuum of energy (arousal) states. This type of support, free of emotional labels, is particularly helpful for neurodiverse individuals that may have difficulty in this area. This support can be used by any individual or their support team to provide clear visual feedback. It is sensory informed and</p>



considers environmental impact and activity demands. It is personalised and allows the pupil to make their own choice around preferences and needs.

Clinical teams can train education staff on how to roll out this programme in an informed way within the school context to make it meaningful and relevant to the pupils. The first training package is available on Shine, which gives an overview of the framework and key resources. They can support with resources and adaptations of resources for specific pupils. It is often more beneficial for secondary and college students; however, some resources have been adapted to support those pupils with more complex profiles. It is important to factor in capacity when choosing this approach. The 'Person in Context' tool is largely used by OTs. 'The Regulator' tool would be supported by clinicians.

Zones of Regulation®

A proactive, skills-based approach, using simple, common language to understand and talk about regulation. It is a systematic framework with a developmental sequence of lessons, which can be adapted for learners and different settings. It is developed from evidence-based theories and practice. Studies examining The Zones of Regulation's impact have shown the curriculum has a positive effect on learner outcomes. However, the evidence base for use with autistic individuals, who often have difficulty describing emotional states and feelings, is low.

Clinical teams can train education staff on how to roll out this programme in an informed way within the school context to make it meaningful and relevant to the pupils. They can support with resources and adaptations of resources for specific pupils. It is not suitable for all schools, especially those with complex communication and interaction difficulties and it is important to factor in capacity when choosing if this approach is to be used.

Sensory Ladders

This is a tool that was developed by an occupational therapist to facilitate top-down learning and scaffolding of understanding around the impact of the senses and sensory processing on the ability to participate in everyday life, and the learning of increasingly more complex skills. This starts with the development of strategies for use at home, school, work or out and about that can support emerging new skills and abilities. Uniquely individualised and personalised. Sensory Ladders are about co-production – building a shared narrative and understanding. They promote awareness of self-states and how to use sensory strategies for self-regulation. Promoting successful engagement and participation in everyday life.

Clinical teams can train education staff on how to use this resource, if it is specifically requested to meet EHCP.

The Alert Programme®

Supports pupils to learn to become focused, productive, and balanced and to find practical solutions to enhance their daily life. It has a user-friendly approach, helps anyone articulate their inner experience of self-regulation (how alert they feel). The program emphasises how to change alertness levels throughout the day. "If your body is like a car engine, sometimes it runs on high, sometimes it runs on low, and sometimes it runs just right!" It is considered an evidence-based approach, however it requires clinicians to have attended the online trained to implement the programme and use the specific resources.



	<p>Sensory Circuits For groups or individuals. Involves sequences of physical activities that are designed to alert, organise and calm. The sensory circuit aims to facilitate sensory processing to help children regulate and organise their senses to achieve the 'just right' or optimum level of alertness required for effective learning. The circuit should be an active, physical and fun activity that children enjoy doing.</p> <p>Sensory circuits should ideally be completed at school, first thing in the morning (and after lunch too, where possible), but can be done at home too. Sensory circuits are a great way to both energise and settle children so they can focus and engage better in the classroom. Many children can benefit from attending a sensory circuit, even for a short period of time. The activities can also be utilised at different times of the day as part of a sensory diet to help the child regulate. Clinical teams (preferably OT) can train education teams on how to roll these out during the school day and what equipment or resources are required.</p>
	<p>Brick-by-Brick® Building Friendships programme Play Included An evidence-based methodology within LEGO® Therapy, endorsed by the LEGO Foundation. It utilises LEGO play to foster social and emotional development in children, particularly those who are autistic or neurodivergent. This evidence-based approach focuses on collaborative building activities to enhance communication, collaboration, and friendship skills. Education and clinical staff can implement following training.</p>
	<p>Intensive interaction <i>Intensive Interaction is a way of being with an individual and not a targeted approach.</i> It focuses on building the fundamentals of communication for individuals who may be in the early stages of developing communication skills or have difficulty with social interaction. It involves a supportive adult mirroring and responding to a person's actions, vocalizations, and body language, creating a foundation for building relationships and developing communication skills. Education and clinical staff can use the approach after completing training.</p>
	<p>Language For Behaviour and Emotions Developed by Anna Branagan, Melanie Cross and Stephen Parsons. A practical interactive resource which makes use of scenarios for use by teachers and clinicians working with children and young people with SEMH and SLC needs. It provides a systematic approach to developing five key skills: 1. understanding language 2. emotional literacy skills 3. inferencing and verbal reasoning skills 4. narrative skills 5. social problem-solving. Can be used by teachers and clinicians following training.</p>
	<p>Language for Thinking (Stephen Parsons and Anna Branagan) A structured approach to developing children's language, but because it is visual and scenario based it can be used to develop children's social understanding and reasoning skills. It can be used flexibly with a whole class or in small groups. It was developed for the 4-7 age group but is a useful approach to use in SEN settings with older children. It is a resource that can be used by teachers and clinicians.</p>
	<p>Autism, Identity and Me A workbook to empower autistic children and young people aged 10+ Rebecca Duffus.</p>



	<p>Designed to help children and young people to develop a positive understanding of their autistic identity. It is a structured approach, and the workbook is broken down into sections e.g. interests and focus, masking, emotions and energy levels. The aim is for the individual with the adult to develop a 'personal passport' and to support the individual to develop a deeper understanding of what autism means to them. It is a resource that can be used by teachers and clinicians.</p>
	<p>Elklan - Understanding Me Developed to support children and young people with SLCN to understand and come to terms with their diagnosis. The aim of the programme is to support children and young people to understand what their diagnosis means, so that they can explain their communication differences, traits, difficulties and needs to others. Clinical and education staff must have completed training before using.</p>
	<p>Comic Strip Conversations – Carol Gray A visual approach to: 1/ explore thoughts and feelings about things (conversations, situations, events) that have happened or will happen and 2/ explore difficult concepts, consequences of actions and things that were / will be said (conversations, situations, events). Use of the approach involves re-telling an event or conversation and problem-solving with the pupil using line drawings, speech & feelings bubbles, and colour to record what people say / said and what people are thinking / thought and feelings. More complex scenarios / situations might need to be broken down, e.g. using numbered boxes (story board format) so that a sequence of events can be represented in stages. The Comic Strip Conversation is created with the pupil, and they are encouraged to share information using questions with or without the use of prompt cards. The pupil is encouraged to lead and openly share information with the adult taking a supportive role. Training is required (clinical and education) to make use of this approach.</p>
	<p>Social Thinking: Social Explorers (younger learners or those with higher learning needs) & Social Detectives (older children) An approach which utilises stories and other activities to encourage exploration and discovery of the social world through play and interaction. Key concepts are introduced: "thinking thoughts and feeling feelings", "group planning", "thinking with your eyes" and "whole body listening". (Note- some adaptations are required to make sure these resources are neurodiversity affirming.)</p>
	<p>Social Stories – Carol Gray A social learning tool that provides a way of accurately, meaningfully relaying information in a positive and reassuring way to support pupils understanding and awareness of social situations / scenarios. They can be used by professionals (clinical and education) and parents. The use of photos and symbols of reference in social stories adds context and can help explain ideas and concepts that are more abstract. Social stories are only suitable for use with pupil's who can make causal links i.e. "why ... because" problem solving (Blanks level 4). Social stories can be created in advance or with a pupil and doing this can build mutual understanding of how they and others might perceive things differently. Social stories should be created by following a defined process. There are 10 criteria that need to be met to ensure what has been created is a true social story. Training is required on how to develop a social story.</p>



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Links to Useful Resources

[Social-and-Emotional-Learning-Info-Sheet.pdf](#)

[Autism Level UP!](#)

[The Zones of Regulation | A Curriculum For Emotional Regulation](#)



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[Sensory Ladders - Sensory](#)

[The Alert Program® - The Alert Program](#)

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Kerri Hastings (Education Quality Advisor – PSHE for guidance)

Approved by:

Additional Information: