



BSquared 

Autism Profiling with Autism Progress

Presented by: [Dale Pickles](#), Managing Director, B Squared

B Squared

- B Squared products are about supporting pupils with SEND
- We help schools to show the small steps of progress pupils with SEND make.
- Different frameworks for different ages and ability - EYFS, Primary, Secondary and an Autism profiling tool
- Reduces teacher workload - identifies next steps, shows progress and supports meaningful communication
- We have over 25 years experience around showing progress for pupils with SEND
- We have 3 main products:
 - Connecting Steps is our assessment software
 - Evisense is our evidence and parental engagement system for schools
 - The SENDcast is our podcast for SEND and SENDcast Sessions is our online CPD sessions.



Dale Pickles

- Managing Director of B Squared
- Worked in SEND for over 20 years
- Supports schools around assessment, data and showing progress for pupils with SEND
- Host of the award winning SENDcast podcast for Special Needs
- Host of the SEND Briefings and SENDcast Sessions training on the SENDcast website
- Diagnosed with Autism and ADHD in February 2023



The SENDcast was a winner in the 2022 nasen awards

Over 160 episodes. A new episode every Thursday!

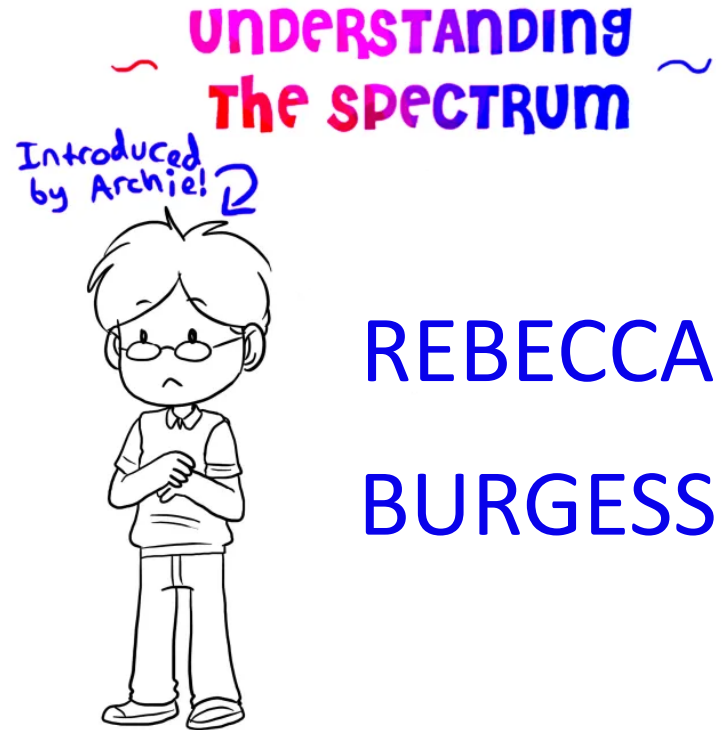
Over 250,000 listens!!!

What is Autism?

Autism is a spectrum

Not linear, not a scale, not mildly autistic, not very autistic, not high functioning, not low functioning.

You can download Understanding the Spectrum by clicking on the link below



What is Autism?



10 SYMPTOMS OF AUTISM

Symptoms of Level 3 Autism



Inability to use spoken language



Extreme sensitivity—crowds, noise



Lower IQ

- Delays
 - Feeding
 - Abilities
 - Interests
 - Handicaps
- Over or under sensitivity to light, sound, touch or taste

SIGNS OF AUTISM

- ISSUES WITH COMMUNICATION: CHILD DOESN'T RESPOND HIS/HER NAME
- HYSTERICS
- AVERSION TO TOUCHING
- SENSITIVE TO LOUD NOISES
- TIP TOEING
- IGNORING THE DANGER
- AVOIDING EYE CONTACT
- PREFERRED TO PLAY ALONE
- DELAYED SPEECH DEVELOPMENT



Physical symptoms like sleeplessness and epilepsy

SIGNS OF AUTISM

- ISSUES WITH COMMUNICATION: CHILD DOESN'T RESPOND HIS/HER NAME
- PREFERS TO BE ALONE
- TROUBLE INTERPRETING WHAT OTHERS FEEL
- REPETITIVE MOVEMENTS OR SPEECH PATTERNS
- AVOIDING EYE CONTACT
- SENSITIVE TO LOUD NOISES
- ECCENTRIC WAY OF MOVING



What is Autism?



Does not reflect my experience of autism....



What is Autism?



What is Autism?

Neurodiversity

Autism, ADHD, Dyslexia, Dyspraxia, Dysgraphia, Dyscalculia, Tourettes, Down Syndrome, Cerebral Palsy, OCD, Anxiety and more...

There is neurotypical and there is everyone else.

Neurodivergents don't fit into a pattern.



What is Autism?

Co-morbidity

Autism, ADHD, Dyslexia etc. have their own traits, but they can overlap.

I am autistic, but I also have ADHD

I have traits from both, but only some traits. Someone else with ADHD and autism will have a different mix of traits.



What is Autism?

Support the person, not the label



What is Autism? – NHS (Children)

Autism in young children

Not responding to their name

Avoiding eye contact

Not smiling when you smile at them

Getting very upset if they do not like a certain taste, smell or sound

Repetitive movements, such as flapping their hands, flicking fingers or rocking their body

Not talking as much as other children

Not doing as much pretend play

Repeating the same phrases

Autism in older children

Not seeming to understand what others are thinking or feeling

Unusual speech, such as repeating phrases and talking 'at' others

Liking a strict daily routine and getting very upset if it changes

Having a very keen interest in certain subjects or activities

Getting very upset if you ask them to do something

Finding it hard to make friends or preferring to be on their own

Taking things very literally – for example, they may not understand phrases like "break a leg"

Finding it hard to say how they feel



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What is Autism? – NHS (Adults)

Main signs of autism

Finding it hard to understand what others are thinking or feeling

Getting very anxious about social situations

Finding it hard to make friends or preferring to be on your own

Seeming blunt, rude or not interested in others without meaning to

Finding it hard to say how you feel

Taking things very literally – for example, you may not understand sarcasm or phrases like "break a leg"

Having the same routine every day and getting very anxious if it changes

Other signs of autism

Not understanding social "rules", such as not talking over people

Avoiding eye contact

Getting too close to other people, or getting very upset if someone touches or gets too close to you

Noticing small details, patterns, smells or sounds that others do not

Having a very keen interest in certain subjects or activities

Liking to plan things carefully before doing them



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What is Autism? – NHS

Autism in Children

16 traits listed. 13 are described in a negative way, as difficulties. 3 are differences from the social norm.

Autism in Adults

13 traits listed. 10 are described in a negative way, as difficulties. 3 are differences from the social norm.

Are there no positives to being autistic?



What is Autism?

We need to stop using this language

Autism is...

OR

Autistic people cannot/struggle with...

We need to start using this language

Autism can be...

OR

Autistic people might not be able to/may struggle with...



Autism Progress

autism >> progress

Autism Progress is a profiling tool within Connecting Steps, our assessment software.

It can be used on its own or can be used with our other frameworks that show academic progress for a variety of ages and abilities.



Autism Progress



B Squared was approached by these 3 charities to collaborate and develop a tool to profile autism.

They wanted a tool to help professionals working in schools and adult care settings to understand the children or adults they are working with better.



Autism Progress

Autism Progress is based on SCERTS.

Social Communication

Emotional Regulation

Transactional Support

Within each area/level of Autism Progress there are a range of strategies designed to help you to support autistic children or adults.



Autism Progress

Autism Progress helps you to build a developmental profile across the following areas:

Communication

Social Interaction

Flexibility of Thought

Emotional Regulation



Autism Progress

Autism Progress is not a diagnostic tool

It can be used before a diagnosis as way to evidence what you are seeing in how they present. It will also help you support them effectively while you wait for a diagnosis.

It can be used after a diagnosis to build a profile, so you and other professionals know where they need support, where they don't need support and have a range of strategies to support them.



Autism Progress

There are 17 levels within each area of Autism Progress

Level 1 is around the level of neurotypically developing 1 month old child.

Level 17 is around the level of a neurotypical young adult.

Each level has between 20 and 40 skills/objectives. There are over 1,500 assessment points spread across the 4 areas.



Autism Progress

This shows Level 11 of Emotional Regulation.

Emotional Regulation is made up of Self-Awareness, Self-Control and Self-Expression.

You build a profile working over several levels in each area, to really highlight where they need support, but also where they don't need support.

Self-Awareness			
Communicates about themselves as an individual with their own ideas and feelings M 18 Oct 2023	Demonstrates understanding that many people can be our friends M 5 Sep 2022	Describes how they might help someone ○	Describes what they like or do not like ○
Eats meals at a reasonable speed M 14 Feb 2023	Enjoys playing/interacting with others ○	Explains what a friend is to them E 18 Nov 2023	Handles objects with care M 18 Nov 2023
Identifies new things they can do E 18 Nov 2023	Identifies what is special about belonging E 18 Nov 2023	Identifies with whom their lives are linked E 18 Nov 2023	Realises what they do affects others G 18 Nov 2023
Shows an awareness of themselves as an individual with their own ideas and feelings G 18 Nov 2023	Uses role-play to represent personal experiences G 18 Nov 2023		

E – Engagement. They are needing a lot of support to be able to do this.

G – Gaining Skills and Understanding. They only require some support/prompting or they can do it inconsistently.

M – Mastered. They can do this independently.



Autism Progress – Strategies to Support Students

Universal Approaches:

- Plan first-hand experiences and challenges appropriate to the stage of the individual, challenging but achievable.
- Set up interesting objects/events and wait for the individual to draw your attention to them.
- Lots of new experiences - set up shared experiences that can be reflected upon together or shared with others, e.g. visits, cooking, stories that can be re-enacted or reflected on supported by photographs or remnants.
- Enable generalisation of developed skills and strategies to new environments/contexts.
- Opportunities to play organised games.
- Develop simple “social stories” to explain new events or “invisible” social information (Carol Gray Available at: www.carolgraysocialstories.com).
- Build in opportunities for role-play to develop different points of view and how other people think (theory of mind).
- Opportunities to be responsible for something else, e.g. pet/plant, membership of a committee.

Skill Development Approaches:

- Play games which involve listening for a signal such as ‘Simon says’ and ‘ready steady go’.
- Develop joint play and “inter-subjectivity” by including characters who act out intentions and emotions in small world play scripts.
- Share equipment with another individual.
- Develop purposeful social experiences such as through joint projects and play, e.g. Lego group, art group etc.



How do you use the profile?

Once you have built a profile, the first thing to remember is it not static.
It will change over time.

As they grow, their autism will change. As they experience more of the world and as they acquire new skills, often taught explicitly, their support needs will change.

The way you support them as they get older will change. They may become more independent and be able to the strategies themselves.



How do you use the profile?

The profile gives you a way to talk about the child or adult's autism in more detail than they are just autistic.

The profile gives you a framework to shape those conversations and to talk about the different aspects of their autism.

You can use the profile to identify the most important areas the child or adult needs support in AND where they don't need support



How do you use the profile?

Within Connecting Steps, we have a variety of graphs and reports we can use to talk about progress, challenges and next steps.

When we talk about progress, we can show progress across multiple levels and show progress in terms of reducing support.

We can celebrate the progress they are making, however small.



Progress – Am I Measuring the Right Thing?

If a pupil requires an EHCP, this means that the school has already identified that the pupil needs an increased level of support.

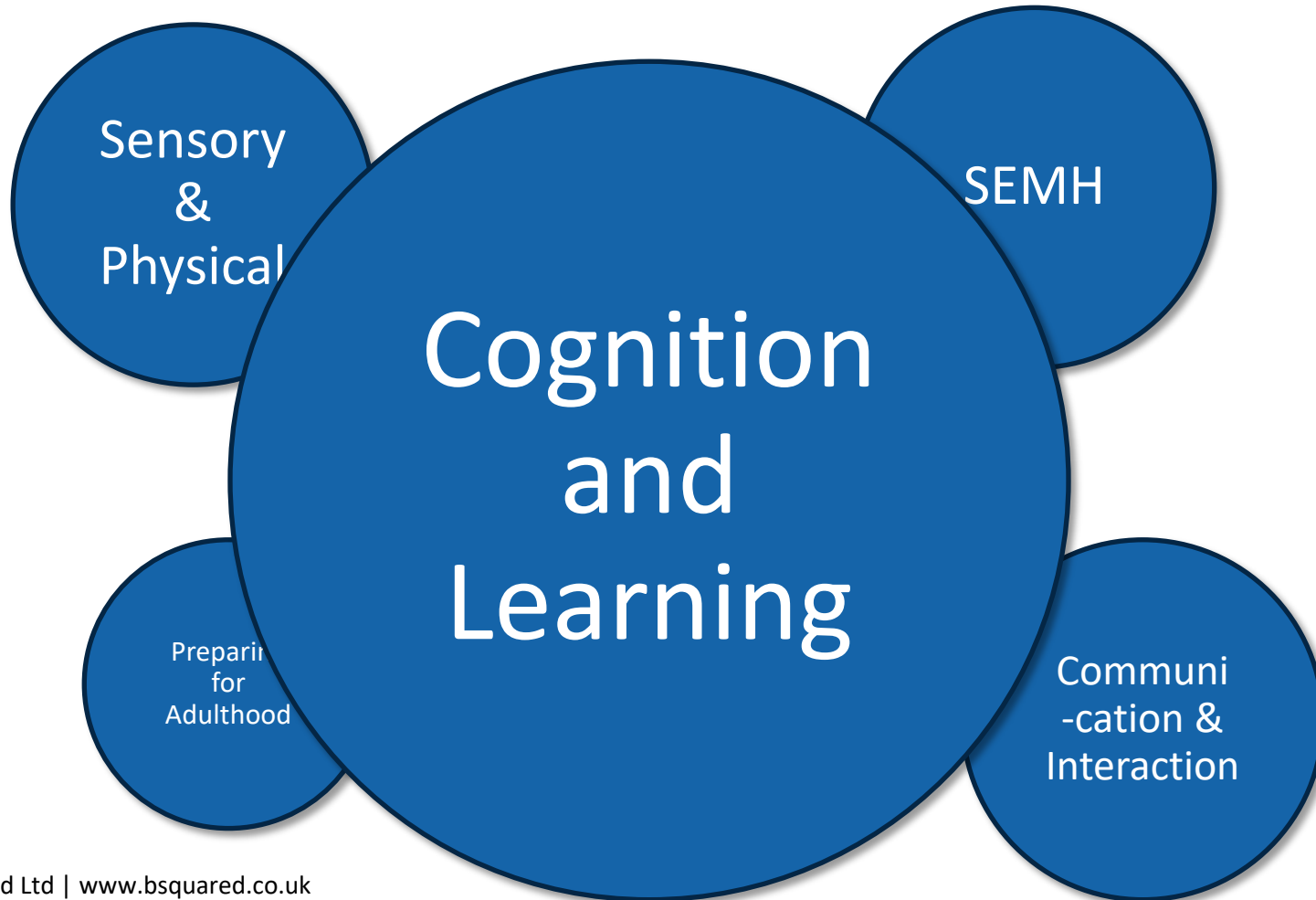
The school will often introduce an *individualised* curriculum, with *individualised* outcomes based on their EHCP outcomes.

If we have an *individualised* curriculum with *individualised* outcomes, why aren't we using *individualised* expectations?

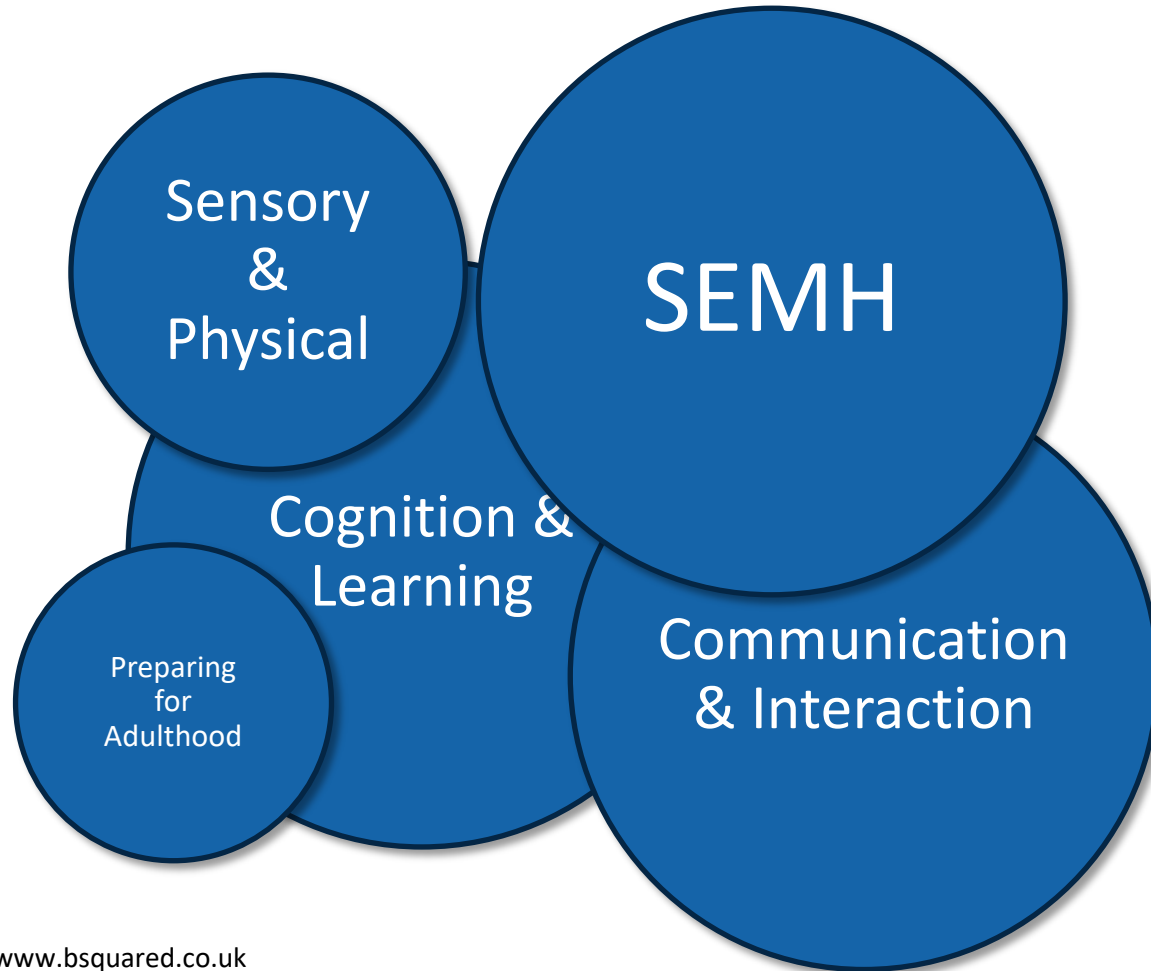
Why are we judging progress for pupils with SEND using just English and Maths and why are we judging their progress using standardised values?



Progress – Am I Measuring the Right Thing?



Progress – Am I Measuring the Right Thing?



Cause vs Effect

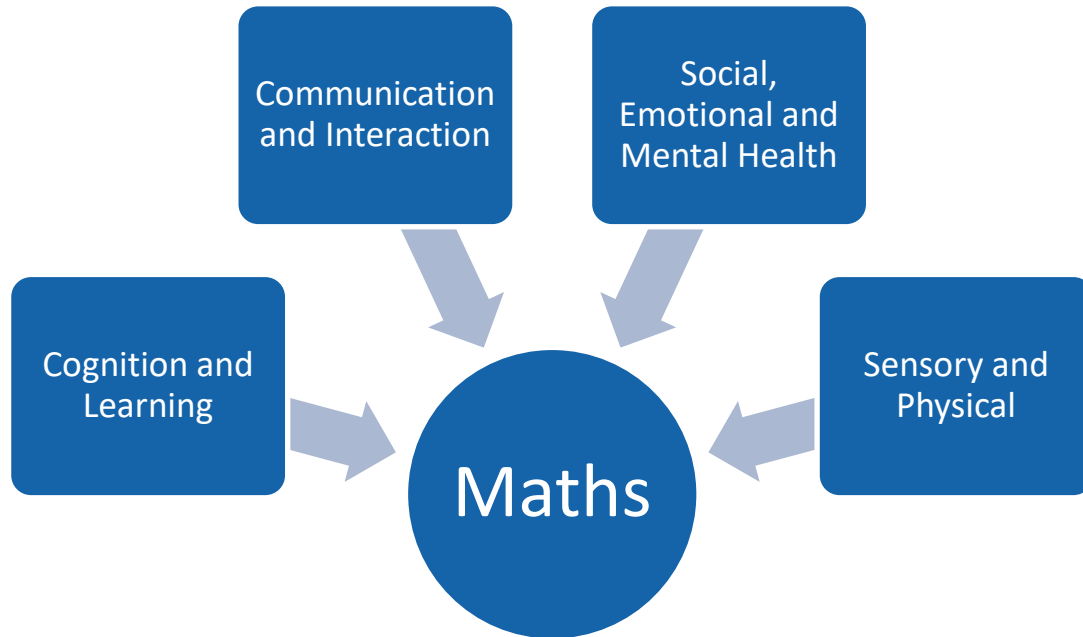
The definition of insanity is doing the same thing over and over expecting different results.

The Government sometimes thinks that to improve an area of education you just keep repeating it until the pupil finally achieves it. If a pupil struggles with phonics, just keep doing phonics until they get it.

We might see a pupil struggling with Maths (the effect), but that is probably not the cause. If you only focus on the effect, you can spend lots of time focussing on the wrong area and see no improvement. There is so much more going on before we get to Maths.



Caused vs Effect



Any pupil could be struggling with one of these areas, not just pupils with SEND. It could be an undiagnosed need, or it could be an area they need support in for a short period of time.

If a pupil is struggling in lessons, have a think about these areas as well as the subject/activity itself.

What is Progress Measuring?

If I am looking at progress in Maths for a pupil, what am I really measuring?

- Maslow's hierarchy of need
- Four broad areas of need
- Support provided
- Quality of teaching
- Curriculum
- Teacher's curriculum knowledge
- Senior Leaders

Generally, when we are measuring progress, we aren't measuring pupils. We are measuring how effective our learning opportunities are, how well we know our pupils and how effective we are at meeting their needs.



Improving Knowledge Around SEND



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- Covers a wide range of topics including anxiety, emotions, Autism, school avoidance, masking, ADHD, behaviour, language, SENCO workload, ASC and so much more
- Created to support everyone in schools, parents and more.

www.thesendcast.com

Or just search SENDcast in any podcast app



Improving Knowledge Around SEND

FREE SEND Briefing

Our FREE SEND Briefings twice a year help schools keep up to date with changes around SEND.

**Our next briefing is on the
28th November 2023**

Jane Friswell will take us through the latest changes in the world of SEND and give us some insight on what it means.

You can access this briefing as well as future and past briefings on the SENDcast website



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Quick Tour of Connecting Steps

Before I give a quick tour of Autism Progress and Connecting Steps. I just wanted to share ways you can find out more about our products.

Dale Pickles – *email me for more information or if you have any questions*

dale@bsquared.co.uk

Book a **FREE** online meeting using the buttons on the Autism Progress website if you want to find out more.

www.autismprogress.org

Podcast - www.thesendcast.com





Dale Pickles – *email me for more information or if you want a copy of my slides*
dale@bsquared.co.uk

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