Sgilti Lesson-Teacher Question and Answer Pack

|  |  |
| --- | --- |
| **Introduction Vlog/Clip 1: What is autism?** | |
| **Questions for class discussion:** | **Suggested Answers:** |
| 1. **What is autism?** | Autism is a developmental disorder which affects the way a person communicates with and relates to other people and the world around them.  Some people with autism may have learning difficulties as well whereas others who have high functioning autism do well academically in mainstream school.  It is estimated that around 1:100 young people have autism which means that there are young people with autism in most schools.  ***(For more information about autism, see Chapter 2, Pages 13-26 Autism: A Guide for Mainstream Secondary Schools).***  **Answers from pupils may be:**   * A condition that makes someone think differently * Autistic brains work differently * Autistic individuals don’t know how to speak to people * Autism causes meltdowns and behaviours |
| 1. **What are the signs of autism?** | Autistic individuals have difficulties with;   * social interaction and communicating verbally. * social imagination and creating ideas from their imagination. * understanding gestures and non-verbal communication.   And also have;   * a narrow range of interests * prefer routines and structure and * repetitive behaviours.   ***(For more information about the signs of autism, see Chapter 2, Pages 11-12 Autism: A Guide for Mainstream Secondary Schools).***  **Answers from pupils may be:**   * Finding social situations hard * Finding it hard to talk to others * Not always understanding what people say * Getting angry or stressed * Having meltdowns or shutting down and becoming quiet |
| 1. **What kind of person is Sgilti?** | Sgilti is an ordinary young boy, who is no different to all of you. He wants to have friends and fit in.  **Answers from pupils may be:**   * He is no different to us * A nice boy |

|  |  |
| --- | --- |
| **Clip 2: Planning, Structure and Routines** | |
| **Questions for class discussion:** | **Suggested Answers:** |
| 1. **What has happened to the structure of Sgilti’s day, and why is this important?** | Throughout Sgilti’s day, the structure has changed so much and his day is no longer what he expected. Sgilti is finding this difficult as he cannot predict what is going to happen due to so many unplanned changes.  On the school bus - someone sat in Sgilti’s usual seat. He does not like to be touched and did not know what was expected of him as to whether or not he was to sit next to the girl on the bus.  Geography lesson - there was a supply teacher and Sgilti was not aware of this until he got to the lesson – he was expecting to learn about cloud formations which he loves, but instead they learnt about South America.  Football pitch - the unplanned changes throughout the day are causing Sgilti anxiety and kicking the ball and hearing the comments from everyone on his team was too much for him to cope with. The supply teacher did not understand that it was not just about Sgilti kicking the ball but this happened because the structure of the day had changed.  Autistic individuals find changes to routine difficult to cope with and if they are not prepared for change, this can make them very anxious and stressed as the individual is not able to predict what is going to happen when they do not have a structured day.  ***(For more information about routines and coping with change, see Chapter 2, Pages 18-20 Autism: A Guide for Mainstream Secondary Schools).***  **Answers from pupils may be:**   * Sgilti has lost the structure to his day * It has changed as he could not sit on his usual seat on the bus * Different teacher which Sgilti did not know about * Discussed the different topic of South America instead of clouds * The supply teacher did not know Sgilti * Sgilti needs structure so he knows what to do and what is going to happen |
| 1. **What could other people have done to help him?** | As autistic individuals need structure and routine to know what is going to happen during their day, there are things that other people could have done to help Sgilti:   * Girl on bus - could have asked Sgilti if he wanted to sit next to her or she could have offered to move to another seat * Geography Teacher - Sgilti should have been prepared in advance that there was going to be a supply teacher taking the lesson * Supply Teacher - Should have been given Sgilti’s **pupil profile** so that he was aware of Sgilti’s needs in advance of taking the lesson * Young people playing football could have been more understanding towards Sgilti’s needs   ***(For more information about adapting day to day practice, see Chapter 3, Pages 28-35 Autism: A Guide for Mainstream Secondary Schools).***  ***To create a pupil profile, visit:*** [***www.ASDinfoWales.co.uk/pupil-profile***](http://www.ASDinfoWales.co.uk/pupil-profile)  ***For examples of how to provide additional structure, visit:*** [***www.ASDinfoWales.co.uk/secondary-school***](http://www.ASDinfoWales.co.uk/secondary-school)  **Answers from pupils may be:**   * Girl on the bus could have asked Sgilti to sit next to her * Sgilti should have been told that he will have a different teacher for the Geography lesson * The supply teacher should have been told about Sgilti’s needs |
| 1. **What does Sgilti think about himself?** | Sgilti is aware that he is different, and wants to fit in and be like the other young people. Sgilti does not want to have a meltdown or shut down in front of the other young people and teachers. Sgilti is sensitive to other’s negative reactions towards him.  **Answers from pupils may be:**   * He is different * He doesn’t think he is good at things * He doesn’t want to have a meltdown in front of other young people |

|  |  |
| --- | --- |
| **Vlog 2/Clip 3: Planning, Communication** | |
| **Questions:** | **Suggested Answers:** |
| 1. **What is communication and what ways do we use to communicate?** | Communication is being able to transfer information from one place to another, one person to another.  When communicating, we use:   * Speech – talk (verbal communication) * Gestures – moving our hands, head and pointing * Eye contact – gives the person speaking to us the confirmation that we are engaged in the conversation or listening to what is being said * Tone of voice – being able to pick up on sarcasm or intonation in voice – over emphasising words * Body language – how we use our body in a way to communicate without using words such as folding our arms, rolling our eyes, shaking head * Language – allows people to communicate with each other. This means how you use words to formulate sentences and process and understand what someone has said to you and having the ability to use language to respond. * Written words – social media, writing letters, posters etc.   ***(For more information about how social communication issues impact on an autistic individual, see Chapter 2, Pages 15-17 Autism: A Guide for Mainstreams Secondary Schools)***  **Answers from pupils may be:**   * Talking * Using our hands * Looking at people * The way we speak * Having a conversation * Social media – Facebook, Instagram, Twitter |
| 1. **How do we know if another person understands what we are communicating?** | The other person will respond to you, giving eye contact, nodding, smiling, speaking back to you. They may use non-verbal communication such gestures, body language.  Autistic individuals find gestures, body language and non-verbal communication difficult to understand, so you should not rely on non-verbal communication when communicating with an autistic Individual.  ***(For more information about how social communication issues impact on an Autistic individual, see Chapter 2, Pages 15-17 Autism: A Guide for Mainstreams Secondary Schools)***  **Answers pupils may give:**   * They look at us * They smile * They nod * They talk back to us * They respond via social media |
| 1. **How does Sgilti rate his communication skills?** | Sgilti rates his communication skills as very poor, as he is aware that he is not a good communicator and that he does not always understand what people are saying to him or what he is being asked to do. Reference can be made to the teacher asking Sgilti to “sit over there”, which he did not understand etc.  **Answers pupils may give:**   * Poor * He does not think he is good at communicating |

|  |  |
| --- | --- |
| **Vlog 3/Clip 4: Social Imagination and Social Interaction and Free Time** | |
| **Question for Class Discussion:** | **Suggested Answers:** |
| 1. **What are your interests and how important are they in your life?** | Group activity/discussion- ask pupils to write down 3 main interests and how they are important to them.  ***(For more information about repetitive behaviours and special interests, see Chapter 2, Pages 23-26 Autism: A Guide for Mainstream Secondary Schools)*** |
| 1. **Is there a difference in how Sgilti looks at his interests?** | Autistic individuals tend to have special interests, and will go into lots detail about them. Sgilti has a special interest in the weather and weather monitoring, to the extent that he goes into intricate detail about this. Due to Sgilti’s interest in the weather, he tends to over focus on this to the point that it becomes an obsession/fascination.  Attempting to interact with another individual is challenging for Sgilti as the situation is unpredictable so having a special interest which he can pursue on his own makes him feel comfortable.  There is a difference in your interests as you tend to have a lot more interests and you are generalising about them. Whereas Sgilti’s range of interests are narrow and he becomes very engrossed in this.  ***(For more information about repetitive behaviours and special interests, see Chapter 2, Pages 23-26 Autism: A Guide for Mainstream Secondary Schools)***  **Answers pupils may give:**   * Sgilti only has one interest in the weather * Does not have many interests * Obsessed with the weather |
| 1. **How can you tell what other people are thinking or feeling?** | People who do not have autism have the social imagination and creativity to be able to predict what others are thinking and feeling. They able to show empathy, and identify when someone is upset, angry, happy etc. and are able to understand the use of body language and gestures.  Autistic individuals have impairments in these areas, therefore making choices, problem solving and predicting how people are going to react is difficult for them.  ***(For more information about how impairments in social imagination and creativity impact on an autistic individual, see Chapter 2, Pages 18, 20-21 Autism: A Guide for Mainstream Secondary Schools)***  **Answers pupils may give:**   * By their reaction * By the body language * By the way they express themselves |
| **Vlog 4/Clip 5: Final Vlog – Sgilti summary of what it is like to have Autism and how it affects him** | |
| **Questions for class discussion:** | **Suggested Answers:** |
| 1. **What is your reaction to Sgilti saying he is stressed almost all of the time?** | Autistic individuals have impaired social interaction and verbal communication skills. Without the ability to predict what it going to happen, autistic individuals can often feel stressed and anxious on a daily basis.  Not being able to understand social rules and coping with changes in routines can also cause an autistic individual to become stressed.  ***(For further information about subject specific advice and how to provide additional structure, see Chapter 4, Page 37-108 Autism: A Guide for Mainstream Secondary Schools).***  **Answers pupil may give:**   * Shocked * Surprised * Upset |
| 1. **How can we adapt our behaviour to make things easier for a person with autism?** | * Be more understanding and supportive to how autistic individuals think and feel and embrace that we are all different. * Speak slowly and clearly * Prepare individuals for any changes in advance * Give additional support to join in with games/activities * Call the individual by their name first, then give the instruction * Use literal language and specific questions. Say what you mean, mean what you say   **Answers pupils may give:**   * Understand more * Ask them if they want to join in the activity/game * Give them time to think |
| 1. **Is autism what you thought it was?** | Summarise that autism is a lifelong condition that affects individuals of all backgrounds and abilities. Autistic individuals have impairments in social communication, social interaction and social imagination and also have a narrow range of interests, routine and repetitive behaviours.  ***(For more information about autism, see Chapter 2, Pages 13-26 Autism: A Guide for Mainstream Secondary Schools).***  **Answers pupils may give:**   * No * I thought all autistic individuals had anger management issues * I thought all autistic individuals had meltdowns * I did not realise that autistic individuals are stressed most of the time |