Inclusion and Engagement Support Team

GEMs- Good Engagement Methods

GEM's has been put together to demonstrate good engagement methods and practise to support CYP with SEND.

As specialist teachers, we wanted to produce a package to address and support some of the core challenges that professionals will encounter within their classrooms from CYP with SEND.

Within this document, you will find advice and activities which have been designed to increase knowledge of how to implement workstations in your setting.

Useful websites include:

The Teacch Approach - YouTube video Camden Council

What is Teacch? - Autism independent UK (autismuk.com)

Structuring learning for children with Autistic Spectrum (PDF Milton Keynes Council)

Workstations Activities - SEND Resources (twinkl.co.uk)

Lancashire County Council

Workstations- Primary Model

Workstations are based on the TEACCH approach (Treatment and Education of Autistic and related Communication Handicapped Children) designed in 1966 by the University of North Carolina. The TEACCH system was originally designed for children with Autism, TEACCH builds on the strengths that many CYP with Autism Spectrum Conditions have, such as, visual, detail and memory. It is also widely used with CYP with a range of Speech, Language and Communication Needs.

CYP on the Autism Spectrum can have difficulty structuring their own time and space. They can struggle to start a task, see a task through to completion and recognise when a task is finished.

A workstation is effective for CYP with autism and when their physical environment becomes overwhelming resulting in them struggling to focus on learning tasks. It limits distractions for the CYP and uses structure, routine, visual cues. It also helps to develop independence, organisational skills, the concept of working in an ordered manner and the concept of 'finished'.

The use of a visual system means the CYP does not have to rely on processing verbal instructions, which for some can be a major barrier. The success of completing work tasks with increasing success and independence contributes to the CYP well- being.

The system:

1) Tasks are provided for the CYP in trays that have all equipment and instructions included. In an ideal world you would have these in a tray drawer unit.
2) Tasks to be completed are on kept the left of the CYP and labelled 'Start'
3) Now/Next and visual timetable of activity order for CYP displayed directly in front.
4) The CYP removes the tray, completes the activity on the table, following the visual cues, and then returns the activity to the tray.
5) The CYP then slots the tray into the unit on the right-hand side labelled 'Finished'.
6) The CYP continues until all set activities are completed.

If tray units are not available schools can use baskets to 'house' the activities and a laminated Start and Finished sign that can be located at the right and left of the CYP desk.

Direct 1:1 teaching with CYP on how to operate the system you put in place is required and much scaffolding and modelling may be needed initially.

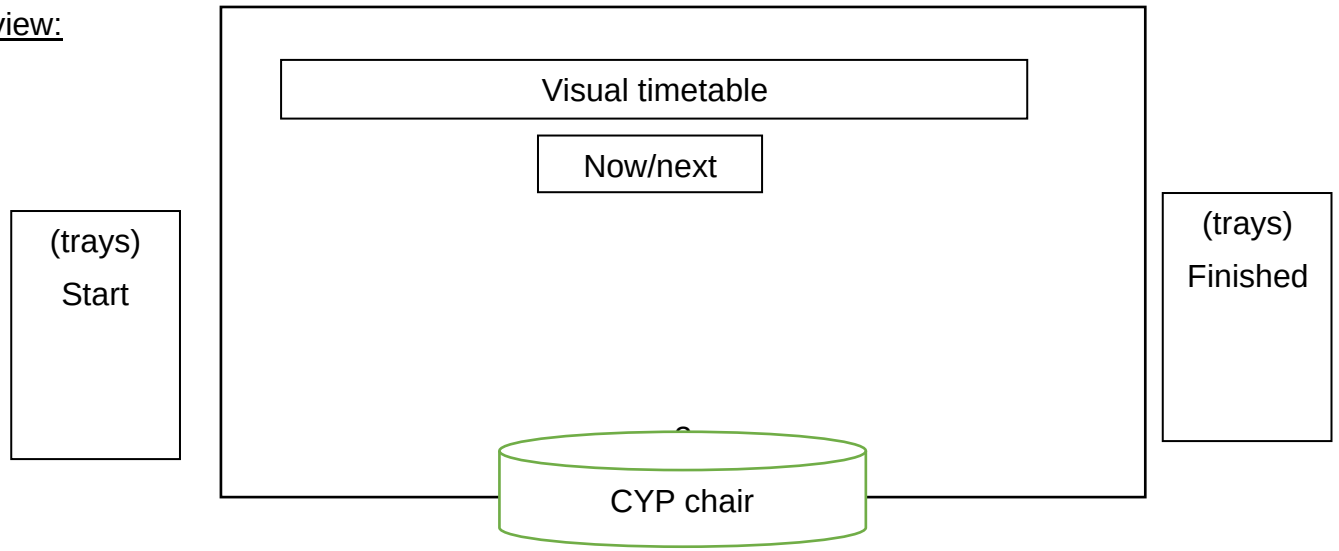
Ensure:

- The tasks set are to reinforce teaching that has already taken place they do **not** introduce new learning. Only tasks that the CYP can do independently and have a clear 'Finish' are to be set.
- Activities to build on CYP strengths, interests and motivators whilst helping them to generalise skills.
- Provide Visual prompts for each activity. (see examples index)
- The desk/table faces a blank wall- use this space to display visual prompts.

Any mistakes should be re-visited after workstation time. It may be necessary to altered structure of the activity or make simpler.

If struggling to engage a CYP create an 'I am working for…..' card displayed on wall/screen in front of the CYP. (see examples index)

Workstation overview:

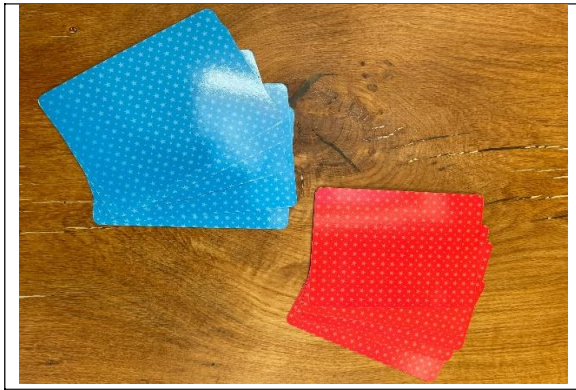


Now
Next
My School Day
I can calm myself down
Take a deep breath.
Count to ten.
I am working for
Start
Finished

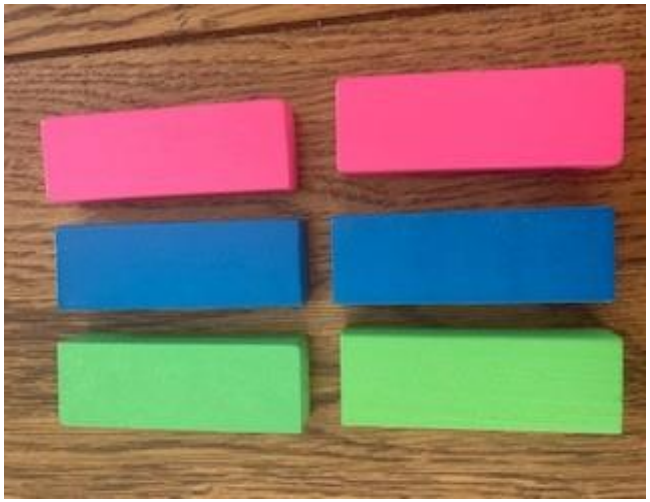
Examples of visual instructions:

To complete this task, I will…

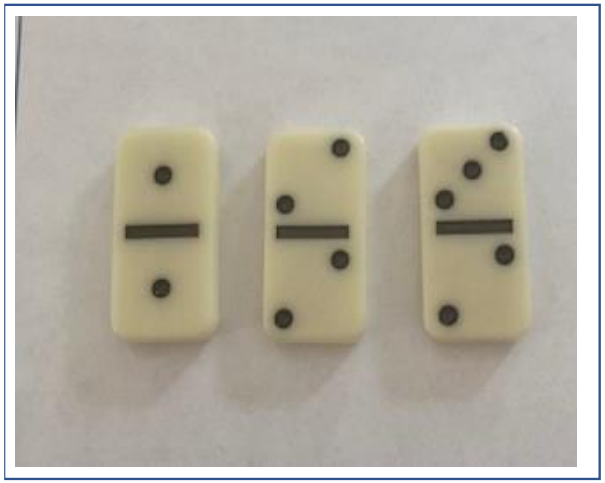
To complete this task, I will…

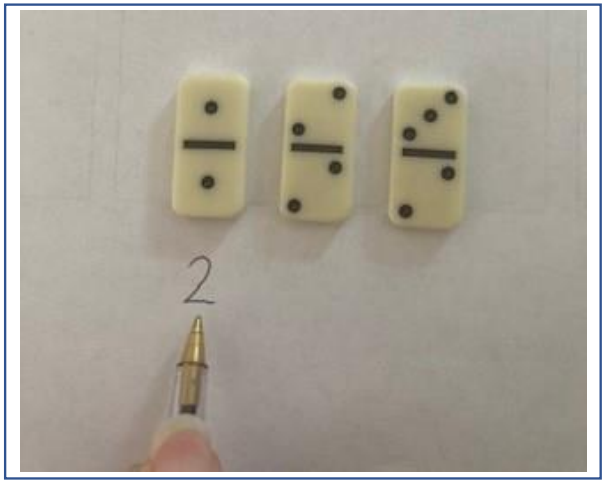


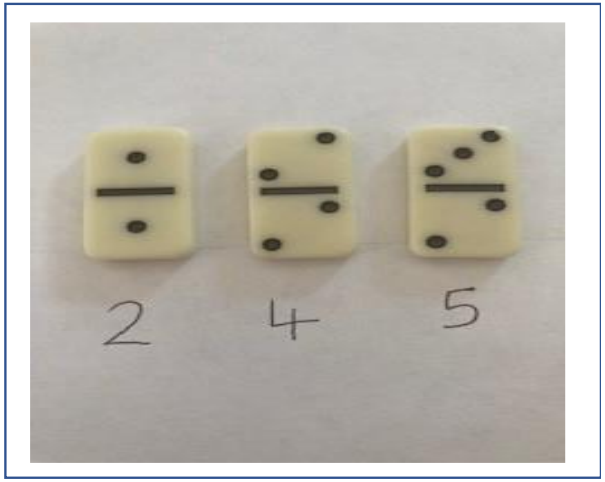
To complete this task, I will…



To complete this task, I will...





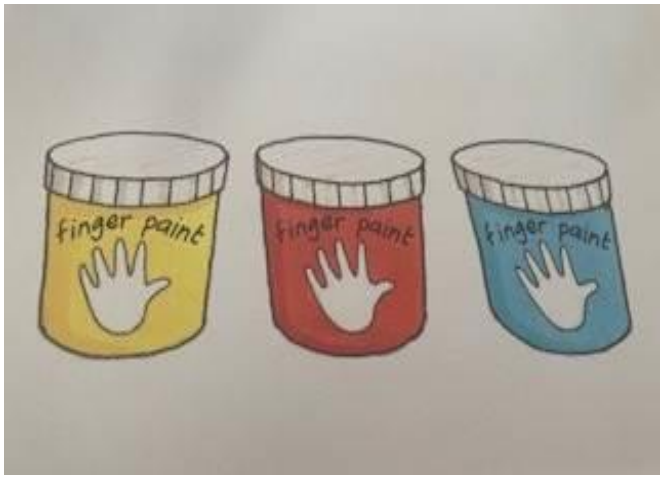


To complete this task, I will…….

I am working towards….

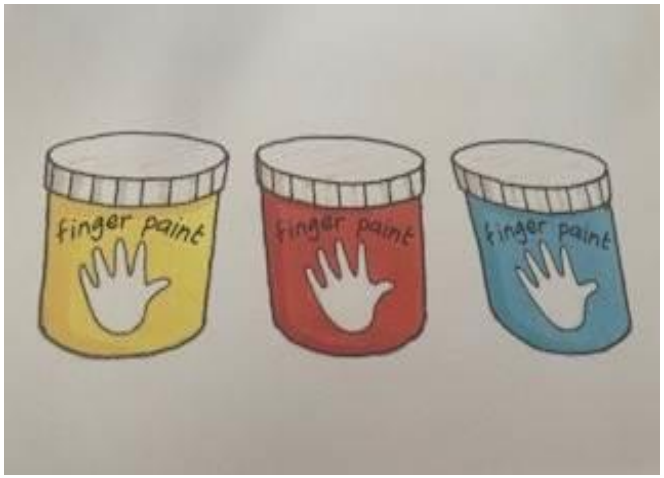
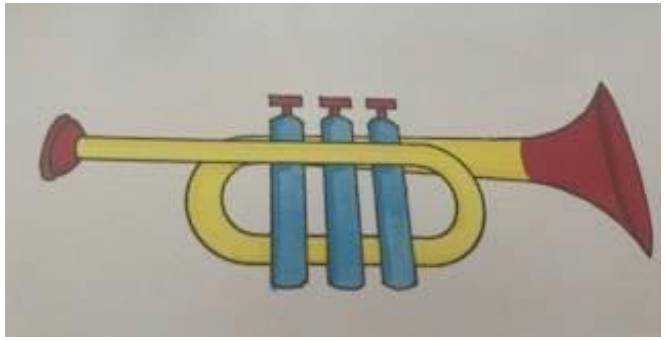
Once the CYP has completed their task- place sticker/tick/smiley face in the circles and the CYP receives what they are working towards.

Now



Next

Now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