

# Training Prospectus 2008



autism • west midlands



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## THE LEARNING & PROFESSIONAL DEVELOPMENT SERVICE

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## HOW TO USE THE PROSPECTUS – autism.west midlands STAFF

Within the pages of this prospectus you will find a range of training opportunities which have been scheduled throughout 2008 at various venues across the West Midlands.

In addition to the scheduled training there are training opportunities that can be arranged through autism.west midlands, i.e. vocationally related qualifications (NVQ's, Medication, Driver Training).

During your employment you may also identify externally organised courses or training that could benefit your working practice and contribute towards your continued professional development. However priority must be given to completing your induction, core programme & appropriate NVQ and any external course attendance must be agreed by your line manager.

The training prospectus has been designed to meet with induction, core programme and continuing professional development training needs.

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Any training or course to be attended should initially be identified during your induction and then through supervision between you and your line manager.

To book onto the course we require that your manager contact Ian Carty in writing via e-mail, fax or post to request a place on the course. This request will then be dealt with and confirmed by e-mail back to your manager.

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At the time of publication, the details in this prospectus were deemed to be correct. However, we reserve the right to alter or cancel any training course due to unforeseen circumstances. We will make every attempt to inform individuals of any cancellations or alterations by informing the individual's line manager, who, in turn, is responsible for informing the individual. For each course due to run we will contact the manager of each unit 1 month before the due date informing them of which staff we have scheduled to attend.

We recognise that at times it can be difficult for staff to be released from their usual duties for training particularly during times when teams/units are short staffed or are experiencing difficulties. We would ask line managers to consider this carefully when booking staff on training as cancellations and non-attendance can cause disruption to the course. Cancellations **must** be made at least 8 days prior to the event by e-mail: [ianc@autismwestmidlands.org.uk](mailto:ianc@autismwestmidlands.org.uk) fax on 0121-450-7581 or by post to arrive at the Learning & Professional Development Service at Head Office 8 days before the course. Units will be charged for training not attended or cancelled with 7 days or less notice, unless a valid reason is given by the line manager. Line Managers will be informed of those not attending.



## HOW TO USE THE PROSPECTUS – NON autism.west midlands STAFF

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autism.west midlands is able to offer training advertised within this prospectus to both statutory and independent organisations throughout the West Midlands.

Staff groups or individuals can attend set training days or conferences as featured in this prospectus or training can be **commissioned** to be delivered at a venue of your choice.

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A price list for individual participants can be found on page 65. Prices for group bookings will be negotiated as and when requests are made.

Booking forms for individual applicants (non autism.west midlands staff) are on page 63

Booking forms for group applicants (non autism.west midlands staff) are on page 64

At the time of going to press the details in this prospectus were deemed to be correct. However, we reserve the right to alter or cancel any training course due to unforeseen circumstances. We will make every attempt to inform individuals of any cancellations or alterations, as long as appropriate contact details are provided on application.

Should you wish to cancel your booking please contact the Learning & Professional Development Services by email at: [ianc@autismwestmidlands.org.uk](mailto:ianc@autismwestmidlands.org.uk), fax 0121-450-7581 or post to arrive 8 days before the course runs. Should the cancellation arrive 7 days or less before the course runs then the charge of the course will still be applicable. You will also be charged for non-attendance.

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Please return training applications to :  
Ian Carty  
autism.west midlands  
18 Highfield Road  
Edgbaston  
Birmingham  
B15 3DU

Or email the application with full contact details to: [ianc@autismwestmidlands.org.uk](mailto:ianc@autismwestmidlands.org.uk)



## WHO WILL THE TRAINING BE DELIVERED BY?

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### autism.west midlands Trainers

#### **Sue Hatton – Learning & Professional Development Services Manager**

Sue is a qualified teacher and trainer of adults. She holds a B.Ed and an M.Ed with a special study in ASD. Like all members of the team Sue continues to update her own knowledge and understanding by attending appropriate courses and training. Sue has taught for twenty five years in special and mainstream education including twelve years in FE. She has also worked for Social Services and in a long stay institution alongside nursing staff. Sue is one of our qualified Studio 3 Trainers. Sue has a particular interest in developing good team work & leadership amongst staff at autism.west midlands and is keen to support the growth of coaching & mentoring skills amongst our staff. Sue leads training in the following areas:

- Supervision • Team Building • Autism • Managing Challenging Behaviour • Sexuality & Relationship Issues

#### **Elizabeth Attfield – Training Officer / Family and Education**

Elizabeth began her career as a Language teacher in Secondary schools; she has a degree in German as well as qualified teacher status & is currently working towards a masters degree in Special & Inclusive Education. After retraining to work with Primary age children, she held a variety of posts before moving to the voluntary sector as Parent Partnership Officer. Elizabeth joined autism.west midlands over eight years ago as Information Officer before moving onto a training role and is also the mother of a 21 year old son with ASD and SLD, who now lives at an autism specific adult residential placement in Lincolnshire. Elizabeth leads training in the following areas:

- Autism • Language & Communication Issues • Play & Intensive Interaction • Families of People with ASD

#### **Julie Keen – ASD Development Officer**

Julie is an ASD Development Officer for Solihull. Her role is to identify development opportunities for services to people of all ages with ASD and their families. Previously Julie worked in the training department and has a background in communication therapy working for North Warwickshire P.C.T. Julie is a qualified trainer, holds a Cert. Ed. and is currently working towards her B.A (Hons) in Education. Julie will be delivering training in the following areas:

- Autism Awareness • Your Role as an Employee of autism.west midlands • Adult Protection – Understanding Abuse



## autism.west midlands Trainers

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### **Lee Burden – Training and Behaviour Support Officer**

Lee has been working for autism.west midlands for fifteen years including being a member of front line care staff; this included five years working in a day centre setting and six years on nights before moving onto training. During this time Lee qualified as a Trainer and as a Studio Three Instructor as well as developing a good knowledge of Autism. Lee is also qualified to deliver our Health and Safety and our Moving and Handling Training. He is also involved supporting staff at Coddington Court School with behaviour management strategies. Lee is currently working towards a degree in Autism at Birmingham University. Lee leads training in the following areas:

- Autism • Studio 3 – Management of Challenging Behaviour • Health & Safety
- Lifting & Handling • Sexuality & ASD

### **Bernadette Moylan – Training Officer/Family and Education**

Bernadette has worked in Further Education colleges with students with additional needs and learning difficulties for many years, where she has gained experience in working with students with Autism in college and supporting them to achieve their qualifications and move into employment. Bernadette has worked closely with autism.west midlands over a number of years and was an associate trainer for 2 years before recently joining the Training Team part-time. She has a degree in Theatre Studies & Education and Postgraduate Certificate in Education for Further Education. Bernadette delivers training in the following areas:

- Autism • Your Role as an Employee of autism.west midlands • Autism in Further Education

### **Martin Woolfe – St. Pauls Project Manager**

Martin has worked specifically with individuals with ASD and challenging behaviour for the past 13 years. He is a qualified Instructor for Strategies for crisis intervention and prevention, and has worked as part of a crisis intervention team providing training and advice on ASD behaviour and rationale of some of this behaviour to staff teams and other professionals. At present Martin is the project manager for autism.west midlands St Paul's Supported Living Scheme. Martin will use his expertise in behaviour to develop and deliver:

- ASD and behaviour training • Supported Living

### **Phil Heath – Assistant Manager, St Pauls**

Phil has worked as a mental health nurse since 1998. He has a special interest in stress, anxiety, depression & hypnosis. Phil has experience in helping people overcome their limiting beliefs and in personal development. He has recently qualified as a Hypnotherapist and is training in NLP (Neuro-linguistic Programming). He hopes to use his knowledge to improve the lives of staff and service users at autism.west midlands. Phil will use his expertise to deliver:

- Stress and Relaxation Techniques



## autism.west midlands Trainers

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### **Janice Hodkinson – Human Resources Manager**

Janice is a qualified Chartered Member of the Chartered Institute of Personnel and Development with 30 years practical experience working in the personnel and staff development field. Over that time she has gained both operational and strategic knowledge of a wide range of personnel issues including recruitment and selection, performance management, terms and conditions of employment, and employment legislation. Janice's background, knowledge and experience enable her to deliver training effectively on:

- Interview Techniques and HR issues

### **Wendy Fennell-Broom – RGN at Coddington School**

Wendy is a registered nurse (RGN) and has worked in a variety of settings including general surgery, psychiatry and now at Coddington Court School. Her interest in autism stems from being the mother of two young people with ASD. Wendy aims in her training to empower staff to meet the needs of the various young people who reside at Coddington.

Wendy's current role at Coddington covers clinical responsibility for the young people, liaison with health agencies and providing staff training in the following areas:

- Diabetes • Epilepsy • First Aid response to seizures and to diabetic needs • Rectal Diazepam • Insulin and supervision of injections

### **Annabel Gatherer – Speech and Language Therapist Coddington Court School**

Annabel qualified with a Post Graduate Degree in Speech and Language Therapy in 1998. For the past 7 years Annabel has worked with children and young people with a variety of communication disorders including Autism Spectrum Disorders in a variety of settings including primary and secondary mainstream schools, special school and special nursery provisions. Since 1999, Annabel has developed a particular interest in ASD and is a member of the Speech & Language Therapists Autism Special Interest Group as well as attending for update specialist training courses in ASD. Annabel started working at Coddington Court School full time in February 2004 but since September 2005 her role has changed and she now works part-time at Coddington Court School and spends the rest of the week working across Herefordshire setting up Speech and Language Services for children with ASD in the county. Annabel will be involved with the delivery of the following training:

- Communication & ASD



## WHO WILL THE TRAINING BE DELIVERED BY?

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### Guest Trainers

#### **Shauna Walsh – Specialist Speech and Language Therapist**

Shauna is a specialist speech and language therapist. She is a key member of a multi professional team in Worcestershire which works to assess and diagnose children who may have an autistic spectrum disorder. As part of her assessment she goes into schools where she offers practical suggestions and advice to school staff. She also supports children who access education through able autism bases. Her role is to work collaboratively with staff in offering intervention. Her workshops are practical and informative and you will hopefully gain the confidence to practise the new skills she will teach you. Shauna delivers the training on:

- Social Stories 1 – An introduction to Social Stories • Social Stories 2 – Comic Strip Conversations • Practical Social Skills

#### **Dr Judy Eaton – Clinical Psychologist, Meadow Centre**

Dr Judy Eaton is based at the Meadow Centre in Birmingham. She has been the clinical lead for the Autism Spectrum Disorder Team for five years. Dr Eaton specialises in the assessment, diagnosis and subsequent work with children and young people aged from 18 months - 18 years who have an Autism Spectrum Disorder. In the past Judy has also been involved in extensive research into language and emotional development in young children. Dr Judy Eaton works part-time at Coddington Court School and delivers the training on:

- ASD Day 5 – Mental Health Issues & ASD • Psychology for People with an ASD

#### **Steve Ostridge – Fire Safety Trainer, Fire Marque**

Steve started work in the Royal Navy and specialised in communications where he progressed through the ranks to Petty Officer and served time in the Falklands. After leaving the Royal Navy he found employment with Shropshire Fire and Rescue Service in 1987, initially being stationed at Telford Central Fire Station. After numerous job changes and promotions including working with the Fire Safety Department as Residential Care Enforcement Officer he returned to Telford Central to manage an operational watch and after 19 years service retired in 2006. Steve has now set up his own business providing fire safety risk assessments, training and advice to companies. Steve delivers training on:

- Fire Safety



## Guest Trainers

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### **John Dickinson - Training Advisor for the Worcestershire Safeguarding Children Board**

John has been in post since October 2006. Prior to this he was a police officer for 31 years working in a wide variety of roles - latterly concentrating on community safety issues especially joint working with Education and the Youth Offending Service. He also supported the role of the force drug coordinator in issues around drug prevention. John delivers the following training:

- Child Protection

### **Nigel Walker – Suzy Lamplugh Trust**

Nigel Walker has undertaken work on behalf of the Suzy Lamplugh Trust since becoming an accredited training consultant in 1995. He has worked as a secondary school teacher and as an inspector for the Ministry of Agriculture Fisheries and Food (now DEFRA). Immediately before becoming self-employed, he worked as a Probation Officer and Probation Centre Co-ordinator. In these roles he led a core programme of group work, as well as working with offenders in community settings and their own homes. As a training consultant working on behalf of the Suzy Lamplugh Trust, he has trained staff working in the public and private sectors and delivered Personal Safety talks to school students and community groups. Nigel delivers the following training:

- Lone Worker

### **Other Guest Trainers**

From time to time we will acquire the services of other people with knowledge and expertise in ASD and related disciplines. In addition we consult with and utilise the knowledge of Service Users with ASD, who are able to offer first hand information about the impact of ASD and services on their lives.



## VENUE LOCATIONS

Training takes place at a variety of venues around the West Midlands area. The addresses to these venues are as follows:

Head Office, 18 Highfield Road, Edgbaston, Birmingham, B15 3DU	Coddington Court School, Nr Ledbury, Herefordshire, HR8 1JL
Amphlett House, 114 Worcester Road, Droitwich, WR9 8AW	Selly Oak Methodist Church, Langleys Road, Selly Oak, Birmingham, B29 6HT
Sunfield, Clent Grove, Clent, Stourbridge, DY9 9PB	Oakfield House, 6-12 Oakfield Rd, Selly Park, Birmingham, B29 7EJ

Maps of these venues can be found on the 'Company Folder' under 'Training' and 'Maps' and can be easily reached from all the units by car. Please contact your line manager for access to these maps.

**Please ensure that you are aware of where training will be taking place and how to get there well in advance to avoid confusion and missing the start of training sessions. Don't be late as it is unfair on colleagues and the trainer**

### **Public Transport Information for Amphlett House, Droitwich**

**Droitwich train station** is well served by direct lines from both Birmingham New Street and Colwall. It is an easy 10-15 minute walk from the train station to Amphlett house. Turning left out of the station heading towards the town centre leads you to a roundabout at which you turn right, signposted A38, Worcester. Following this road round takes you to another roundabout at which you also turn right. From this roundabout you simply walk up the hill, past the Castle pub, and Amphlett House (on the site of Droitwich Methodist Church) is on the right hand side. The **144** bus from Birmingham/Worcester also goes right past the church, ask to be dropped at the Post Office stop on the Worcester Road. Amphlett House is 2 minutes walk from the bus stop walking away from the Post Office towards the town centre.

### **Public Transport Information for Selly Oak Methodist Church**

You can access the Methodist Church from **Selly Oak Train Station** which runs from New St. After exiting the station go left out of Heeley Road onto Bristol Road, from there it is approximately a 15 minute walk and Langleys Road is the second left hand turning.

You can catch the **63** bus which runs from Stephenson St, Birmingham and this will take you down the Bristol Road. However, most buses that r suitable for this venue.



## autism.west midlands ASD CERTIFICATE

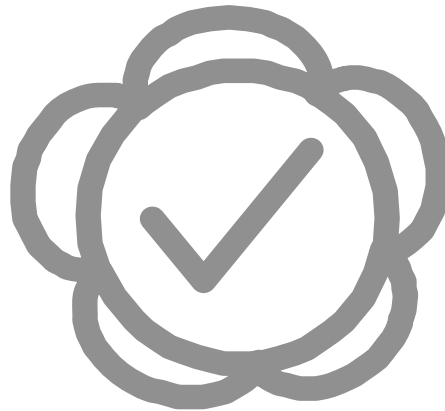
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autism.west midlands employees will be awarded an 'autism.west midlands ASD Certificate' in recognition of ASD specific training attended and knowledge gained.

We are looking at validation for this certificate via the Autism Alliance. To achieve the certificate you will need to attend:

- ASD Day 1 – Basic Autism Awareness
- ASD Day 2 – Sensory Issues & Autistic Spectrum Disorder
- ASD Day 3 – Communication & Autistic Spectrum Disorder
- ASD Day 4 – Challenging Behaviour & Autistic Spectrum Disorder
- ASD Day 5 – Mental Health Issues & Autistic Spectrum Disorder
- ASD Day 6 – Sexuality, Relationships & ASD

We do keep your training record within the Learning & Professional Development Services Department but do let us know when you have completed all 6 courses.





## ADULT PROTECTION – UNDERSTANDING ABUSE

### Course Content:

This course forms part of the induction & core programme training for new members of care staff. This course is statutory for direct care in adult services.

The course will include:

- Recognising signs of abuse
- Understanding abuse and the misuse of power
- How to recognise neglect
- Power in the workplace
- An introduction to the new Mental Capacity Act and its implications for autism.west midlands

### Aims:

- To develop an understanding of labelling, social stigma and stereotyping
- To encourage recognition of different types of abuse
- To encourage recognition of different types of neglect
- To explore power and control within a care setting

### Learning Outcomes:

- Have an understanding of the effects of labelling, social stigma and stereotyping within society
- Have an understanding of the effects of the misuse of power.
- Be able to identify different forms of abuse and neglect.

Date	Time	Venue
18 <sup>th</sup> January 2008	9.30am – 4.30pm	Selly Oak Methodist Church
29 <sup>th</sup> February 2008	9.30am – 4.30pm	Amphlett House, Droitwich
25 <sup>th</sup> April 2008	9.30am – 4.30pm	Selly Oak Methodist Church
2 <sup>nd</sup> June 2008	9.30am – 4.30pm	Selly Oak Methodist Church
19 <sup>th</sup> September 2008	9.30am – 4.30pm	Amphlett House, Droitwich
14 <sup>th</sup> November 2008	9.30am – 4.30pm	Selly Oak Methodist Church

**This course is statutory for all staff working in our adult services who have contact with service users**



## ADULT PROTECTION – UNDERSTANDING ABUSE REFRESHER TRAINING

This half day training course is intended as a refresher for staff who have already completed the Adult Protection – Understanding Abuse full day course. This training will be delivered by members of the autism.west midlands Sexuality, Protection and Relationships Advisory Group. Before attending the course all staff should re-read autism.west midlands, Adult Protection and Prevention from Abuse policy.

### Course content

The course includes group work and discussion on:

- Types of abuse
- Signs of abuse
- Why people with ASD are more vulnerable
- Procedures and systems in place at autism.west midlands to protect staff and service users
- Whistle blowing
- What happens when there is an allegation of abuse
- Policies and procedures to be followed.

### Aims:

- To refresh participants' knowledge of abuse and the company's policies and procedures regarding abuse.

### Learning Outcomes:

- By the end of the course participants will be updated on ensuring the safety of our vulnerable service users & how to follow the correct protocols

Date	Time	Venue
18 <sup>th</sup> February 2008	9.30am – 12.30pm	Oakfield House
16 <sup>th</sup> May 2008	9.30am – 12.30pm	Oakfield House
24 <sup>th</sup> November 2008	9.30am – 12.30pm	Oakfield House

**This course is a statutory yearly update for staff working with service users in our adult residential services. Other staff are welcome for a refresher.**



## autism.west midlands - YOUR ROLE AS AN EMPLOYEE

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This two day course forms a key part of staff induction and ensures that staff working in our adult residential care services & children's services meet the minimum induction standards. Those not in adult residential care need only attend day one of the course, though they may find the second day of value and interest.

### Course Content

- An introduction to the work of autism.west midlands as a whole and then focus more specifically on your own responsibilities and job role within autism.west midlands
- There will be an opportunity to look at communication systems within the work place in all forms including written communication
- Supervision and coaching in the work environment will also form part of the first day of this course
- The second day will explore communicating effectively with service users and person centred approaches to your work
- Also covered on the second day will be the role of continuing professional development

### Aims To:

- To familiarise new staff with the broad range of work carried out by autism.west midlands & more specifically with the service each individual has been employed by
- To explore their own job role and some of the organisation wide systems that are in place to support staff within their job role
- The second day of the course is aimed more at staff employed in our adult care services and will focus on communication, Person Centred Planning and the importance of CPD

### Learning Outcomes:

- Have a broad overview of the work of autism.west midlands & a clear understanding of own specific role and the responsibilities that come with that job role.
- Know about the communication systems for staff and also service users that operate across the organisation.
- Become familiar with the supervision and coaching mechanisms that are in operation & have an understanding of person centred approaches to working with service users in an autism specific service.
- Have an awareness of cultural diversity

Date	Time	Venue
24 <sup>th</sup> – 25 <sup>th</sup> January 2008	9.30am – 4.30pm	Selly Oak Methodist Church
10 <sup>th</sup> – 11 <sup>th</sup> April 2008	9.30am – 4.30pm	Coddington Court School
10 <sup>th</sup> – 11 <sup>th</sup> June 2008	9.30am – 4.30pm	Amphlett House, Droitwich
4 <sup>th</sup> – 5 <sup>th</sup> November 2008	9.30am – 4.30pm	Selly Oak Methodist Church



## ASD Day 1 – Basic Autism Awareness

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### Course Content:

- The historical & current understanding of what ASD is
- The way diagnosis occurs & what a diagnosis then tells us about the individual who has been given it
- How an understanding can & should affect the way we work with individuals with ASD
- Strategies that really lead to effective ways of working

### Aims:

- To outline the history & current understanding on the causes of ASD
- To give an overview of what ASD is & how it impacts upon different individuals with the diagnosis
- To offer a brief overview of some key strategies to use when working or living with people who have ASD

### Learning Outcomes:

- Have an understanding of the four key areas of impact that ASD has on individuals
- Be able to understand better why people with ASD may behave differently
- Gain some knowledge about basic strategies to more effective working with people with ASD

Date	Time	Venue
21 <sup>st</sup> January 2008	9.30am-4.30pm	Coddington Court School
25 <sup>th</sup> February 2008	9.30am-4.30pm	Amphlett House, Droitwich
10 <sup>th</sup> April 2008	9.30am-4.30pm	Selly Oak Methodist Church
21 <sup>st</sup> April 2008	9.30am-4.30pm	Coddington Court School
7 <sup>th</sup> July 2008	9.30am-4.30pm	Selly Oak Methodist Church
3 <sup>rd</sup> November 2008	9.30am-4.30pm	Coddington Court School
28 <sup>th</sup> November 2008	9.30am-4.30pm	Selly Oak Methodist Church

**This day will be followed up by an individual coaching session for every participant. Each session will be with a member of the Learning & Professional Development Service & you need to have this in order to complete the course & get your Day 1 Certificate.**



## ASD Day 2 – Sensory Issues & ASD

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### Course Content:

- General introduction to the importance of sensory issues in relation to ASD and an explanation of associated concepts & terminology, including sensory processing, sensory modulation, sensory overload, hyper & hyposensitivity
- Overview of the range of sensory issues that may be encountered in people with ASD, with emphasis on the individuality of these issues for specific people
- Ways of modifying the sensory environment & developing coping strategies for people with ASD that will better enable them to function in a multi sensory world

### Aims:

- To explore the range of sensory difficulties and differences associated with ASD & their impact on the individual
- To consider ways of minimizing the impact of some of these sensory issues & creating an autism friendly environment

### Learning Outcomes:

- Broaden their knowledge of the range of sensory issues associated with ASD in general
- Have the opportunity to deepen existing understanding of the impact of sensory difficulties & differences on the daily lives of people with ASD, appreciate better the need to modify the sensory environment and know how to go about this

Date	Time	Venue
28 <sup>th</sup> March 2008	9.30am-4.30pm	Coddington Court School
28 <sup>th</sup> April 2008	9.30am-4.30pm	Amphlett House, Droitwich
10 <sup>th</sup> November 2008	9.30am-4.30pm	Selly Oak Methodist Church



## ASD Day 3 – Communication & ASD (working with adults)

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### Course Content:

- Contrast between the development of communication in people who have ASD and those who do not
- The range of communication difficulties & differences associated with ASD, including problems with using & understanding both verbal & non-verbal language
- How to begin to build a foundation for improved communication & consider the strategies & tools that can be used to support this

### Aims:

- To provide the opportunity to explore in greater depth the nature of the communication difficulties & differences associated with ASD
- To look at the development of some simple strategies to help staff facilitate & improve communication with individuals with ASD

### Learning Outcomes:

- Build on a basic understanding of communication difficulties & differences in ASD & have an opportunity to deepen current knowledge of differing levels of competence found in individuals with ASD in use & comprehension of speech & other communication systems
- Gain a better understanding of the need to adjust own practice, to aid effective communication & how to implement strategies that improve communication

Date	Time	Venue
12 <sup>th</sup> May 2008	9.30am-4.30pm	Amphlett House, Droitwich
15 <sup>th</sup> September 2008	9.30am-4.30pm	Selly Oak Methodist Church

**This day has been designed for staff working mainly with adults**



## ASD Day 3 – Communication & ASD (working with children & young people)

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### Course Content:

- Understanding what we mean by communication & how this is different for young people with ASD, with an emphasis on the need for motivation, method & opportunity
- Stages in the development of communication
- The range of different communication styles & abilities presented by the young people at Coddington Court School & the importance of matching communication strategies to individual style & ability
- The importance of awareness of levels of understanding & processing styles & of a minimal speech approach
- Exploration of different communication strategies & their use
- The role of the SALT Team at Coddington Court School, the link with total communication strategies & how the individualized SALT programmes take these into account

### Aims:

- To give a basic overview of the communication difficulties associated with ASD
- To explore total communication strategies to overcome these difficulties & dispel the myths around the use of these strategies
- To introduce the role of the speech & Language Therapy Team at Coddington Court School

### Learning Outcomes:

- Gain a basic insight into the nature of communication difficulties & differences associated with ASD in general & how the communication of young people at Coddington Court School is specifically affected by their ASD
- Have an opportunity to explore communication strategies that may be included in SALT programmes including TEACCH, PECS, Communication Passports & social stories & consider their use with the young people at Coddington Court School
- Gain a better understanding of how the role of the SALT Team links in to the rest of the work at Coddington Court School

Date	Time	Venue
6 <sup>th</sup> June 2008	9.30am-4.30pm	Coddington Court School

**This day will be delivered by staff from the SALT Team at Coddington Court School alongside trainers from autism.west midlands Learning & Professional Development Service**



## ASD Day 4 – Challenging Behaviour & ASD

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### Course Content:

- A recap of the elements central to ASD, communication, social interaction & inflexibility of thought as well as sensory differences & difficulties
- The close link between the above difficulties & differences & the way an individual behaves that can often be challenging
- With improved understanding will come new ways of working & participants will have an opportunity to make those links in their own working environment & explore what they can now do differently to improve & alter the behaviour that is a challenge
- Clear ideas about the implementation of strategies & tools that can be created to support them

### Aims:

- To explore in greater depth the impact of the “triad of impairments” & sensory differences on the behaviour of an individual with ASD
- To look at the development of strategies to help individuals & their families or support staff to manage those behaviours more effectively & also change them

### Learning Outcomes:

- Build on a basic understanding of ASD & have the opportunity to deepen current knowledge of why challenging behaviour can occur
- Be able to understand better the communicative function of some of the challenging behaviours that are presented
- Be able to develop some new strategies for the prevention of challenging behaviour & also gain some ideas for altering behaviour

Date	Time	Venue
9 <sup>th</sup> May 2008	9.30am-4.30pm	Selly Oak Methodist Church
12 <sup>th</sup> September 2008	9.30am-4.30pm	Amphlett House, Droitwich
10 <sup>th</sup> October 2008	9.30am-4.30pm	Coddington Court School



## ASD Day 5 – Mental Health Issues & ASD

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### Course Content:

- An overview of Autistic Spectrum Disorder
- An exploration of mental health issues associated with ASD
- The need for greater self awareness of what it means to be autistic & coping strategies for dealing with the impact of ASD & the resulting mental health issues

### Aims:

- To give an overview of the nature of the core difficulties associated with ASD in communication, social interaction, inflexible thinking & behaviour & sensory difficulties & differences
- To explore a range of mental health issues that may affect individuals with ASD & the underpinning reasons that cause them
- To consider ways of helping people with ASD understand themselves better, develop coping strategies for dealing with these mental health issues & with the underlying autism related causes

### Learning Outcomes:

- Gain a better understanding of nature of Autistic Spectrum Disorder & of the associated mental health issues that may result from living with this diagnosis
- Have an opportunity to explore strategies for helping people with ASD become more self-aware & cope better with mental health issues & with the way autism impacts on them as individuals

Date	Time	Venue
27 <sup>th</sup> October 2008	9.30am-4.30pm	Amphlett House, Droitwich
21 <sup>st</sup> November 2008	9.30am-4.30pm	Coddington Court School
8 <sup>th</sup> December 2008	9.30am-4.30pm	Selly Oak Methodist Church



## ASD Day 6 – Sexuality, relationships & ASD

This day is aimed at staff who have a particular interest or responsibility for issues around sexuality and relationships with the individuals they work with.

### Course Content:

- What the issues are when looking at sexuality and ASD
- The problems and difficulties that exist for the people with ASD and those who work with them.
- What we can learn from people with ASD themselves
- What we can learn from research in this area
- An opportunity to both share and ask questions
- It is hoped that every participant will go away with a better understanding and also some ideas on what to do to help support their service users more effectively.

### Aims:

- To explore what is known about how ASD impacts on the sexuality of individuals and their ability to develop relationships.
- To look at this right across the spectrum of intellectual ability and it is hoped that staff will also learn from each other with the experiences that they will have to share.

### Learning Outcomes:

- Identify some of the reasons that people with ASD have difficulties in the area of sexuality and relationships
- Share with the group how these difficulties impact in their working environment
- Identify strategies that are going to help support individuals with ASD understand themselves better and their sexuality as part of who they are
- Identify strategies that will support better understanding of different kinds of relationships

Date	Time	Venue
2 <sup>nd</sup> July 2008	9.30am – 4.30 pm	Coddington Court School
4 <sup>th</sup> December 2008	9.30am – 4.30 pm	Selly Oak Methodist Church



## **BULLYING & ASD**

### **(This will include looking at complaints)**

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This course is aimed at staff who work with the young people at Coddington Court School and is now **statutory** for staff to comply with the children's Induction Standards.

#### **Course content:**

This twilight session covers the following areas:

- How do we know how young people with ASD are feeling?
- Exploring the importance of gauging how people feel.
- Strategies for improving self esteem and self worth
- A look into the complex issue of bullying in relation to young people with ASD.
- A look at the procedures that young people with ASD can follow if they have a complaint.

#### **Aims:**

- To explore how we know what the well being of each young person is like
- To explore how each young person is able to let us know how they are feeling
- To explore the concept of bullying in autism
- To be aware of how a complaint could be made by a young person.

#### **Learning Outcomes:**

- Identify complexities within autism that make the understanding of self and one's own feelings difficult.
- Identify three to five indicators of well being for a specific young person participants work with.
- Identify some examples of what may appear to be bullying in a young person with ASD.

<b>Date</b>	<b>Time</b>	<b>Venue</b>
23 <sup>rd</sup> April 2008	9.30am-12.30pm	Coddington Court School
1 <sup>st</sup> October 2008	9.30am-12.30pm	Coddington Court School



## CHILD DEVELOPMENT

This course is a statutory part of staff induction into children's services

### Course Content:

- Child Development in general & the development of a child with ASD
- Adolescence
- Play and stages of play that help support both communication and social development
- Transitions for young people
- Observation work

### Aims:

- To have a basic understanding of how children and young people develop which will include the importance of play
- To have a broad understanding of what transition means in relation to the young people at CCS
- To explore the development of children with disabilities and special educational needs
- To look at the value of observation when seeking to understand children and young people
- To identify with all of the above in relation to children & young people with ASD.

### Learning Outcomes:

- Identify a range of significant actions that relate to child development for a variety of children & young people with & without a disability or special educational need
- Demonstrate a capacity to make use of the observation schedules in order to gain more understanding of the young people at CCS
- Identify several different types of transition experience that young people will go through and ways of supporting them in this process, especially when they have ASD

Date	Time	Venue
20 <sup>th</sup> February 2008	9.30am – 4.30pm	Coddington Court School
15 <sup>th</sup> October 2008	9.30am – 4.30pm	Coddington Court School



## CHILD PROTECTION – SAFE GUARDING

### Course Content:

This course is statutory for all those working in services for children & young people.

The course will include

- Signs and symptoms of abuse
- Issues in residential settings and legal responsibilities
- Responding to child protection concerns

### Aims:

- To promote awareness and understanding of child abuse
- To explore implications for children with ASD
- To increase confidence in responding to child protection concerns

### Learning Outcomes:

- Identify the impact of values on child protection work, particularly in relation to disability
- Demonstrate an understanding of the complexity of emotions involved in child protection work and how this can impact on the professional response
- Demonstrate increased understanding of the relevant policies and procedures
- Demonstrate increased confidence in acting to protect children at risk of abuse

**All Coddington Court School Staff need to update their child protection training on a yearly basis.**

Date	Time	Venue
1 <sup>st</sup> February 2008	9.30am-12.30pm	Coddington Court School
14 <sup>th</sup> April 2008	9.30am-12.30pm	Coddington Court School
9 <sup>th</sup> June 2008	9.30am-12.30pm	Coddington Court School
13 <sup>th</sup> October 2008	9.30am-12.30pm	Coddington Court School
13 <sup>th</sup> October 2008	1.30pm-4.30pm	Coddington Court School
1 <sup>st</sup> December 2008	9.30am-12.30pm	Coddington Court School
1 <sup>st</sup> December 2008	1.30pm-4.30pm	Coddington Court School

**This course is statutory for all staff working directly with children & young people and there are yearly updates**



## CREATING A COMMUNICATION FRIENDLY ENVIRONMENT

Communication is pivotal to working effectively with people with ASD and a communication friendly environment is often created by the use of visual support. This day will include a practical resource making workshop..

### Course content:

The course will include:

- The meaning, use and purpose of communication
- Similarities and differences between the communication development of neurotypical people and those with ASD
- Advantages and disadvantages of different modes of communication, including speech, signing, symbols, pictures
- Strategies to support more effective communication in people who have ASD, including use of structure and visual support, with opportunity to explore a range of visual support ideas and make some resources

### Aims:

- To consider what we mean by communication and the many reasons why we use communication in our lives
- To develop an understanding of how communication develops naturally and intuitively in neurotypical people
- To compare and contrast the communication development of people with ASD with that of neurotypical people
- To explore the advantages and disadvantages of different ways of communicating with people who have ASD e.g. speech, signing, symbols, pictures, to help them express their needs/wishes and understand other people
- To discuss strategies for creating a communication friendly environment and developing more effective communication e.g. use of structure, visual supports, communication passports, social stories
- Provide time, materials and equipment to make visual support resources

### Learning Outcomes:

- Gain a greater insight into the purpose and development of communication for people with and without ASD
- Have opportunities to discuss the pros and cons of different modes of communication and identify some strategies which support the creation of a communication friendly environment for people with ASD
- View a range of visual resources and then make some

Date	Time	Venue
16 <sup>th</sup> April 2008	9.30am – 4.30 pm	Coddington Court School
9 <sup>th</sup> July 2008	9.30am – 4.30 pm	Selly Oak Methodist Church

**This is offered as continuing professional development**



## CULTURAL DIVERSITY

### Course Content:

This workshop will provide an opportunity to learn about the legislation and the role of the individual in promoting race equality, supporting staff and sustaining good practice in the work place.

### Aims:

- To ensure that participants are clear about their responsibilities under the Race Relations Amendment Act.
- To ensure that participants know what a Race Equality Strategy means in their area of services
- To identify a commitment to valuing diversity and addressing discrimination in the work place in the services managed and provided to the local community
- To develop confidence about promoting race equality and developing good practice

### Learning Outcomes:

By the end of the workshop staff will have:

- A better understanding of statutory requirements on public bodies within the Race Relations Amendment Act 2000
- Understanding of the importance of working within a race equality framework through pro-active management
- Increased knowledge of the particular factors which impact on inequalities
- Acknowledged existing skills and the importance of ongoing learning
- A better understanding of how attitudes can inform response and influence professional practice
- Developed awareness of how personal beliefs, attitudes and behaviour can influence teams, staff, service provision and community relationships.

Date	Time	Venue
8 <sup>th</sup> April 2008	9.30am – 4.30 pm	Head Office
22 <sup>nd</sup> September 2008	9.30am – 4.30 pm	Coddington Court School



## DRIVER TRAINING

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This course is mandatory for all staff who drive a company vehicle to transport children or adults with ASD.

### Course Content

The course will include:

All aspects of driver training to enable the staff to keep their passengers safe whilst in transit and to ensure the vehicles are kept in a roadworthy condition by use of pre-checking the vehicle.

### Aims:

To give participants an awareness of the hazards associated with mini-bus or MPV transport, of the hazards associated with fire on a minibus or MPV and of the requirements for safe boarding of passengers.

### Objectives:

By the end of the course participants will be able to:

- Explain their responsibilities under the Health & Safety at Work Act 1974
- Discuss areas of potential danger associated with their job and the procedures in place
- Explain the current reporting procedures
- State the hazards that may require evacuation
- Formulate a plan of action for evacuation
- Participate in that plan being carried out
- Carry out the appropriate pre-checking of vehicle and equipment
- Assist the passengers to board in safety
- Secure passengers correctly
- Assist the passengers to leave in safety

Please contact the Training Dept. for more details on booking this course.



## EPILEPSY AWARENESS & THE ADMINISTRATION OF RELATED MEDICATION

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### Course Content:

- Different types of seizures
- Recovery from seizures
- Practical advice recovery position
- Administration of rectal diazepam

### Aims:

- To empower staff to know what to do in the event of a seizure
- To increase the awareness of the management of epilepsy
- To give information about the correct procedure for administering
- To increase the understanding of health and safety issues in the administration of rectal diazepam

### Learning Outcomes:

- State what observations should be recorded in a seizure diary
- Discuss different seizure types
- Identify one new fact learnt in session about epilepsy
- Identify one new fact learnt in session about the administration of rectal diazepam
- Practising the administration of rectal diazepam on a latex model

Date	Time	Venue
11 <sup>th</sup> February 2008	9.30am – 12.30pm	Coddington Court School
9 <sup>th</sup> July 2008	9.30am – 12.30pm	Coddington Court School
17 <sup>th</sup> October 2008	9.30am – 12.30pm	Coddington Court School

**This course is mandatory for all residential care staff at Coddington Court School**



## EVERY CHILD MATTERS (LEGISLATION THAT GUIDES AND HELPS A PERSON CENTRED APPROACH )

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This course is aimed at staff who work with the young people at Coddington Court School and is now statutory for staff to comply with the children's Induction Standards .

### Course Content:

- Every Child Matters and the five key outcomes
- Looked after Children and the review process
- The education of children with Special Educational Needs and the curriculum focus of Coddington Court School
- The “whole school” approach to curriculum development
- Listening to young people and their families.

### Aims:

- To look at current legislation that affects our working practice and how it focuses on the needs of the young people and the importance of the whole family.

### Learning Outcomes:

- Become familiar with the five key areas from Every Child Matters:
  1. Being healthy
  2. Enjoying and achieving
  3. Achieving economic well being
  4. Staying safe
  5. Making a positive contribution
- Identify the yearly process of review for young people in a residential setting and how the young people can be supported to make their views known as part of this process
- Have an overview of the curriculum that young people cover at CCS and how this is implemented from a “whole school” approach
- Identify ways we can learn to listen to the young people at CCS and develop supportive relationships with all family members.

Date	Time	Venue
6 <sup>th</sup> February 2008	9.30am – 4.30pm	Coddington Court School
4 <sup>th</sup> June 2008	9.30am – 4.30pm	Coddington Court School



## FAMILIES OF PEOPLE WITH ASD

### Working effectively with them

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#### Course Content

The course will cover the following aspects:

- Understanding the emotional rollercoaster families face in coming to terms with ASD in the family
- Understanding the family's 'journey' & the considerable impact on family life, caused by battling for assessment, diagnosis, services and appropriate support, that will have affected the family's attitudes to professionals
- Approaches & strategies for working more effectively with families of individuals with ASD

#### Aims:

- To provide opportunities to consider all aspects of the impact on a family of having a child with ASD, including the emotional issues
- To consider reasons why some families may present difficulties to professionals who work with them
- To explore ways of working more effectively in partnership with families

#### Learning Outcomes:

Participants will:

- Gain an appreciation of the difficulties faced by families of individuals with ASD across the life span & the impact of ASD on family life
- Have a better understanding of why some families of individuals with ASD may appear difficult to work with
- Have a better grasp of what families seek in a partnership with professionals & how to achieve this

Date	Time	Venue
11 <sup>th</sup> March 2008	9.30am-12.30pm	Selly Oak Methodist Church
2 <sup>nd</sup> May 2008	9.30am-12.30pm	Coddington Court School

**This course is offered as continuing professional development**



## FIRE SAFETY AWARENESS

### Course Content:

This course is a statutory requirement for all staff working within autism.west midlands.

The course will include:

- The fire triangle, flammable material, raising the alarm and escape.
- Fire extinguisher use

### Aims:

- To provide candidates with the necessary knowledge and skills to understand the causes of fire and how to evacuate the premises safely.

### Learning Outcomes:

By the end of the course staff will

- Be able to identify the components of the fire triangle
- Be able to identify methods of how fire spreads
- Be able to identify different types of fire extinguisher
- Be able to identify fire points and signs
- Be able to state the correct method of evacuation.

Date	Time	Venue
15 <sup>th</sup> January 2008	9.30am – 12.30 pm	Amphlett House, Droitwich
4 <sup>th</sup> February 2008	9.30am – 12.30 pm	Coddington Court School
3 <sup>rd</sup> March 2008	9.30am – 12.30 pm	Head Office
14 <sup>th</sup> May 2008	9.30am – 12.30 pm	Selly Oak Methodist Church
26 <sup>th</sup> June 2008	9.30am – 12.30 pm	Amphlett House, Droitwich
6 <sup>th</sup> October 2008	9.30am – 12.30 pm	Coddington Court School
16 <sup>th</sup> October 2008	9.30am – 12.30 pm	Head Office
1 <sup>st</sup> December 2008	9.30am – 12.30 pm	Selly Oak Methodist Church



## FIRST AID – APPOINTED PERSON

### Course Content:

This course is a statutory requirement for all direct care staff working in adult services and supporting children at Coddington Court School. It is recommended for support staff working in ASSET and ASpire

The course will include:

- Looking at roles and responsibilities when dealing with an emergency situation
- How to use artificial ventilation
- Dealing with obstructed airways
- How to manage bleeding and wounds
- How to manage shock, burns and scalds

### Aim:

- To enable students to get help & give safe, prompt & effective First Aid to a casualty in the workplace, following an injury or illness using materials to hand.

### Learning Outcomes:

By the end of the course the participants will be able to:

- Assess and prioritise at a first aid incident
- Deal with an unconscious casualty
- Deal with an adult or child who is choking
- Carry out resuscitation (CPR) on adults and children
- Control bleeding and manage shock
- Recognise and deal with a range of common injuries until the arrival of medical care

**NB** The four day First Aid at Work training is available to staff members dependent upon job role and work base needs.

Date	Time	Venue
7 <sup>th</sup> February 2008	9.30am – 4.30 pm	Selly Oak Methodist Church
7 <sup>th</sup> April 2008	9.30am – 4.30 pm	Coddington Court School
6 <sup>th</sup> May 2008	9.30am – 4.30 pm	Amphlett House, Droitwich
20 <sup>th</sup> October 2008	9.30am – 4.30 pm	Coddington Court School
7 <sup>th</sup> November 2008	9.30am – 4.30 pm	Head Office



## FOOD HYGIENE

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### Course Content:

This course is a statutory requirement for all direct care staff working within autism.west midlands.

The course will include:

- All aspects of basic food hygiene, providing candidates with essential knowledge and understanding of good hygiene practice.

### Aims:

The overall aim is to develop a level of understanding on the basic principles of food hygiene, to enable improvement of standards & help prevent food poisoning. The course covers :

- Bacteriology
- Food poisoning
- Prevention of food poisoning & contamination
- Temperature control of food
- Personal hygiene
- Cleaning & disinfection
- Pest control
- Food premises & equipment
- Hazard analysis
- Legal obligations

### Learning Outcomes:

- Identify symptoms and main causes of food poisoning
- Identify principles of hygiene and good working practices including personal hygiene
- Identify procedures for the prevention of cross contamination and HACCP systems
- Identify characteristics and behaviour of different types of bacteria
- Identify Food Safety (General Food Hygiene) Regulations 1995 and the concept of Due Diligence

Date	Time	Venue
28 <sup>th</sup> January 2008	9.30am – 4.30pm	Coddington Court School
7 <sup>th</sup> March 2008	9.30am – 4.30 pm	Selly Oak Methodist Church
19 <sup>th</sup> May 2008	9.30am – 4.30 pm	Amphlett House, Droitwich
30 <sup>th</sup> June 2008	9.30am – 4.30 pm	Coddington Court School
26 <sup>th</sup> September 2008	9.30am – 4.30 pm	Head Office

<p><b>This course is <u>statutory</u> for staff working in residential care with adults or young people</b></p>
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## HEALTH AND SAFETY – MOVING AND HANDLING

### Course Content:

This course is a statutory requirement for all staff working within autism.west midlands.

The course will include:

- An explanation of the legal duties for staff under the Health & Safety at Work Act.
- Health & Safety procedures relating to COSHH & RIDDOR
- Preventing slips, trips & falls
- Manual handling for the individual, lifting guidelines and practice demonstration

### Aims:

- To develop an understanding with regard to duties under the Health & Safety at Work Act
- To develop an understanding with regard to duties under COSHH & RIDDOR.
- To highlight strategies that may be helpful to help prevent slips, trips & falls
- To develop an understanding in the basic principles of Manual Handling

### Learning Outcomes:

- Have a full understanding with regard to duties under the Health & Safety at Work Act.
- Be able to identify procedures for dealing with slips, trips and falls.
- Be fully aware of safety signs and their meanings.
- Be able to identify causes of stress within the workplace.

Date	Time	Venue
23 <sup>rd</sup> January 2008	9.30am – 4.30pm	Selly Oak Methodist Church
31 <sup>st</sup> March 2008	9.30am – 4.30pm	Coddington Court School
11 <sup>th</sup> April 2008	9.30am – 4.30pm	Amphlett House, Droitwich
29 <sup>th</sup> September 2008	9.30am – 4.30pm	Coddington Court School
17 <sup>th</sup> November 2008	9.30am – 4.30pm	Selly Oak Methodist Church

**This course is statutory for all staff working for autism.west midlands, plus 3 yearly updates for all staff working in adult residential care and residential young people's service**



## INTERVENTIONS FOR AUTISM

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### Course content

There are a range of interventions used for people with ASD and this day will be a brief introduction to and exploration of some of the most commonly used. Later in the day there will be a focus on what is often called “intensive interaction” and how this is central to our understanding of “engaging with autism”.

### Aims:

- To consider the ways in which people usually learn to communicate and interact with other people
- To develop an understanding of why people with learning difficulties and/or ASD are unable to communicate and interact in the usual ways.
- To look at some of the most well known interventions for people with ASD which could include: TEACCH, Daily Life Therapy, SonRise, Social Stories and Comic Strip Conversations, Lovaas, Floor Time and Intensive Interaction
- To explore the principles and techniques of an interactive approach aimed at developing more enjoyment of being with another person, which may also help develop the use of non-verbal communication such as eye contact and facial expression
- To discuss associated issues which may hinder the use of this interactive approach and find more appropriate ways to engage with people who have a learning disability and/or ASD

### Learning Outcomes:

By the end of the day participants will

- Have basic knowledge and facts about some of the main interventions used in the field of ASD.
- Gain a greater insight into the usual development of communication and social interaction and how this is different for people who have a learning disability and/or ASD
- Have an opportunity to consider a different, interactive way of connecting in an enjoyable way with service users and the issues associated with this approach
- Identify some possible techniques they can be used in future work with service users to help develop communication and social interaction and build more effective relationships

Date	Time	Venue
7 <sup>th</sup> May 2008	9.30am-4.30pm	Coddington Court School
20 <sup>th</sup> November 2008	9.30am-4.30pm	Selly Oak Methodist Church

**This is offered as continuing professional development**



## INTERVIEW TECHNIQUES

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### Course Content

A half day interactive practical programme delivered by the Human Resources Manager and/or a member of the Training Team and aimed at any member of staff who is involved in the recruitment and selection interview process. Covering the following areas:

- Why the interview is an important part of the recruitment and selection process.
- Preparation – using job descriptions and person specifications, shortlisting candidates, planning questions.
- The structure of an interview – the beginning, the middle and the end.
- Communication skills – types of questions, active listening and non verbal communication.
- Making the right choice – pitfalls to avoid

### Aims:

- To give an introduction to effective recruitment interview skills to ensure a structured approach to recruiting the right person for the right job.

### Learning Outcomes:

- Provide an understanding of recruitment interviewing best practice and how to apply this to autism.west midlands' recruitment and selection process.

Date	Time	Venue
8 <sup>th</sup> February 2008	9.30am – 12.30pm	Coddington Court School
3 <sup>rd</sup> July 2008	9.30am – 12.30pm	Head Office

**This course is recommended for staff with line management responsibilities who are likely to be involved in interviewing**



## LONE WORKING

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### Course Content:

This course is mandatory for support staff working in ASpire, ASSET and Family Support who may work alone out in the community. This training is delivered by a Suzy Lamplugh Trust Trainer.

The course includes:

- Personal safety
- Legal Implications
- Managing violence and aggression
- Safe working practices
- Dealing with violent and aggressive behaviors

### Aims:

- To raise awareness around personal safety issues when providing outreach support in various settings
- To gain an understanding of how to manage violence and aggression when providing outreach support
- To gain an understanding of how to deal with violent and aggressive behavior.
- To develop safe working practices
- To raise awareness of employers' and employees' legal responsibilities

### Learning Outcomes:

By the end of the session participants will:

- Be able to Identify and prioritise risks to personal safety
- Be able to put risks into perspective
- Have a better understanding of what is meant by violence and aggression
- Have a better knowledge of the responsibilities of employers and employees in relation to violence in the workplace
- Have developed techniques for reducing aggression (these do not include physical intervention techniques)

Date	Time	Venue
10 <sup>th</sup> March 2008	9.30am – 4.30pm	Selly Oak Methodist Church
8 <sup>th</sup> September 2008	9.30am – 4.30pm	Head Office



## LOSS AND BEREAVEMENT

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There are times in our work when we need to support service users as well as our colleagues through their experience of loss and bereavement.

### Course Content

The course will include:

- An exploration of loss in its widest sense
- Discussion on experience of loss and bereavement
- The experience of loss and bereavement for people with ASD
- Staff support for service users who are experiencing loss or bereavement

### Aims to:

- Increase awareness amongst staff of important losses, other than death.
- Encourage recognition of the range of feelings that can occur through the experience of loss.
- Explore some of the varied ways people with ASD known to staff may respond to loss.
- Highlight strategies that may be helpful in the work setting when with service users who have experienced loss or bereavement.

### Learning Outcomes:

- Identify the different types of loss experienced by participants as well as service users that they work alongside
- Identify some of the feelings people with and without ASD may experience through loss.
- Identify helpful ways of working with service users who experience loss and talk about ways to try and put these ideas into practice.

Date	Time	Venue
1 <sup>st</sup> May 2008	9.30am-12.30pm	Head Office

**This is offered as continuing professional development**



## MANAGEMENT OF CHALLENGING BEHAVIOUR STUDIO 3

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### Course Content:

This is a three day course based on managing challenging behaviour. This course is mandatory for all staff in a direct care role and must be followed up on an annual basis with a one day follow up. This course will include:

- Defining challenging behaviour and why it occurs
- Low arousal techniques
- Management vs change of behaviours
- Causes of challenging behaviours
- Debriefing after an incident
- Techniques for aversive situations

### Aims:

- To increase awareness of the law Highlight low arousal strategies that may be helpful in dealing with challenging behaviour.
- To explore the causes of challenging behaviour.
- To learn techniques for dealing with challenging behaviour when all else has failed

### Learning Outcomes:

- Demonstrate an understanding of the law with regard to going “hands-on” with someone in participants’ care.
- Identify various causes of challenging behaviour.
- Demonstrate an understanding of the importance of debriefing after an incident.
- Identify techniques for dealing with challenging behaviour when everything else has failed.

Date	Time	Venue
13 <sup>th</sup> -15 <sup>th</sup> February 2008	9.30 am- 4.30pm	Coddington Court School
3 <sup>rd</sup> -5 <sup>th</sup> March 2008	9.30 am- 4.30pm	Selly Oak Methodist Church
23 <sup>rd</sup> -25 <sup>th</sup> March 2008	9.30 am- 4.30pm	Amphlett House, Droitwich
24 <sup>th</sup> -26 <sup>th</sup> September 2008	9.30 am- 4.30pm	Coddington Court School
11 <sup>th</sup> -13 <sup>th</sup> November 2008	9.30 am- 4.30pm	Selly Oak Methodist Church

**This is a 3 day course but during October to December 2007 is being trialled as a 2 day course with a follow up coaching session. If this new way of working is successful & accepted by Studio 3, participants in 2008 will only have 2 days out of the workplace & it will be the first 2 of each of the above dates. Their follow up session will be an essential part of the course & dates for these will be booked with the course trainer & take place in the individual’s workplace within 6 weeks of the 2 days of training**



## MANAGEMENT OF CHALLENGING BEHAVIOUR STUDIO 3 – REFRESHER DAY

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Studio 3 training needs to be updated on a regular basis with the intervals between refresher training dependent upon workbase. The list below stipulates the interval between training for each unit:

Coddington Court School	Annually
St Pauls	Annually
Gorse Farm	Annually
Upper Ford Lodge	Annually
Autism Outreach Team	Annually
Oakfield House	Every 3 years
Pinetrees	Every 3 years
Poplars	Every 3 years

Other services are welcome to attend

Date	Time	Venue
30 <sup>th</sup> January 2008	9.30 am- 4.30pm	Coddington Court School
23 <sup>rd</sup> May 2008	9.30 am- 4.30pm	Amphlett House, Droitwich
8 <sup>th</sup> October 2008	9.30 am- 4.30pm	Coddington Court School
24 <sup>th</sup> October 2008	9.30 am- 4.30pm	Selly Oak Methodist Church



## **NATIONAL VOCATIONAL QUALIFICATIONS (N.V.Q)**

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autism.west midlands values and supports the training of all its employees and aims to provide the opportunity for staff to work towards a vocational qualification within their area of work & appropriate to job role.

### **NVQ in Health and Social Care.**

The NVQ in Health and Social Care is aimed at assessing direct care and support staff's competence in their job role and ensures that a good standard of care is provided to our service users.

autism.west midlands will provide staff access to this award as well as support and guidance from qualified NVQ assessors who are dedicated to enabling staff to achieve their award.

Due to government requirements the NVQ in Health and Social Care is statutory for all direct care and support staff.

Staff will be entitled to register on NVQ after completion of their induction.

The NVQ in Health and Social Care is made up of units that focus on various areas of care work. This means that the level of NVQ (Level 2 or Level 3) and the choice of units will be dependant on the individual staff's job role and their ability to meet the criteria required by the awarding body (i.e. City and Guilds).

Line managers and staff should discuss this in their supervision to decide which NVQ Award is most suitable for them to complete from the following:

- NVQ in Health and Social Care – Adults – Level 2
- NVQ in Health and Social Care – Adults – Level 3
- NVQ in Health and Social Care – Children and Young People – Level 3

Further information, advice and guidance on NVQ can be obtained from the Learning & Professional Development Service or from unit based NVQ assessors (see contact details at the front of the prospectus).

### **Other National Vocational Qualifications**

The following NVQ Awards are also available for specific staff job roles:

- NVQ level 2 in Advice and Guidance
- NVQ level 3 in Advice and Guidance
- NVQ level 4 in Advice and Guidance
- NVQ level 4 in Management (Health and Social Care)
- Registered Managers Award
- NVQ Level 1 In Cleaning and Support Services
- NVQ Level 2 In Office Administration
- NVQ Level 3 in Office Administration
- NVQ Assessors A1 Award

Please contact the Learning & Professional Development Service for more details on these



## PERSON CENTRED APPROACHES FOR PEOPLE WITH ASD

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### Course Content:

- How services have developed to become Person Centred
- Traditional Assessment
- Valuing People and Government Requirements
- What models are available – are these autism specific?
- What Person Centred Plans are and what they are not.
- Autism Specific Person Centred Planning - a process

### Aims:

- To provide participants with an overview of the changes in service user planning leading up to Person Centred Plans
- To explain the current thinking behind Person Centred Planning
- To raise awareness of an Autism Specific Person Centred Plan

### Learning Outcomes:

- Identify the changes in approaches to service user plans
- Demonstrate an understanding of the principles behind Person Centred Plans
- Identify the need for an Autism Specific Person Centre Plan
- Demonstrate an understanding and application of a Person Centred Approach to own keyworking role

Date	Time	Venue
21 <sup>st</sup> February 2008	9.30am – 4.30 pm	Selly Oak Methodist Church
19 <sup>th</sup> November 2008	9.30am – 4.30 pm	Coddington Court School



## PRACTICAL SOCIAL SKILLS

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### Course Content

The development of social skill development in order to be able to be sociable & use social skills appropriately is a real area of difficulty for people with ASD. This day will begin by exploring those issues & the reason why they occur. The day will then focus on some very practical tools & strategies that will include conversation skills & how to understand the behaviour of other people.

### Aims:

- To develop a better understanding of why social skill development is such an area of difficulty for people with ASD
- To explore a number of practical strategies & tools for helping people with ASD be more sociable & in appropriate ways

### Learning Outcomes

By the end of the day participants will:

- Have increased their understanding of the cognitive theories that underpin social skill development
- Have explored the blocks to this development for people with ASD
- Looked at & learnt about a range of practical strategies & tools that can be used with people with ASD to increase their social skills in different settings

Date	Time	Venue
3 <sup>rd</sup> October 2008	9.30am – 4.30 pm	Head Office

**This is offered as continuing professional development**



## PSYCHOLOGY FOR PEOPLE WITH AN ASD

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### Course Content

Staff will know from their general ASD awareness training that people with ASD have brains that function in different ways from those who are neuro-typical. This training day is an opportunity to explore some of the psychological theories that are central to an understanding of ASD in the hope of developing a better understanding of the people we work with.

### Aims:

- To explore the uneven cognitive profile in ASD
- To explore Central Coherence difficulties in ASD
- To explore Executive Functioning and ASD
- To Explore Theory of Mind and ASD.

### Learning Outcomes:

By the end of the session participants will have:

- Gained a better understanding of some of the key psychological theories that are linked to ASD
- Had an opportunity to discuss how these theories fit with the individuals that they work with
- Learnt how to better take account of these theories within their working environment and with those people with ASD they seek to support.

Date	Time	Venue
21 <sup>st</sup> May 2008	9.30am – 4.30 pm	Head Office

**This is offered as continuing professional development**



## RESCUE TEST FOR SWIMMERS WITH DISABILITIES

### Course Content:

This course will cover the following:

- Exploration of the organisation's operating procedures and emergency action plan
- Discussion about pool safety and hygiene and how to promote this
- Practical demonstrations of rescues in the pool
- Practical demonstration of first aid
- Discussion about different disabilities and how they can affect the swimmer
- Taking control of a simulated incident in the water

### Aims:

- To have a trained competent person on the pool side
- To ensure all swimmers are safe and supervised

### Learning Outcomes:

- Identify the ways different disabilities can affect the swimmer
- Demonstrate an understanding of basic first aid
- Demonstrate an understanding of rescue tows – contact and non contact
- Demonstrate an understanding of pool safety and hygiene
- Demonstrate an understanding of normal operating procedures and emergency action plans

This course will take place in the swimming pool at Coddington Court School. A minimum number of 6 people is needed to run the course.

You must be able to swim 20 metres on your back and front and surface dive to rescue a mannequin off the bottom of the pool.

Please contact the Learning & Professional Development Service for booking details.



## RISK ASSESSMENT

### Course Content:

This half day course will cover the following areas :

- The different types of risks
- Who is at risk?
- Why do we need a risk assessment?
- Risk Management
- How to write a risk assessment using autism.west midlands risk assessment paperwork
- How and when to review a risk assessment
- An opportunity to take part in writing a risk assessment.

### Aims:

- To raise awareness of the need for risk assessments
- To identify staff's responsibility for highlighting risks and management of those risks
- To explore different scenarios and highlight the risks involved
- To develop participants' ability to assess risk in accordance with company policies and procedures.

### Learning Outcomes:

- Identify different risks in participants' everyday work setting
- Be able to write a risk assessment in order to minimise and manage risk

Date	Time	Venue
4 <sup>th</sup> April 2008	9.30am – 12.30 pm	Coddington Court School
27 <sup>th</sup> June 2008	9.30am – 12.30 pm	Selly Oak Methodist Church

**This course is recommended for staff working in our adult residential service and staff working with young people**



## SEXUALITY, RELATIONSHIPS & ASD – A half day introductory workshop

### Course Content:

This course is a half day workshop for direct support staff in adult and young people units as well as ASpire and ASSET staff.

The course includes:

- Group activities on values
- A look back through history
- A look at the people with ASD that we work with and what we think they know about sexuality
- Myths, assumptions and other issues around masturbation
- Some specific issues / concerns around sexuality and those we work with/seek to support.
- A brief look at some resources

### Aims:

- To raise an awareness of sexuality issues for people with ASD
- To support staff in feeling more comfortable discussing sexuality issues in relation to the people they work with.

### Learning Outcomes:

- Gain knowledge of background and history
- Be able to explore differences in attitudes when talking about our own sexuality and that of people with ASD that we work with.
- Explore what we think is the sexual knowledge of people with an ASD that we work with.
- Discuss some myths, assumptions and issues around masturbation for people with ASD
- Explore the link between sexuality & relationships for people with ASD.

Date	Time	Venue
5 <sup>th</sup> February 2008	9.30am- 12.30pm	Amphlett House, Droitwich
30 <sup>th</sup> April 2008	9.30am – 12.30pm	Coddington Court School
18 <sup>th</sup> September 2008	9.30am- 12.30pm	Selly Oak Methodist Church



## SHIFT CO-ORDINATING, TEAM LEADING & WORKING AS A SENIOR

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### Course Content

The idea of this half day session is for staff to be able to share their experiences and learn from each other as well as to explore some useful tools they can use to support them in their role. The content will be suitable for staff who lead a range of teams as well as those who shift lead in a residential setting.

### Aims:

- To raise awareness of the roles and responsibilities when leading a team and/or a shift.
- To explore effective communication with team members and dealing with the problems
- To have an opportunity to share experiences

### Learning Outcomes:

- Identify key responsibilities for participants' role
- Identify different ways of communicating with staff
- Problem solve with solutions when dealing with a difficult situation while on shift.

Date	Time	Venue
9 <sup>th</sup> April 2008	9.30am – 12.30pm	Coddington Court School
9 <sup>th</sup> October 2008	9.30am – 12.30pm	Selly Oak Methodist Church

**This course is recommended for staff with line management responsibility**



## **SOCIAL STORIES 1**

### **(An introduction to Social Stories)**

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#### **Course Content**

Practical workshop

Gain skills to write a story to help people with ASD understand social situations. Stories can be used to help people with ASD try to change their own behaviour and the stories often provide insight to the people writing them about the person they are supporting and their own practice.

#### **Aims:**

- To develop understanding of what a social story is
- To develop an understanding of how a social story can help a person with ASD to understand and change their own behaviours
- To learn what to write in a social story and what not to write in a social story

#### **Learning Outcomes:**

- Write a social story that could be successfully put into practice with a service user with ASD that could help manage their social behaviours.

<b>Date</b>	<b>Time</b>	<b>Venue</b>
24 <sup>th</sup> April 2008	9.30am – 4.30 pm	Head Office

<b>This is offered as continuing professional development</b>
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## SOCIAL STORIES 2 – Comic Strip Conversations

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### Course Content:

The development of comic strip conversations links directly with social stories and the work of Carol Gray. They are an interactive way of helping people with ASD explore the different thoughts and emotions of others. This non directive technique allows participants a chance to consider the subtle and confusing aspects of language. It addresses how they can be saying something different than what they might be thinking or feeling. It is a day that will help participants to understand issues around theory of mind and ASD better as well as learn a new strategy that can make for more effective ways of working with individuals with ASD.

### Aims:

- To cover theory of mind in ASD
- To give an understanding of how the use of comic strip conversations can help to give people with ASD a better understanding of other peoples' thoughts and feelings.

### Learning Outcomes:

By the end of the day participants will:

- Have a better understanding of theory of mind issues for people with ASD
- See how comic strip conversations can be a useful strategy.
- Have had the opportunity to write their own comic strip conversation
- Have had the opportunity to read and give feedback on other people's comic strip conversations.
- Make links between emotions and colours for themselves and the people with ASD that they work with.

Date	Time	Venue
13 <sup>th</sup> June 2008	9.30am – 4.30pm	Head Office



## STRESS & RELAXATION TECHNIQUES

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This day is aimed at staff becoming aware of stressors that affect them at work. It is about understanding stress and how we can reduce the stress in our working environment

### Course content:

- Identification of what stress is, the physical signs & symptoms & recognising stress in ourselves
- Relaxation & its benefits
- How we can reduce the stress in our working lives
- Techniques to help us to learn how to relax & overcome stress

### Aims:

- To recognise stress and the effect it can have on our lives
- To enable staff to understand their own stressors and give them the tools to reduce stress in their lives
- To equip staff to overcome stress & learn to relax efficiently

### Learning Outcomes:

- Have an understanding of the stress response
- Be able to recognise stress within the workplace
- Be able to reduce stress
- Learn skills to help relaxation

Date	Time	Venue
6 <sup>th</sup> March 2008	9.30am – 12.30pm	Selly Oak Methodist Church
24 <sup>th</sup> September 2008	9.30am – 12.30pm	Selly Oak Methodist Church



## SUPPORTED LIVING

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### Course Content:

- Principles of Supported Living
- Difference between traditional services and Supported Living
- Planning with people
- Organisational Issues

### Aims:

- To provide a general introduction to Supported Living.
- To enable participants to understand the principles of Supported Living
- To understand how it is different from existing residential services.
- To understand issues of values, practice, structure and policy that will need to be different for Supported Living to be accomplished in their agency.
- To inform, enthuse and inspire participants to develop a commitment to Supported Living in their agency.

### Learning Outcomes:

- Demonstrate an understanding of the distinctive features of Supported Living
- Demonstrate an understanding of the principles and values behind Supported Living
- Identify key factors in establishing informal support arrangements
- Identify strategies to enable service users to engage in Supported Living
- Demonstrate an understanding of the organisational and system challenges in developing Supported Living

Date	Time	Venue
1 <sup>st</sup> July 2008	9.30am-4.30pm	Head Office

This course is mandatory for those working at St Pauls and as part of the Autism Outreach Team



## SUPERVISION, APPRAISAL & COACHING

### An introductory half day course

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This half day training is aimed at all employees of autism.west midlands, as all are involved in the supervision and appraisal process.

#### Course Content:

- Supervision and appraisal and what we associate with them both
- The differences between supervision and appraisal.
- Key concepts for effective supervision
- An exploration of the main functions of supervision.
- A look through the corporate paperwork.

#### Aims:

- To gain an overview of the supervision and appraisal process at autism.west midlands
- To explore developing both confidence & competence through the supervision process
- To be given an introduction to coaching in the workplace

#### Learning Outcomes:

- Clarify the differences between supervision and appraisal
- Identify the key factors for an effective supervision process
- Identify three things that supervision is not
- Identify key factors for an effective appraisal process.

Date	Time	Venue
27 <sup>th</sup> February 2008	9.30am – 12.30pm	Coddington Court School
18 <sup>th</sup> June 2008	9.30am – 12.30pm	Selly Oak Methodist Church
21 <sup>st</sup> October 2008	9.30am – 12.30pm	Amphlett House, Droitwich

**This course is required for all staff at autism.west midlands**



## **SUPERVISION, APPRAISAL & COACHING – AN INDEPTH DAY**

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### **Course Content:**

This day is for staff with line management responsibility for others and will include how to use the supervision system effectively in order to develop both competence and confidence in staff. The use of specific “coaching skills” will form part of the day

### **Aims:**

- To have an opportunity to explore some of the problems that arise through supervision.
- To explore a range of coaching skills that can help support effective supervision i.e. how to learn from things going wrong as well as success.
- To look at giving feedback to staff effectively

### **Learning Outcomes:**

- Gain some strategies for dealing with problems that arise through supervision.
- Learn about coaching skills & how to implement them in participants’ work situation
- Identify factors which enable establishment of good working relationships
- Be able to empower staff.

<b>Date</b>	<b>Time</b>	<b>Venue</b>
12 <sup>th</sup> March 2008	9.30am – 4.30pm	Amphlett House, Droitwich
6 <sup>th</sup> November 2008	9.30am – 4.30pm	Selly Oak Methodist Church

<b>This course is required for staff with line management responsibilities</b>
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## WIDGIT – Writing with Symbols

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The Widgit word and symbol processing package is used by many staff across autism.west midlands to support and aid the communication development of our service users. It is an essential tool in the production of easy to use Cvisual schedules, time tables and many other communication tools.

Last year a group of staff from autism.west midlands had the opportunity to attend a training day on the use of the Widgit programmes at Sunfield School in their IT suite. Everyone who attended was very enthusiastic about the day and the value it was in enhancing their ability to include more visual support for our service users.

Due to the success of this day we have secured a day in 2008 but only ten spaces will be available so you are advised to book as soon as possible once you have your line manager's agreement to apply for the course.

<b>Date</b>	<b>Time</b>	<b>Venue</b>
8 <sup>th</sup> May 2008	9.30am-4.30pm	Sunfield School

**This is offered as continuing professional development**



## autism.west midlands CONFERENCES AND EVENTS

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We offer a yearly programme dedicated to providing a range of conferences and events on a variety of topics. These can include workshops that provide tools and strategies, and conferences highlighting good work as well as new practices and information.

We are very excited about some of the events we have planned for 2008, and hope to see you at some of them!

These are some of the topics we aim to cover in our conference schedule for 2008:

Developing Communication through Music - Worcester  
Criminal Justice Regional Seminar - Warwickshire  
Promoting Psychological Wellbeing - Birmingham  
Coping with Challenging Behaviour – Birmingham  
Mental Capacity Act & ASD: The implications – Location to be confirmed  
Developing Self Help Skills for People with ASD – Location to be confirmed  
Listening to People with ASD & a Celebration of their Skills & Talents (A conference organised with people with ASD) – Shropshire

The conference schedule can be found on the autism.west midlands website as well as in the Autism Matters Newsletter. Publicity detailing the contents of each event along with a booking form will be made available to all staff and can also be requested from the Learning and Professional Development Service.

All autism.west midlands staff are entitled to attend at the discounted rate available to parents and individuals with ASD.

For further information and booking please contact:

Ian Carty  
Training Administrator  
Tel: 0121 450 7576  
Email: [ianc@autismwestmidlands.org.uk](mailto:ianc@autismwestmidlands.org.uk)



## TRAINING FOR MAINTENANCE DEPARTMENT

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The following maintenance occupational courses have been identified for maintenance staff within autism.west midlands.

Please contact the Learning and Professional Development Service for more details.

Risk Assessment and Method Statements –1 day

Safe working at heights – half day

Mobile Towers – half day

These courses are basic and cover safe ladder work, roof access and the use of tower scaffolds.

On-Site Appliance Testing Course that covers:

- Health and Safety at Work Act 1974
- Electricity at Work Regulations 1989
- The Provision and Use of Work Equipment Regs 1998
- The Management of Health and Safety at Work Regs 1999

Upon completion of the course successful candidates are issued with certificates.

The course includes technical advice on how to get the best out of your appliance testing system and there is ongoing support.



## TRAINING FOR ADMINISTRATION, FINANCE AND INFORMATION TECHNOLOGY STAFF

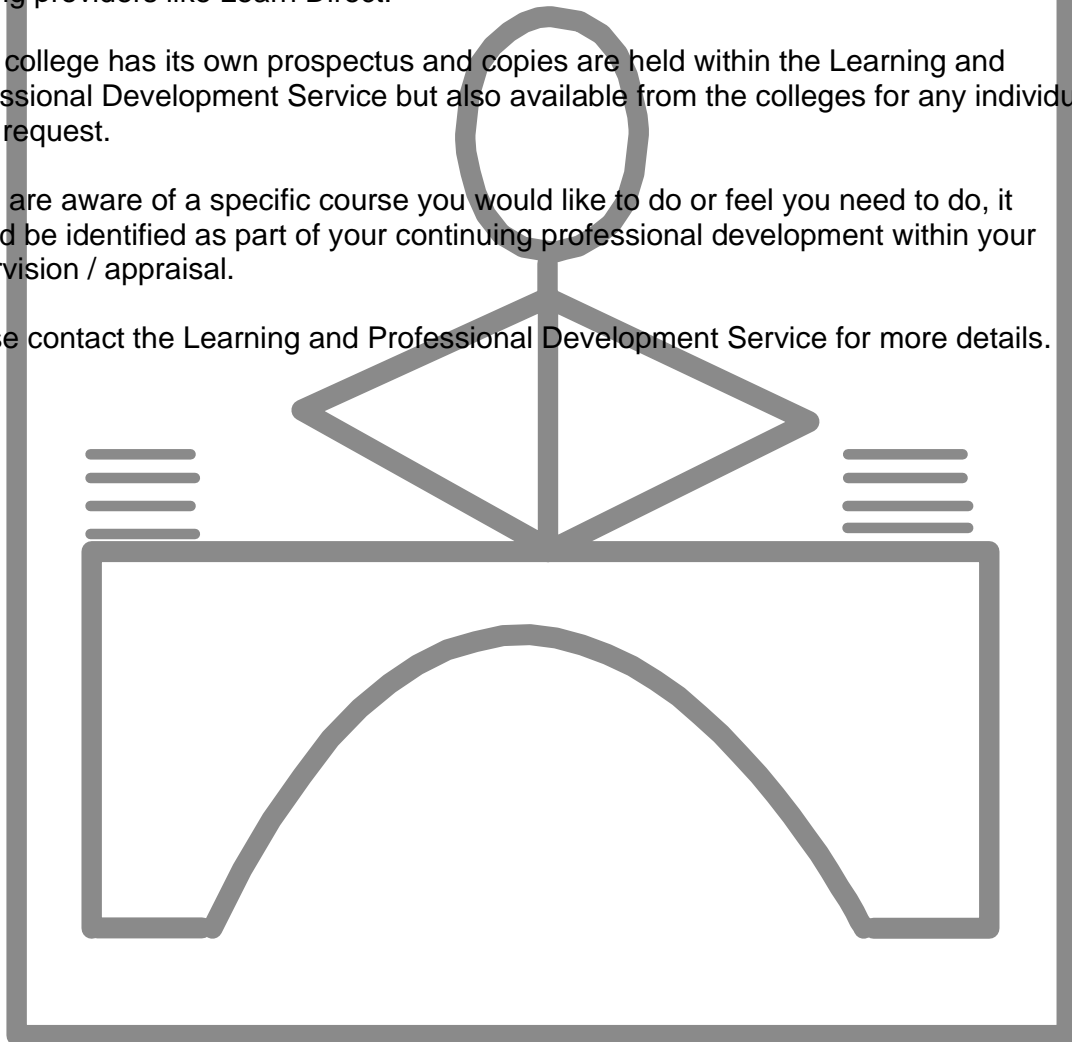
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If you are working in an administrative position for autism.west midlands there are a range of training courses in the above subjects that are available via local colleges and training providers like Learn Direct.

Each college has its own prospectus and copies are held within the Learning and Professional Development Service but also available from the colleges for any individual upon request.

If you are aware of a specific course you would like to do or feel you need to do, it should be identified as part of your continuing professional development within your supervision / appraisal.

Please contact the Learning and Professional Development Service for more details.





## INTRODUCTION TO WORKING WITH CHILDREN & YOUNG PEOPLE WHO HAVE AUTISTIC SPECTRUM DISORDER

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This is a modular course accredited by the University of Worcester. It is aimed at teaching and support staff but there are other people who have benefited from the course in the past: Health Visitors / Care Staff / Parents / Child Care workers of all kinds. People on the course can work at Undergraduate or Postgraduate level.

Tutors for the course vary but it is run by Bernadette Moylan and Elizabeth Attfield, with visiting speakers from a range of disciplines, as well as contributions from some of our Associate Trainers and individuals who have ASD.

### Course Content

Module One is taught and consists of:

- The assessment and diagnosis of ASD
- The implications of ASD for staff and individuals
- Communication and language
- Behaviour that is a challenge
- Sensory differences and difficulties
- An overview of approaches used with individuals who have ASD
- The development of social understanding
- Creating an effective environment for the individual with ASD and a closer look at the TEACCH approach
- The range of provision available for individuals with ASD
- Person Centred Approaches to ASD
- Working with families and other professionals

There is an assessed piece of work at the end of Module One.

Module Two consists of tutorial time while students carry out a small piece of action based research.

Module 3 (an independent study) is being piloted this Autumn for those who have already completed the first two modules. Successful completion of the third module leads to a full accredited certificate through the University of Worcester.

The training delivered within this prospectus can be mapped against the Autistic Spectrum Disorders Training Framework published in 2006. The framework was compiled by the West Midlands Regional Partnership Autism Training Group known as FREDA (Forum for Educational Development, Autism). A number of staff from autism.west midlands have been involved in the development of this framework & feature in its membership. This modular course is mapped appropriately.



## ACCREDITED COURSES AVAILABLE AT THE UNIVERSITY OF BIRMINGHAM

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A wider variety of courses are available at the University of Birmingham in Autism for people working with adults and children. We are fortunate to have a university with such expertise and reputation for excellence in this field.

The Web based course in Autism was originally set up with the support of autism.west midlands and continues to be very popular amongst our own staff. It is a one year program and no formal qualifications are required, but experience of working with children or adults with ASD is required.

Other courses available at the University include:

- Advanced Certificate in Autism ( ACE)
- BPhil in Autism ( Level 3)
- Postgrad Cert ( Level M) in Autism
- Postgrad Diploma ( Level M) in Autism
- MEd ( Level M) in Autism

For further information contact the School of Education at the University of Birmingham, Edgbaston B15 2TT

Phone 0121 414 4866

[education@bham.ac.uk](mailto:education@bham.ac.uk)



## APPLICATION FOR TRAINING NOT SCHEDULED IN THE PROSPECTUS

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Name .....

Job Title .....

Place of Employment / Work Base: .....

Please discuss this application with your Line Manager in supervision. Attendance on any external course needs to be agreed by your Line Manager and the Learning and Professional Development Services Manager. You need to have this form and the pre-course discussion form completed and sent off prior to signing up for any external course. You will be expected to give feedback on completion of the course.

Please complete and send Part 1 with publicity attached about the course/training you hope to attend and Part 2 the pre-course discussion between you and your manager

### Part 1

Title of course/training/conference or qualification:

Name of organisation providing the training:

Venue: .....: Course Date(s).....

Number of hours or days:

#### Estimated cost:

Course fees £

Exam / accreditation fee £

Staff cover costs £

Travel costs £

Subsistence £

Accommodation £

**Total £**

### TRAINING CONTRACT (please also refer to Employee Handbook):

This applies only to staff seeking to undertake training which may result in repayment of course fees back to autism. west midlands:

I understand that if I do not complete the course without valid reason, leave the organisation within the duration of the course, or leave the organisation within 12 months of completion of the course; I will be responsible for the repayment of the full fee support. If I leave the organisation within a 2 year period of completion of the course I will be responsible for repayment of 50% of the full fee support. I hereby give my consent for the organisation to make deductions from my pay to recover any repayment due under this contract.

Signature.....

Date.....

**Please ensure that you complete part 2 of this form.**

**Part 2**

**Pre – course discussion between applicant and line manager**



## APPLICATION FOR TRAINING FROM AN INDIVIDUAL (non autism.west midlands staff)

**Organisation Details**  
Name of Organisation.....  
  
Address.....  
.....  
  
Tel .....

**Name of applicant**  
Mr/ Mrs/ Ms.....  
  
Job Title.....  
  
Direct contact details.....

**Title of course / training / conference**  
.....  
  
**Date / s** .....

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**Cost** .....

I have enclosed a cheque  
All cheques should be made payable to autism.west midlands

**Invoicing Details**  
Include invoice address if different from the above address  
  
.....  
  
.....



## APPLICATION FOR GROUP TRAINING (non autism.west midlands staff)

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**Organisation Details**

**Name of contact person**.....

**Name of Organisation**.....

**Address**.....

.....

**Direct Contact telephone number**.....

**Title of Course / Training Required**

.....

**Preferred month of training** .....

**Selected dates**.....

(Availability of training and confirmation will be made following receipt of request form)

**Expected number of candidates**.....

**Invoicing Details**

Include invoice address if different from the above address

.....

.....



## PRICE LIST NON autism.west midlands STAFF

<b>Course / Training</b>	<b>Price</b>
Adult protection – Understanding Abuse	£100
Adult Protection – Refresher Training	£55
ASD Day 1	£100
ASD Day 2	£100
ASD Day 3	£100
ASD Day 4	£100
ASD Day 5	£100
ASD Day 6	£100
Bullying & ASD	£55
Child Development	£100
Child Protection – Safe Guarding	£55
Creating a Communication Friendly Environment	£100
Cultural Diversity	£100
Epilepsy Awareness & the Administration of Related Medicines	£55
Every Child Matters	£100
Families of People With ASD	£55
Fire Safety Awareness	£100
First Aid – Appointed Person	£100
Food Hygiene	£100
Health & Safety – Moving & Handling	£100
Interventions for Autism	£55
Interview Techniques	£55
Lone Working	£100
Loss & Bereavement	£55
Person Centred Approaches for People with ASD	£100
Practical Social Skills	£100
Psychology for People with Autism	£100
Risk Assessment	£55
Sexuality, Relationships & ASD - Half Day Workshop	£55
Shift Co-ordinating, Team Leading & Working as a Senior	£55
Social Stories 1	£100
Social Stories 2	£100
Stress & Relaxation Techniques	£55
Supported Living	£100
Supervision, Appraisal & Coaching – An Introductory Half Day	£55
Supervision, Appraisal & Coaching – An Indepth Day	£100
Widgit	£100