

## Module 6: Module 6: Put into practice - Wrap up

**09:00 – 12:00 (Estimated time: 3 hours)**

**Rationality:** There is a growing research literature regarding adults with ASD, and their experiences in everyday life activities (Mason et al., 2019). However, according to Shattuck et al. (2020) “almost no studies examine the overall ecosystem of services serving autistic adults. Few studies use a conceptual framework for understanding access to, or improvement of, services” (p. 13). “An ecological life course, perspective highlights the need to improve systems of services and care as a key component of efforts to achieve better health and social outcomes for this population” (Shattuck et al., 2020, p. 13).

Within this context, this sixth module aims to enhance participants to practice and reflect about attitudes, behaviors, feelings, scientific knowledge, and strategies that may be helpful when coping and dealing with individuals with ASD in public services. It will seek to achieve meaningful training of participants conveying a holistic approach of how to interact appropriately with people with ASD when in their work place. In this module we will case studies written and role played by participants to enhance their skills in interacting with people with ASD as well as to reflect critically and constructively on it, using what they have been leaning in this course.

### SESSION PLAN

#### MATERIAL

- Computer
- Projector
- PowerPoint slides M6\_contents6.1\_6.2.\_AuTrain
- One copy for each participant of the Worksheet *Brainstorming 6.1- POW*
- One copy for each participant of the Worksheet *Brainstorming 6.1- 5W + 2H*
- One copy for each participant of the Worksheet *Activity: Reflection 6.1*
- One copy of the AuTrain curriculum for each participant

## OVERVIEW

<p style="text-align: center;"><b>Begin 09:00 – 9:30</b></p> <ul style="list-style-type: none"> <li>• Aim</li> <li>• Contents</li> <li>• Learning outcomes</li> <li>• Organization</li> <li>• <i>Activity: Brainstorming 6.1- POW</i></li> </ul>	<p style="text-align: center;"><b>Develop 09:30 – 10:15</b></p> <ul style="list-style-type: none"> <li>• Real-world tasks for reflection and analysis (Cont.)</li> <li>• <i>Activity: Activity: Brainstorming 6.1- 5W + 2H</i></li> </ul>
<p><b>10:15 – 10:45</b> <b>Break Time</b></p>	
<p style="text-align: center;"><b>Develop 10:45 – 11:30</b></p> <ul style="list-style-type: none"> <li>• Case Studies for reflection and analysis</li> <li>• <b>Activity:</b> <i>Role playing the cases</i></li> </ul>	<p style="text-align: center;"><b>End 11:30 – 12:00</b></p> <ul style="list-style-type: none"> <li>• Wrap up</li> <li>• <i>Activity: reflection 6.1</i></li> <li>• References &amp; Resources</li> <li>• Goodbye 😊</li> </ul>

## BEGIN

**09:00 – 9:30**

Aim, Contents, Learning outcomes  
Organization  
*Activity: Brainstorming 6.1- POW*

### #1. Welcome participants, introduce the aim, contents and the learning outcomes of this module

*Note:* Present slides number 1 to 6.

1

2

3

4

**Contents**

**Module 6: Put into practice - Wrap up**

- Real-world tasks for reflection and analysis
- Case Studies for reflection and analysis

**Learning outcomes**

**Module 6: Put into practice - Wrap up**

- To identify challenges and opportunities in the work place when dealing with people with ASD;
- To use the knowledge gained throughout the course to answer the identified challenges and opportunities in the work place when dealing with people with ASD;
- To know how to act in favor of people with ASD using a philosophy coined by humanity, responsibility taking and problem solving, experientially and critically.

**Aim:**

This sixth model aims to enhance participants to practice and reflect about strategies that may be helpful when coping and dealing with individuals with Autism Spectrum Disorder (ASD).

**Contents:**

- Real-world tasks for reflection and analysis;
- Case Studies for reflection and analysis.

**Learning outcomes:**

- To identify challenges and opportunities in the work place when dealing with people with ASD;
- To use the knowledge gained throughout the course to answer the identified challenges and opportunities in the work place when dealing with people with ASD;
- To know how to act in favor of people with ASD using a philosophy coined by humanity, responsibility taking and problem solving, experientially and critically.

**#2. Plan with participants' comfortable break times throughout the module and instruction adaptations, if needed**

*Note:* Present slides number 7 and 8.

**Organization:**

Present the overview schedule of the session and suggest a 30 minutes break or two breaks of 10 minutes each. Let the group decide.

**Organization**

**Module 6: Put into practice - Wrap up**

Estimated time to complete the module: 3 hours

Break: 30 minutes or two breaks of 10-15 minutes each

**Organization**

<ul style="list-style-type: none"> <li>Begin 09:00 - 9:30</li> <li>Aim</li> <li>Contents</li> <li>Learning outcomes</li> <li>Organization</li> <li>Real-world tasks for reflection and analysis</li> <li>Activity: Brainstorming E.1 - PCW</li> </ul>	<ul style="list-style-type: none"> <li>Develop 09:30 - 10:15</li> <li>Real-world tasks for reflection and analysis (Case)</li> <li>Activity: Activity: Brainstorming E.1 - SW + 2H</li> </ul>
<p>10:15 - 10:45</p> <p>Break time</p>	
<ul style="list-style-type: none"> <li>Develop 10:45 - 11:30</li> <li>Case Studies for reflection and analysis</li> <li>Activity: Role playing the cases</li> </ul>	<ul style="list-style-type: none"> <li>End 11:30 - 12:00</li> <li>Wrap up</li> <li>Activity: reflection E.1</li> <li>References &amp; Resources</li> <li>Goodbye Q</li> </ul>

**#3. Introduce the content real-world tasks for reflection and analysis**

Note: Present slide number 9



9

**Read the following text out loud. In the end, ask for comments, doubts, or questions.**

**We are considering:**

“An ecological life course perspective highlights the need to improve systems of services and care as a key component of efforts to achieve better health and social outcomes” for people with ASD (Shattuck et al., 2020, p. 13).

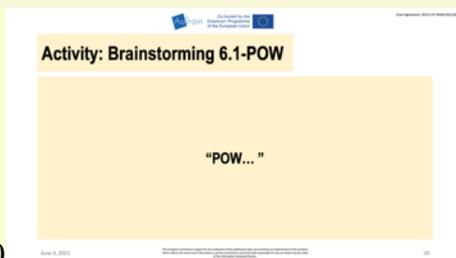
**Therefore, today:**

Based on real works tasks within your work context we will develop case studies and role playing it to enhance skills for interacting with people with ASD and to reflect critically and constructively about the cases and about what we have been learning.

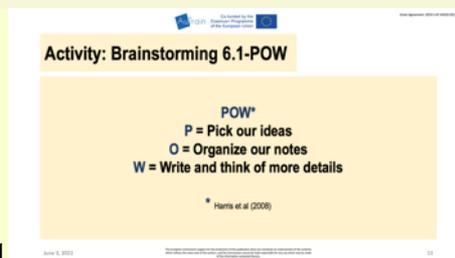
#### #4. Introduce and develop the activity *Brainstorming 6.1- POW*



Note: Present slides number 10 and 11



10



11

**Introduce the aim of the activity:** This activity aims to support participants to generate, organize and write notes about real life situations within their work place. It will be the first step in planning and writing the cases we will role playing later in this session.

**Introduce the material: Pass out the Worksheet Brainstorming 6.1 - POW**

**Procedures: a.** Form small groups of 3 /4 participants. Let participants form the groups, but feel free to find other way; keep your options fluid and flexible. For example, groups can be formed by place of work.

**b. Introduce POW\* as:**

**P = Pick our ideas:** Think of a good real life situation to role playing and good ideas for parts of the situation; it may be a regular situation at your work place, or at a community public service.

**O = Organize our notes:** When you have decided about the specific situation, write some notes, and organize it in a chronological way for role playing. Think about your goal, and about what you have been learning in this course that you want to develop and practice within the role playing.

**W = Write and think of more details:** As you plan and write the situation think of more good ideas or other contents of the course modules that can be used, or that are related. It may be a good idea to have the AuTrain curriculum with you.

**c.** Give time for work group. While participants are in small groups, you should act as a facilitator, moving from group to group. Doing so allows you to ensure that all of its members are actively participating and learning.

\* **Reference:** Harris et al. (2008).

**Adaptation for online session:** If you are using Zoom you may need to split your participants in separate room (breakout-rooms). If you need any instruction about how to do it check: <https://support.zoom.us/hc/en-us/articles/206476313-Managing-Breakout-Rooms>

## DEVELOP

09:30 – 10:15

*Real-world tasks for reflection and analysis- Creating case studies (Cont.)*

*Activity: Activity: Brainstorming 6.1- 5W + 2H*

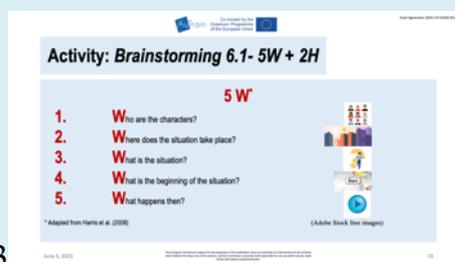
### #5. Introduce and develop the activity *Brainstorming 6.1- 5W + 2H*



*Note:* Present slides number 12 to 14.



12



13

**Activity: Brainstorming 6.1- 5W + 2H**

2 H\*

1. **H**ow does the situation end?
2. **H**ow do the characters feel?

\* Adapted from Harris et al. (2008)

14

**Introduce the aim of the activity:** This activity aims to continue to support participants to generate, organize and write real life situations within their work place. It will be the second step in planning and writing the cases we will role playing later in the session.

**Introduce the material: Pass out the Worksheet Brainstorming 6.1- 5W + 2H**

**Procedures: a.** Participants will continue to work in the same group of 3 /4 that they formed for Brainstorming 6.1 – POW activity.

**b. Introduce 5W + 2H\* as:**

- 1 **W**ho are the characters?
- 2 **W**here does the situation takes place?
- 3 **W**hat is the situation?
- 4 **W**hat is the beginning of the situation?
- 5 **W**hat happens then?

+

- 1 **H**ow does the situation end?
- 2 **H**ow do the characters feel?

**Ask for comments, doubts, or questions.**

**c.** Give time for work group. While participants are in small groups, you should act as a facilitator, moving from group to group. Doing so allows you to ensure that all of its members are actively participating and learning and you are sure that the goal of the activity is being followed. Participants should decide about their roles in the situation that will be role played.

\* **Reference:** Harris et al. (2008).

**Adaptation for online session:** If you are using Zoom you may need to split your participants in separate room (breakout-rooms). If you need any instruction about how to do it check: <https://support.zoom.us/hc/en-us/articles/206476313-Managing-Breakout-Rooms>

BREAK TIME

10:15 – 10:45

## DEVELOP

10:45 – 11:30

Case Studies for reflection and analysis

Activity: *Role playing the cases*

**#6. Introduce the Activity: Role playing cases. In the end ask for comments, doubts, or questions**



Note: Present slides number 16 to 17.



16



17

Participants are asked to practice their knowledge about ASD in a simulated real life situation written by them. Let the participants decide the order by the which each group presents the real life situation. Take notes about each group performance for feedback, analysis and discuss about what went on during the role playing, and to do a summary as wrap up of this module. You may consider the following topics, among others:

- Goal, content, adequacy of the situation;
- Clear up possible misunderstandings/provide appreciation of the work developed;
- Summary of the skills that were develop as a result of each role playing;
- How can the results of the situation can be generalized to other contexts;
- How does it can be linked to future learning.

**These are useful resources for you as the trainer to feel familiar with role play (if needed):**

Role Play

<https://ablconnect.harvard.edu/role-play-research>

What is Role-Play?

<https://carleton.ca/experientialeducation/activity-and-course-design/role-play/#sect4>

Role Play Booklet

<https://pdst.ie/sites/default/files/Role%20Play%20Booklet.pdf>

## END

11:30– 12:00

Wrap up

*Activity: Reflection 6.1*

References & Resources

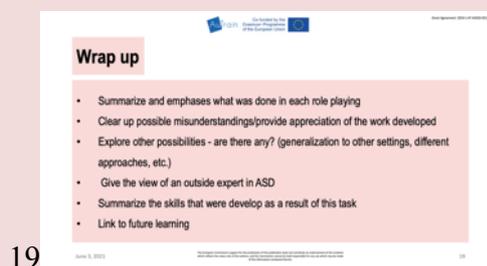
Questions? Goodbye & thanks ☺

### #7. Wrap up the session by summarizing the main points, and monitoring participants learning

*Note:* Present slides number 18 and 19.



18



19

Provide your view of the following topics (use the notes from the role playing performance), among others that may emerge from the role playing:

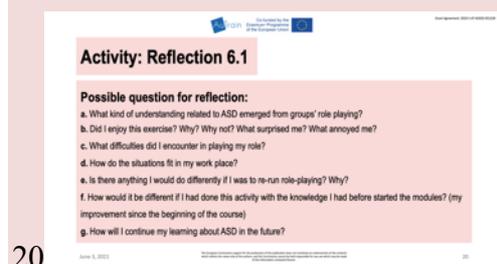
- Summarize and emphasizes what was done in each role playing;
- Clear up possible misunderstandings/provide appreciation of the work developed
- Explore other possibilities - are there any? (generalization to other settings, different approaches, etc.).
- Give the view of an outside expert in ASD;
- Summarize the skills that were develop as a result of this task;
- Link to future learning.

**Ask for final comments, doubts, or questions.**

### #8. Activity: Reflection 6.1



*Note:* Present slide number 20



20

**Introduce the aim of the activity:** Participants will take reflective notes, to show what they are learning about the topic of the module as well as showing how they develop critical and reflective skills. These reflections will be shared with the group.

**Introduce the material:** Pass out the **Worksheet reflection 6.1.**

**Procedures: a. Present the questions for reflection:**

- a. What kind of understanding related to ASD emerged from groups' role playing?
- b. Did I enjoy this exercise? Why? Why not? What surprised me? What annoyed me?
- c. What difficulties did I encounter in playing my role?
- d. How do the situations fit in my work place?
- e. Is there anything I would do differently if you were to rerun the role-play? Why?
- f. How would it be different if we had done this activity with the knowledge I had before started the modules? (my improvement since the beginning of the course)
- f. How will I continue my learning about ASD in the future?

**Ask for doubts or questions.**

**b.** Ask participants to be prepared to discuss these questions after giving them time for prepare their answers.

**c.** Inform participants they will (1) think individually about the answers to the questions; and (2) share ideas with the large group.

**Ask for final comments or doubts about the session.**

## #9. Introduce References & Resources, and indicate where participants can find it in the AuTrain platform

*Note:* Present slides number 21 to 23

21

Slide 21: References

- Harris, K., Graham, S., Mason, L., & Friedland, B. (2008). *Powerful writing strategies for all students*. Paul Brooks.
- Mason, D., Ingham, B., Urbanowicz, A., Michael, C., Birles, H., Woodbury-Smith, M., Brown, T., James, I., Scarfelli, C., Nicolaidis, C., & Parr, J.R. (2019). A systematic review of what barriers and facilitators prevent and enable physical healthcare services access for autistic adults. *Journal of Autism and Developmental Disorders*, 49, 3387-3400.
- Shattuck, P., Garfield, T., Roux, A.M., Rast, J.E., Anderson, K., Hassrick, E.M., & Kun, A. (2020). Services for adults with autism spectrum disorder: A systems perspective. *Current Psychiatry Reports*, 22, 13.

22

Slide 22: Helpful resources

- Black M.H., Mohd S., Milbourn, B., Scott, M., Gerber, A., Esposito, C., Falkner M., Lerner M.D., Halladay, A., Stein, E., D'Angelo, A., Falkner, T., Bóla, S., & Girdler, S. (2018). Multi-informant international perspectives on the facilitators and barriers to employment for autistic adults. *Autism Research*, 13(7), 1195-1214.
- Center of Neurodevelopmental Disorders at Karolinska Institutet (KIND), Karolinska Institutet. [www.ki.se](http://www.ki.se)
- Denning, C.B. & Moody, A.K. (2016). *Inclusion and autism spectrum disorder: Proactive strategies to support students*. Routledge.
- Myers, B. A. (2019). *Autobiography on the spectrum: Disrupting the autism narrative*. Teachers College Press.

23

Slide 23: Helpful resources

- National Autistic Society (2020). *Communication: Adult autism strategy*. <https://www.autism.org.uk/advice-and-guidance/topics/communication>
- Wehman, P., Smith, M.D., & Schall, C. (2008). *Autism and the transition to adulthood success beyond the classroom*. Paul H. Brookes Publishing.
- Steinbrenner, J. R., Hume, K., Odum, S. L., Morin, K.L., Nowell, S.W., Tomaszewski, B., Szendrey, S., McIntyre, N.S., Yucosoy-Ozkan, S., & Savage, M.N. (2020). *Evidence-based practices for children, youth, and young adults with autism*. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team.

**References:**

- Harris., K, Graham. S., Mason, L., & Friedland, B. (2008). *Powerful writing strategies for all students*. Paul Brooks.
- Mason, D., Ingham, B., Urbanowicz, A., Michael, C., Birtles, H., Woodbury, Smith, M., Brown, T., James, I., Scarlett, C., Nicolaidis, C., & Parr, J.R. (2019). A systematic review of what barriers and facilitators prevent and enable physical healthcare services access for autistic adults. *Journal of Autism and Developmental Disorders*, 49, 3387–3400.
- Shattuck, P., Garfield, T., Roux, A.M., Rast, J.E, Anderson, K., Hassrick, E. M., & Kuo, A. (2020). Services for adults with autism spectrum disorder: A systems perspective. *Current Psychiatry Reports*, 22, 13.

**Resources**

- Black M.H., Mahdi S., Milbourn, B., Scott, M., Gerber, A., Esposito, C., Falkmer M., Lerner, M.D., Halladay, A., Ström, E., D'Angelo, A., Falkmer, T., Bölte, S., & Girdler, S. (2018). *Multi-informant international perspectives on the facilitators and barriers to employment for autistic adults*. *Autism Research*, 13(7), 1195-1214.
- Center of Neurodevelopmental Disorders at Karolinska Institutet (KIND). Karolinska Institutet. [www.ki.se](http://www.ki.se)
- Denning, C.B., & Moody, A.K. (2018). *Inclusion and autism spectrum disorder: Proactive strategies to support students*. Routledge.
- Myers, B. A. (2019). *Autobiography on the spectrum: Disrupting the autism narrative*. Teachers College Press.
- National Autistic Society (2020). *Communication. Adult Autism Strategy*. <https://www.autism.org.uk/advice-and-guidance/topics/communication>
- Wehman, P., Smith, M.D., & Schall, C. (2008). *Autism and the transition to adulthood success beyond the classroom*. Brookes Publishing.
- Steinbrenner, J. R., Hume, K., Odom, S.L., Morin, K.L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M.N. (2020). *Evidence-based practices for children, youth, and young adults with autism*. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team.

**#10. Questions? Goodbye & Thanks for coming ☺**

Ask for any question participants may have. As you intentionally say goodbye, give participants a sense of purpose through making meaning of their hardships and

accomplishments within the module. Empower them by reminding them of the skills and strengths they possess now about inclusion and friendly language.

*Note:* Present slides number 24 and 25



## End of the module

### Teacher Reflection

In the end of the module write a reflection on what occurred during the process. Concerning the participants' learning, the activities, the organization, etc.



## Worksheet

### *Activity: Brainstorming - POW 6.1*



### POW\*

**P= Pick our situation:**

**O= Organize our notes**

- 1.
- 2.
- 3.
- 4.
- 5.

**Goal:**

**Contents:**

**W= Write and say more**

\*(Adapted from Harris, 2008).

## Worksheet

### *Brainstorming 6.1- 5W + 2H*



(Adobe Stock free images)

## 1. Who are the characters?

How many?

Gender:

Age:

Characteristics:

Behaviours:

Make sure that you do not forget the goal, contents and purpose(s) of the situation when planning for the characters, place, development, and ending.



## Worksheet

### *Brainstorming 6.1- 5W + 2H*



(Adobe Stock free images)

## **2. Where does the situation take place?**

**Place:**

**Time:**

## Worksheet

### *Brainstorming 6.1- 5W + 2H*



(Adobe Stock free images)

### **3. What is the situation?**

**Action of the main character (what does he/she/they want to do?):**

**Action of the other characters (what does he/she/they do?):**

## Worksheet

### *Brainstorming 6.1- 5W + 2H*



(Adobe Stock free images)

#### **4. What is the beginning of the situation?**

## Worksheet

### *Brainstorming 6.1- 5W + 2H*



(Adobe Stock free images)

### **5. What happens then?**

**And then?**

## Worksheet

### *Brainstorming 6.1- 5W + 2H*



(Adobe Stock free images)

### **1. How does the situation end?**

## Worksheet

### *Brainstorming 6.1- 5W + 2H*



(Adobe Stock free images)

## **2. How do the characters feel?**

## Worksheet

### *Activity: Reflect 6.1*



#### **Possible question for reflection:**

- a. What kind of understanding related to ASD emerged from groups' role playing?
- b. Did I enjoy this activity? Why? Why not? What surprised me? What annoyed me?
- c. What difficulties did I encounter in playing my role?
- d. How do the situations fit in my work place?
- e. Is there anything I would do differently if you were to rerun the role-play? Why?
- f. How would it be different if we had done this activity with the knowledge I had before started the modules? (my improvement since the beginning of the course)
- g. How will I continue my learning about ASD in the future?

#### **Think**

On your own, write your ideas about the questions/discussion topics:

#### **Share**

Review all of your ideas and circle the one you think is most important. One of you will share this idea with the whole group.

As you listen to the ideas of the whole group, write down three more ideas you liked: