

SPELL Framework

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Outreach Teachers - SEMH

BOOST



Structure

Positive
(approaches
and expectations)

Empathy

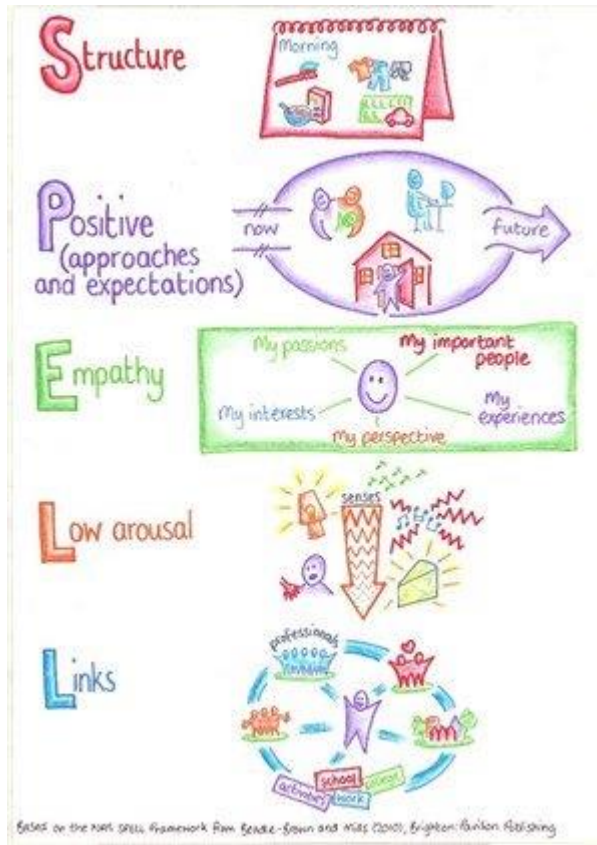
Low arousal

Links

Spell is an individualised and person centred approach to support people on the autistic spectrum, developed by the National Autistic Society in conjunction with people with autism, their families and professionals.

It supports the development of autism-friendly environments and approaches. It is an effective framework to support a range of SEND, including SEMH.

How can the SPELL framework support?



- ▶ Quality first teaching
- ▶ Teaching Standard 5: Adapt teaching to respond to strengths and needs of all pupils.
- ▶ Individualised and person-centred approach.
- ▶ Used as part of the BCP Graduated Response

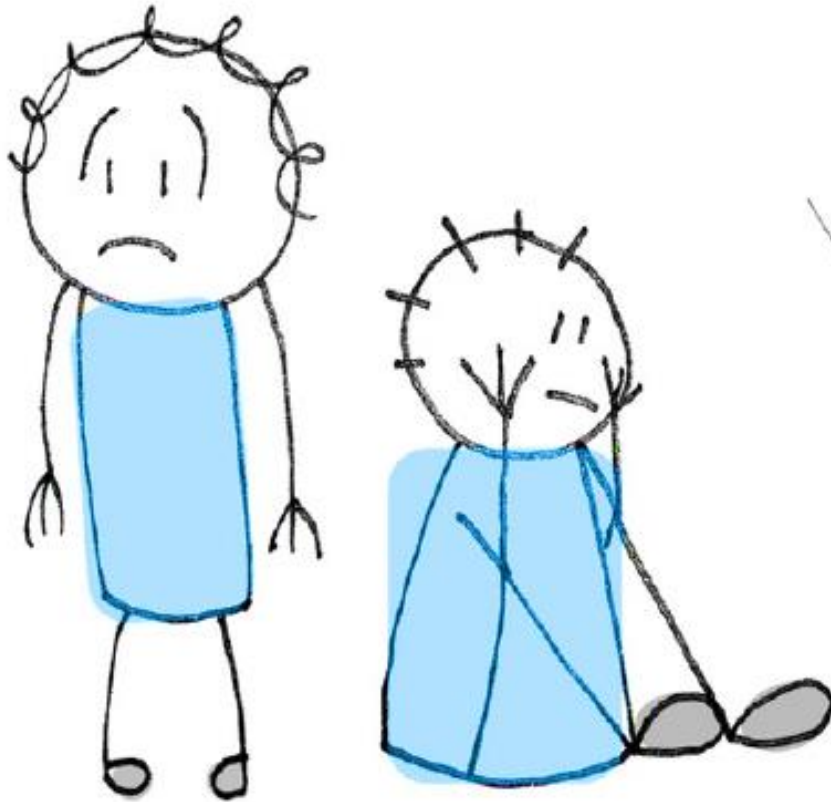
What can cause anxiety for children in school?

What may frighten, preoccupy them, distress them?

What is their capacity to manage anxieties -

- ▶ What is their load? This may vary from day to day.
- ▶ Understanding of language?
- ▶ Cognitive ability?

The part of my brain activated to help me **survive**, is different from the part of my brain activated when I'm **calm**.



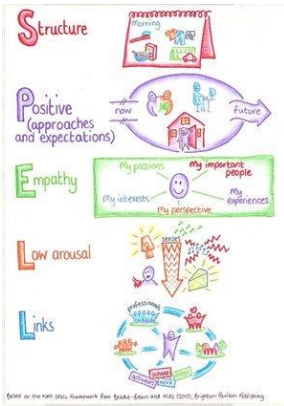
I can only learn properly when the calm part of my brain is activated. When I'm in a **survival** state it takes over from my **calm** brain and I struggle to learn. If I don't feel safe, you won't be able to teach me.

www.Innerworldwork.co.uk

What Survival Looks Like In Primary School

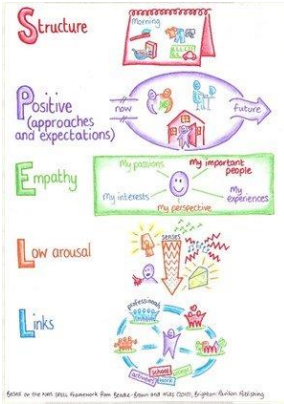
 <p>Freeze</p>	 <p>Flight</p>	 <p>Fight</p>	 <p>Submit</p>
<ul style="list-style-type: none"> - Not interested, bored - Confused - Forgetful - Talking about something else - Hard to move through a task - Not listening - Staring into space - Day dreaming - Clumsy - Distracted 	<ul style="list-style-type: none"> - Running away - Keeping SUPER busy - Not coping in free time - Need to be first or at the front - Bumping into people - Avoiding tasks and activities - Baby talk or silly voices - Hyperactive - Giddy and silly - Hiding under tables 	<ul style="list-style-type: none"> - Hot and bothered - Angry and aggressive - Controlling - Lie or blaming - Shouty and argumentative - Pushing away friends - Lonely - Demanding - Inflexible - Unable to follow 'rules' - Disrespectful 	<ul style="list-style-type: none"> - Socially withdrawn - Compliant - Quiet - Unable to think, just yes or no answers - Passive - Resigned - Neutral expression - Alone - Low mood - Head down on the table

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Structure

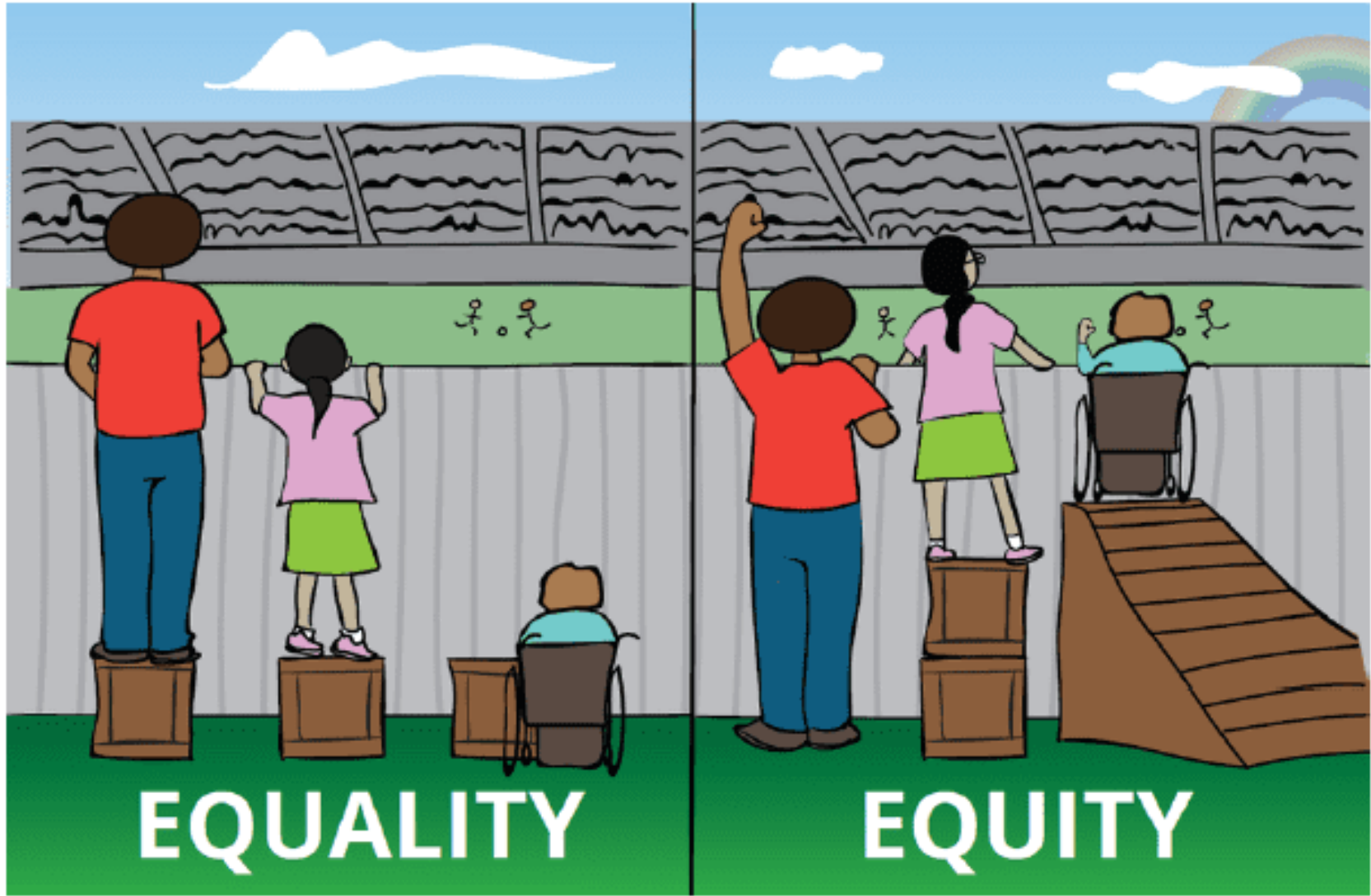
- ▶ Makes the world a more predictable, accessible and safer place
- ▶ Aids personal autonomy and independence
- ▶ Reduces anxiety
- ▶ Structured learning environments using visual information.
- ▶ Environments and processes can be modified to ensure everyone knows what is going to happen and what is expected of them.



Positive (approaches and expectations)

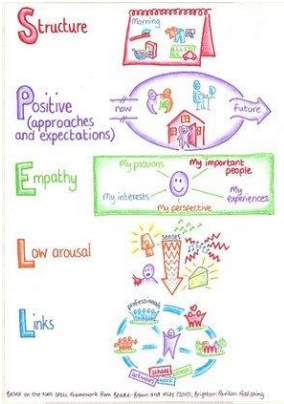
- ▶ Establish and reinforce self-confidence, self-esteem and responsibility by building upon strengths, interests and abilities.
- ▶ High, but realistic expectations based on careful assessment. What are the barriers to accessing opportunity?
- ▶ Low arousal responses to inappropriate behaviour.
- ▶ Consistency
- ▶ Rewards, strategies, motivators
- ▶ Supportive rehearsal of new activities and developing tolerance of adverse experiences





EQUALITY

EQUITY

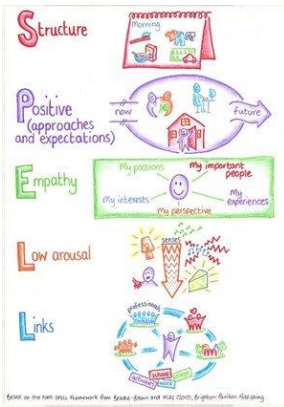


Empathy

- ▶ See the world through the eyes of the child / young person.
- ▶ We often identify what motivates and interests them, but what frightens, preoccupies, distresses them?
- ▶ Read through any paperwork, profiles - share with key adults
- ▶ Sensory needs
- ▶ How can we enable strategies for communication and help reduce their anxieties?
- ▶ Importance of key relationships
- ▶ Effective support from adults who are calm, predictable, good humoured, empathetic and analytical
- ▶ SEMH as an SEND
- ▶ Understanding that behaviour can be communicating an unmet need

Low arousal





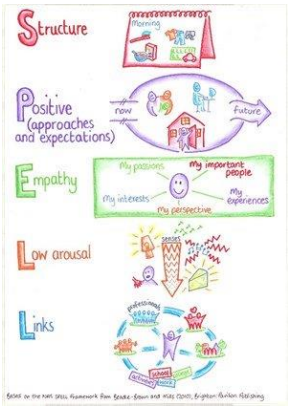
Low Arousal



- ▶ Approaches and the environment need to be calm and ordered in such a way to reduce anxiety and aid concentration.
- ▶ Check environment for specific distractions - sensory - noise levels, colour schemes, lighting, clutter etc.
- ▶ CYP's processing time, particularly for spoken directions. How can these be supported?
- ▶ What resources can be used to address individual needs? Eg ear-defenders, fiddle toys, weighted blankets

Low arousal - not no-arousal

Although it is recognised that it is better for the most part that sensory and other stimulation is reduced or controlled, it is important that CYP should be exposed to a wide range of experiences in an planned and sensitive way.



Links

- ▶ Child as a partner
- ▶ Parents/carers involved in the graduated response
- ▶ Sharing information and working alongside the individual, their family and other professionals.
- ▶ Open links and communication lead to a joined-up approach and reduce risk of misunderstanding, confusion or adoption of fragmented or piecemeal approaches.

Resources

Emotional Regulation

- ▶ SPELL
<https://www.autism.org.uk/about/strategies/spell.aspx>
- ▶ Inner World Work <http://www.innerworldwork.co.uk/>
- ▶ <https://www.traumainformedschools.co.uk/>

Quality First Teaching

Code of Practice

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

- ▶ Training for Neurodiversity

<https://www.helenarkell.org.uk/courses/teaching-for-neurodiversity.php>

- ▶ Inclusion Development Programme

<http://www.idponline.org.uk/>

- ▶ Speech, Language and Communication

<https://www.thecommunicationtrust.org.uk/>

- ▶ NASEN free training for SEMH

<http://www.nasen.org.uk/newsviews/newsviews.free-online-elearning-module-for-semh.html>

Supporting Behaviour

- ▶ *Inside I'm Hurting - Practical Strategies for Supporting Children with Attachment Difficulties in Schools* - Louise Michelle Bomber (2007) Worth Publishing
- ▶ *When the Adults Change, Everything Changes* - Paul Dix (2017) Independent Thinking Press
- ▶ *Language Builders for Vulnerable Young People* - Henrietta McClachlan and Liz Elks (2018) Elklan
- ▶ *Improving Behaviour In Schools - Guidance Report - Education Endowment Foundation (2019)*
<https://educationendowmentfoundation.org.uk/news/new-eef-report-6-recommendations-for-improving-behaviour-in-schools/>

Other useful websites

<https://happylearners.info/resources.html>