

## Stepping out of School and into our Community

**Context** Providing social skills interventions in mainstream schools can have it's challenges:

Demands on school resources -not always able to run social skills interventions / lunch clubs.

Academic progress & exams considered priority so no scope in the timetable for social skills.

Not enough CYPs with similar needs in one school to form a well matched group.

Lack of opportunities and motivation to practise social skills during the school day.

**Purpose** To work creatively to meet the social communication needs of children and young people in Islington, enabling them to:

Have socially rich experiences outside of the school setting

Meet others with similar strengths, needs, and interests

Develop social interaction, communication skills and friendships.

### Steps taken

- Look at what already exists locally & reach out to them.
- New multiagency flyer for local autism friendly opportunities.
- Seek guidance from services who have done similar collaborations e.g. Camden SLT with the British Museum.
- Pilot it making use of joint planning.
- Review & identify further development.

Kelly-Ann Hopkins & Sally-Anne Fraser (SLTs) Oct 2019

### Case study

Community based collaborations with Little Angel Theatre.



#### 1. Puppet & Film Making Summer Course for 13-18s with autism & other SLCN.

- 4 days led by Little Angel Theatre and facilitated by SLTs.
- SLTs offered specialist advice to ensure access to learning and social opportunities, & sensory/emotional regulation (if needed)
- CYPs were supported to set social communication goals & work towards them.
- Parent/carers were invited on the final afternoon to celebrate the success.
- CYPs took home their puppets, a summary report and certificate.



#### 2. After School Club in Schools

- 9 weeks (9x1hr sessions)
- Puppet-making and performing principles combined with opportunities to develop attention and listening, conversation, social awareness, and self-advocacy skills.
- Run jointly by Theatre, School, and SLT

### Outcomes

**1. Summer Course:** Examples of goals (self-rated pre & post rated on scale 1-10)

- *I will start a conversation with someone new*
- *I will ask someone about their puppet*
- *I will ask an adult for help*

The pre and post difference indicated the following outcomes: -

No change	0	<b>Point Change Key</b>
Slight improvement	1	
Moderate improvement	3	
Significant improvement	3	
Total	7	
		1-3 Slight Improvement
		3-5 Moderate improvement
		5+ Significant improvement

### Comments:

*"The targets are very useful and I enjoyed achieving these goals. I felt proud of myself and really happy"* CYP

*"He has made friends which is a great improvement"* Parent

100% of CYP & parents asked said they would recommend it

### 2. After School: CYP made improvements in

Helping others (57%)

Saying nice/positive things about others (42.8%)

Sharing their ideas with the group (85.7%)

Asking questions (28.6%)

Asking for help (71.4%)

100% of parents surveyed felt the collaboration was a good thing for their child, made a difference, and they'd like to see more of these opportunities