

COURSE DATES 2018

26 March – 06 April

16 – 27 July

22 October – 02 November

TARGET AUDIENCE and COURSE SUMMARY

This two-week course is for all professionals working in education, in management, marketing or administration, who want to better understand the challenges of teaching students with Special Educational Needs.

Participants need to be at a minimum B1 level of English.

By following this course, you will develop an understanding of the challenges of teaching students with dyslexia, autism, and other special needs arising from Asperger's syndrome. Key topics will be addressed, including characteristics and diagnostic criteria, a structured approach to teaching, creating trust with learners and working with families, assessment, language and communication, dyslexia and autism spectrum conditions, recognising different types of discriminatory or exclusive behavior and understanding the causes of challenging behaviours, behaviour management, with the aim of developing a range of best practices.

The course will include a guest speaker or school visit to enable you to gain insight into local best practices. You will be given a range of practical ideas for teaching students with special needs.

Either week of this course can be taken separately. For further details, please see our separate course overviews for our Introductory level week 'Diversity in Education SEN short course 1: Dyslexia in the Teaching Environment' or our follow-on week 'Diversity in Education SEN Short course 2: Autism in the Teaching Environment.'

PREPARATION

This course does not require any mandatory preparation but a suggested reading list will be provided. Participants will also be sent a pre-course questionnaire to assess their educational contexts and how they feel they need to develop their understanding of the topic to support their professional context. They will also receive information about York to help them prepare for their cultural experience.

OBJECTIVES and METHODOLOGY

The primary aim of this course is to support teachers of students with special needs, specifically but not limited to dyslexia, autism and Asperger's, including those involved in English language and communication skills; to understand how to integrate a knowledge of the challenges of teaching and training students with autism, into their working contexts. Participants will also further develop their own English language skills during the course.

We aim to provide:

- an understanding of key challenges including recognising the traits of autism and dyslexia, the positives of autism, dyslexia and other special educational needs, managing learning styles, creating trust, recognising different types of discriminatory or exclusive behaviour, breaking down misunderstandings concerning the conditions.
- practical ideas on how to teach those with special needs (as well as those without), without creating extra work for the teacher; and how to build a positive and accessible environment inside and outside the classroom
- an environment for participants to share best practices and transfer of knowledge to others

An interactive communicative approach is applied, which provides participants with their own experiential learning of the activities and methodologies. Input sessions involve brainstorming, analysis, problem-solving, and role-play, both in pair work and group work. Participants are actively involved in the sessions to maximize their learning and to experience activities from others' point of view.

FOLLOW UP

At the end of the course, participants will summarise their learning points and complete a personal action plan to assist them to transfer the learning to practice. Participants will be provided with a wide range of references and institutional addresses for further reading and potential personal development. They are invited to join the York Associates Community, which allows networking with the trainers and fellow colleagues, and with participants from other courses.

SAMPLE COURSE PROGRAMME

Week 1	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Session One	Group work: Examining attitudes to dyslexia Signs and symptoms of dyslexia	Legal aspects of dyslexia in the UK and EU (legislation) Navigating the legal minefield (case studies)	Discussion: applying the cognitive approach to teaching practice	Dyslexia and your teaching situation What is a dyslexia-friendly website? Group work: can we change our: - training establishment - learning environment?	Input: setting goals for personal and institutional improvement Creating a personal action plan
Session Two	Video session: listening to interviews with dyslexic people (their experience)	Ethical dilemmas with dyslexia How dyslexic people see themselves / their struggles with others' attitudes	Multi-sensory approaches to teaching Reporting on and assessing dyslexia in others	Creating an informal 'code of practice'	Group work: Presentations Individual work: "A letter to myself – where I want to be in the future"
Session Three	Deepening our understanding of dyslexia – three approaches: - cognitive - scientific - pragmatic Group work: "Famous dyslexics"	Group discussion - what is discrimination? - ethical issues involved with dyslexia - how should these ethical issues be resolved?	Informal presentations – how diagnostic reports can help trainers Dyslexics reporting on their experiences in the classroom	Free time / self-study	Resources, further qualifications, certification etc.



SAMPLE COURSE PROGRAMME

Week 2	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Session One	Introductions English language refresher (Useful Vocabulary)	What is autism? A scientific approach Autism friendly games and activities	What is autism? A behavioural approach Autism friendly games and activities	School visit or Guest speaker on key methodologies and local projects	Special needs and learning difficulties: Managing Meltdowns
Session Two	Special needs and learning difficulties (Autism): Characteristics and diagnostic criteria of Autism Spectrum Conditions	What is autism? A cognitive approach. Issues you may face in the classroom.	Key methodologies for teaching students with autism and supporting them and their parents	Debrief, discussion and key learnings (following guest speaker/school visit session)	Input: setting goals for personal and institutional improvement Creating a personal action plan for the future
Session Three	Special needs and learning difficulties (Asperger's): Key considerations and approaches for teaching students with Asperger's syndrome and supporting them and their parents	Methodology, mini-teaching practice, reflection and discussion	Preparation for school visit / guest speaker: What will you ask? What do you want to know? What will you tell them about your own teaching context?	Free time / self-study	Review of the week: Individual work: "A letter to myself – where I want to be in the future"

Each session is 90 minutes long. Exact timings will be confirmed before your course. If your availability is limited, this course can be taken separately as individual weeks focusing on 1) *Dyslexia in the teaching Environment* or 2) *Autism in the Teaching Environment*.



COURSE PACKAGE:

Course Fee	£790
Programme and accommodation placement fee	£100
Accommodation (standard homestay, half board, 6 nights)	£390
Total two-week programme fee	£1280

Programme Package fee includes:

- Course fee, Registration and Accommodation fees
- Training / Tuition: 42 hours over 10 training days (2 Week Programme)
- Standard host family accommodation (13 nights single room, shared family bathroom, half-board - basis, 30min to 1hr walk/bus ride from York Associates). Further accommodation options available on request.
- End of Course Certificate

All programmes have a Saturday or Sunday arrival with a Monday course start day. Accommodation will be confirmed upon booking.

TO REGISTER FOR YOUR COURSE:

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