



CASE STUDY

(Names have been changed)

Prior to EFL

Eric is in year 4 and has a diagnosis of Autism and severe LD. He cannot say words. Before he moved to an EFL class, he had very limited expressive language. Prior to September 2019, Eric followed a developmental curriculum at Hedgewood School and was making below expected progress against this a curriculum in all areas including Speaking and Listening. In September he was moved into a EFL class for a focused intervention to address his communication Eric used to engage in licking non-food items and spitting behaviours. This would happen very frequently and posed a risk to his own health and safety as well as other's in his environment. Eric had a very limited sense of danger and requires close supervision at all times to ensure his safety and wellbeing. He would let go of an adult's hand and run away from them. The increased risk of absconding reduced his access to going out in the community. Parent's reported on one occasion Eric bolted during a shopping trip which of course caused huge stress for his parents. Eric was unable to respond to verbal directions related to health and safety such as "hold my hand" "walk with me" and "stop". Eric was reliant on an adult making choices for him and could not ask for access to his most preferred items and activities such as his favourite string, crisps and oranges, thus limiting his quality of life. Although Eric was toilet trained he was not able to request access to the toilet and would urinate in places other than the toilet when at school. This behaviour also occurred when he was out in the community with his parents. Eric found it difficult to remain in place and attend to highly personalised motivating activities longer than a 2-3 minutes. Eric's play and communication interactions were very limited and he was happier stimming by himself.

Eric's progress with EFL

- Eric was taught to use basic/idiosyncratic signing to make a request his preferred items and activities. Through the following of EFL protocols Eric quite quickly picked up signs for items. He was at first taught to sign through fading physical hand over hand prompting and can now sign through imitation.
- Eric now has a total of more than 15 learned signs such as; string, biscuit, yoghurt, apple, sweet, pipe-cleaner, song and chase.
- Parents were supported in how Eric can sign at home, which he can now do. We also ensured made books, posters and lanyards displaying Eric's signs if anyone visiting Eric needs to know what he wants.
- Eric can also sign for the toilet, he can do this when the toilet is in sight and we are working on him asking for access to the toilet when he is further away from it.
- Eric no longer runs away from an adult when transitioning around school. He will hold their hand or walk alongside them. Through the use of his own interests and motivations, Eric was taught to respond to directions related to Health and Safety such as "hold my hand" and "stop". We are looking forward to going out into the community so that we can further embed these important listener responses.

- Regular outdoor movement breaks were built into Eric's schedule in order to manage his sensory needs related to running. Instances of running around the classroom have reduced significantly.
- Eric no longer requires risk assessment as his licking and absconding behaviours have stopped.
- Regular opportunities to request an opportunity to engaging in self-stimulating behaviour with his string was also built into his schedule in order to reduce his anxieties.
- Eric has learned to request "chase" to adults and is learning to make this request to a peer.
- Eric has learned to honour a request from a peer also, therefore building on his interaction skills.
- Eric can now tap an adult on the shoulder before making a request for his most preferred item, we will continue to work on him getting an adult's attention before asking for all of his preferred things, and the toilet, so that he can reliably get his needs and wants known.
- Eric can now focus on a task for several minutes (Including less motivating activities), in-between opportunities to request and lots of verbal praise from an adult. He can play the card game 'snap' with an adult and is learning to play a simple game with dice.
- Eric no longer engages in licking and spitting behaviours. He has a wider range of leisure activities which he can complete independently or participate in.
- Eric will participate in the making of crafts for the EFL gift shop, such as making jewellery, magnets, bath bombs and keyrings. He will walk safely with an adult to a different classroom to deliver the handcrafted items which are ordered by other staff members.