



Mapping the Landscape of Your School

1. The Physical Environment

Equipment

Map of the school, showing all areas labelled, e.g. include outside space, bike sheds, toilets, corridors, stairs, hall, resourced provision, SEN base, etc.

Coloured highlighter pens: red, yellow, green.

Instructions for the children

Go through the instructions with them to ensure that they understand the map and the areas that it shows.

- Look carefully at the map of your school
- Use the highlighter pens to mark how the areas on the map make you feel.
 - Green = I feel calm and relaxed in this space
 - Yellow = I feel anxious/uncomfortable in this space
 - Red = I would like to avoid this space as it makes me very anxious
- For the areas that you have coloured red, what makes you feel unsafe?

- What might the school do to help you feel safer in your 'red' areas?

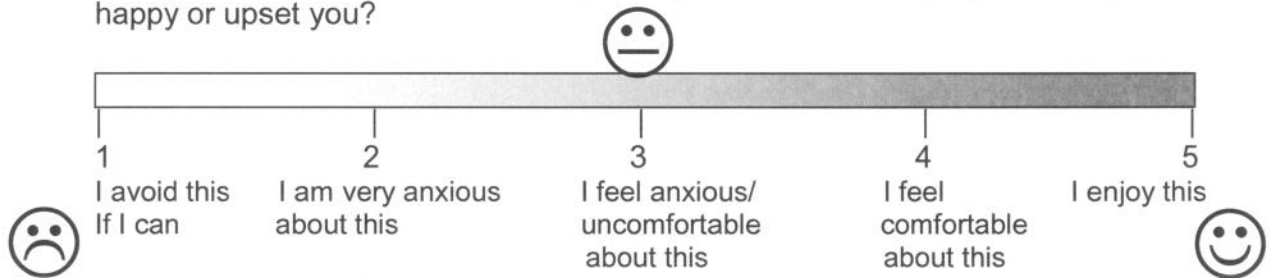
2. The Social Environment








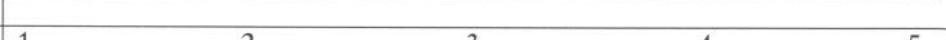




Instructions for staff

Explain the task carefully to the children so that they understand that some social encounters can be positive but others may cause anxiety. Check that they understand the rating scales and how to complete them.

During the school day children work with their class and and talk to children and adults. Sometimes this can be fun but sometimes we can feel anxious about being with other people. What things that you do with other people make you happy or upset you?



1 Coming into school in the morning.	1	2	3	4	5
2 Hanging up my coat or putting my bag in the cloakroom	1	2	3	4	5
3 Going into the classroom when the children are all moving round	1	2	3	4	5
4 Finding my job to do when I come in	1	2	3	4	5
5 Finding a place where I can sit	1	2	3	4	5
6 Carpet times	1	2	3	4	5
7 Lining up with my class	1	2	3	4	5

8 Choosing times	1	2	3	4	5
					
					
9 Going out to play	1	2	3	4	5
					
					
10 Sitting in the dining hall with other children	1	2	3	4	5
					
					
11 Changing for PE	1	2	3	4	5
					
					
12 Joining in with games, PE, dance	1	2	3	4	5
					
					

For any of the social situations that they express anxiety about, explore with them what makes them anxious.

e.g. 7. Lining up with my class might be difficult because of the close physical contact, uncertainty about the transition, leaving the known space of the classroom or because of many other triggers.

The situation	Anxiety triggers
7. Lining up with the class	
11. Changing for PE	

3. The Learning Environment



Subject Preferences

a) Instructions for staff

Talk to the children about something they enjoy doing in school. Explain that people like different things and find some things easier than others. Explain the rating scale so that they know a 5 is something they really like and feel good at.

The list of subjects is not definitive, please add any subjects that the children do in the class and delete any that are not appropriate for the age-group.

When the children have rated their subjects, choose one that has been rated as a 5 and one that has been rated as a 1 or 2. How the children describe what makes their experiences different for these two subjects can be used to explore their personal constructs and give some insights into triggers for anxiety.

Example:

What makes ICT a good lesson for you, and worries you about PE?

Score 1 or 2	Score 4 or 5
PE	ICT
<ul style="list-style-type: none"> • We all have to change in the classroom • It is noisy, I lose my things • We have to find a partner or join a group 	<ul style="list-style-type: none"> • I have a computer to myself • I like doing things on the computer at home and school • My work looks neat

Many different subjects are taught in school and some we find easier and more interesting than others. Rate the subjects on the list on a scale of 1 – 5.



I avoid this subject

I do not like this subject

This is OK

I like this subject

I really enjoy this subject

e.g. If you really enjoy maths ...

List of subjects	Rating
Maths	5

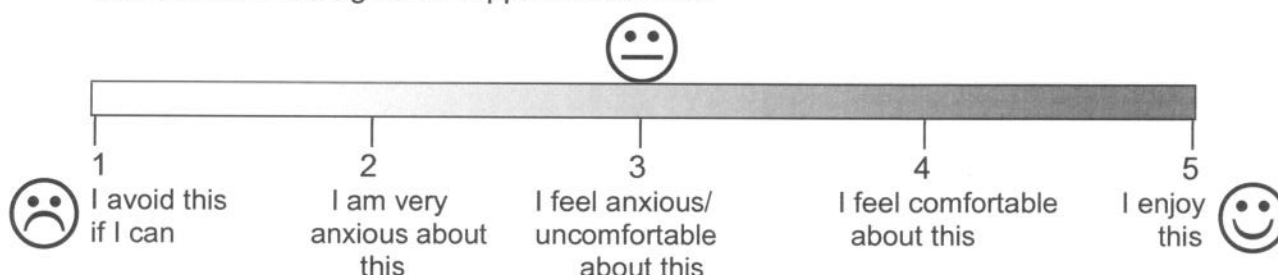
My subject ratings are

Subject	Rating	Subject	Rating
Science		Art	
ICT		Making things	
Reading		Geography	
PE/Games		Writing	
Drama		Spelling	
Topic work		Dance	
RE		Music	
Maths			

Working in class


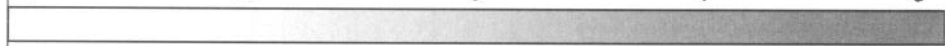


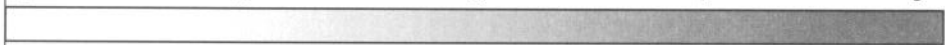
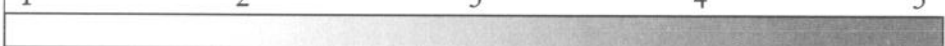
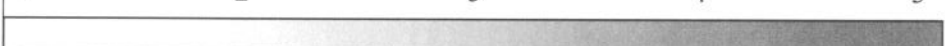

Explain to the children how different lessons involve different ways of working and some we find more comfortable than others. Ask them to think about these ways of working and rate them using the 1-5 scale.

Classes involve different ways of working and some we will find more comfortable than others. Use the 5 point rating scale to indicate how you feel about different things that happen in classes.



1 Answering questions in class	1	2	3	4	5
2 Listening when the teacher explains what we are going to do	1	2	3	4	5
3 Following instructions.	1	2	3	4	5
4 knowing what to do to start a task.	1	2	3	4	5

5 Working on my own.	1	2	3	4	5	
6 Working with a learning partner.	1	2	3	4	5	
7 Working in a group.	1	2	3	4	5	
8 Asking a teacher for help when I have not understood something.	1	2	3	4	5	
9 Working in a quiet class.	1	2	3	4	5	
10 Working when other children are messing about.	1	2	3	4	5	
11 Reading aloud in class.	1	2	3	4	5	
12 Written work – handwriting.	1	2	3	4	5	
13 Recording what I have done using pictures, diagrams or graphs.	1	2	3	4	5	
14 Using the computer to record what I have done	1	2	3	4	5	
15 When the teacher tells off other children	1	2	3	4	5	
16 When the teacher is marking my work	1	2	3	4	5	
17 When I go into class and my usual teacher is not there	1	2	3	4	5	

18 Making sure that I have all the books and equipment I need for the task	<p>1 2 3 4 5</p> 
19 When I have an LSA supporting me in class	<p>1 2 3 4 5</p> 
20 When I have to stop what I am doing before I have finished	<p>1 2 3 4 5</p> 
21 When the teacher uses pictures, diagrams, videos, etc to help to explain things	<p>1 2 3 4 5</p> 
22 Homework.	<p>1 2 3 4 5</p> 
23 Sharing equipment in practical lessons, e.g. art or DT.	<p>1 2 3 4 5</p> 
24 When other children try to distract me.	<p>1 2 3 4 5</p> 
25. Class tests and assessments	<p>1 2 3 4 5</p> 
<p>Look at your rating about what happens in class. Can you describe your ideal class/lesson.</p>	

Autism and the Landscape of Fear

Reference List

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