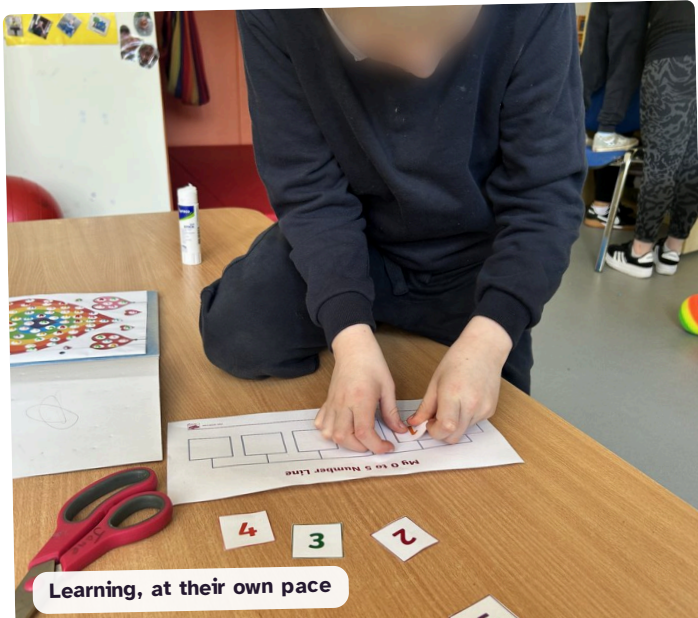


NCSE Relate, planning and assessment

Doing the paperwork the neuroaffirming way



“ Relate gives us permission to work differently.”

TRADITIONAL SETTING

- × Behaviourist pedagogy (ABA)
- × Highly structured, adult-led schedules (TEACCH)
- × Preferred items withheld until a task is done
- × Limited choice or control for students
- × Rewards, consequences and compliance
- × Standardised, based on neurotypical norms



THE NCSE RELATE FRAMEWORK

- ✓ Released February 2025
- ✓ A regulation first approach
- ✓ A paradigm shift: away from compliance, towards connection and regulation
- ✓ Don't overthink it: print it off and use it as a guide
- ✓ Training is an advantage, but not essential

Your Relate toolkit: Jane's go-to tools

These can form your first folder for each child. You're gathering important information.



The Stressor Tool

Look beyond the behaviour to what is causing stress.



One-page profile

The child, at a glance, for everyone who works with them.



Getting to know you

Interests, comforts and what helps, from the start.

WHY RELATE MATTERS



We believe Relate will prove to be an important turning point in education. But we need to use it, engage with it and practise it.

We want the Inspectorate to see us using these tools instead of ABC charts, behaviour plans and ABA-based assessments.

Planning requirements in autism classes

-  **Class timetable** (displayed)
-  **Long term plans** for each subject area
-  **A Student Support File** for each child
-  **Short term recorded preparation** fortnightly or monthly, by curricular area
-  **Cuntas Míosúil** to the principal each month



 **Tip:** the easiest Cuntas Míosúil is to tick off your short term plan and add notes at the end. Don't reinvent the wheel.

How do we plan when the child takes the lead?



“ Each child is a unique learner that requires a unique approach. ”



Observing and assessing, the neuroaffirming way

Traditional observation tools for Autistic children are based on neurotypical standards and ABA (for example ABLLS-R and PEP-3).

Jane's class devised its own observation sheet, updated each term for each child. It covers:

- Knowledge
- Communication
- Regulation
- Capacity
- Current interests
- Strengths
- Challenges



Watching what interests them

WHAT THE INSPECTORATE WANTS TO SEE

“What did you learn about this child, and what did you do differently because of it?”

And how does your monthly planning reflect this? The Inspectorate supports ongoing, individualised, observational assessment in autism classes.



Student Support Plan

Starting out? Keep the **Log of Actions** up to date. With outside agencies and more frequent meetings with parents, you will forget otherwise!



Neuroaffirming goals

SMART targets usually measure a child against neurotypical norms. Goals should be meaningful **for the child**, not about complying with adult demands. Relate has a goal setting tool.



Child Information Sheet

A sheet for getting to know each child, available at neurodiversityireland.com



Don't use AI or SMART goals for children.

This is the opposite of individual support, and will tell you nothing about what your children are capable of.



Autistic-led resources

Resources by **Evaleen Whelton** of Ausome Training and **Gráinne Warren**, The Neuroaffirming Therapist, will transform your practice and your mindset when planning, supporting and teaching Autistic children.

► **Next: Part 4, The classroom in practice**



Learning through play