



Researching Differently...

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Centre for Research in Autism and Education – Our Mission

- Conduct high quality scientific research that has a positive impact on the lives of autistic children, young people and adults
- Meaningfully engage with the autistic and broader autism communities to shape the future direction of autism research



**A FUTURE MADE
TOGETHER**
SHAPING AUTISM
RESEARCH IN THE UK



Dissemination

Dialogue

Partnership



#1 Dissemination



Social Media



Tweets 4,954 Following 2,899 Followers 5,323 Likes 4,785 Lists 3 Moments 0

Edit profile

CRAE @CRAE_IOE

Centre for Research in #Autism and #Education (CRAE) at UCL Institute of Education, University College London. Tweets by @MelissaBovis and the CRAE team

London
crae.ioe.ac.uk
Joined July 2011
Born on April 9, 1986

665 Photos and videos



Tweets Tweets & replies Media

Pinned Tweet
CRAE @CRAE_IOE · Nov 13
You can now watch the 8th Annual #CRAELecture given by CRAE's fantastic former Director @liz_pellicano in Sept 2017 entitled 'Knowing #autism' crae.ioe.ac.uk/post/167448297...



You, Laura Crane, Liz Pellicano and 7 others

Your Tweet activity

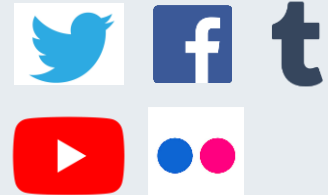
Your Tweets earned 1,358 impressions over the last 24 hours



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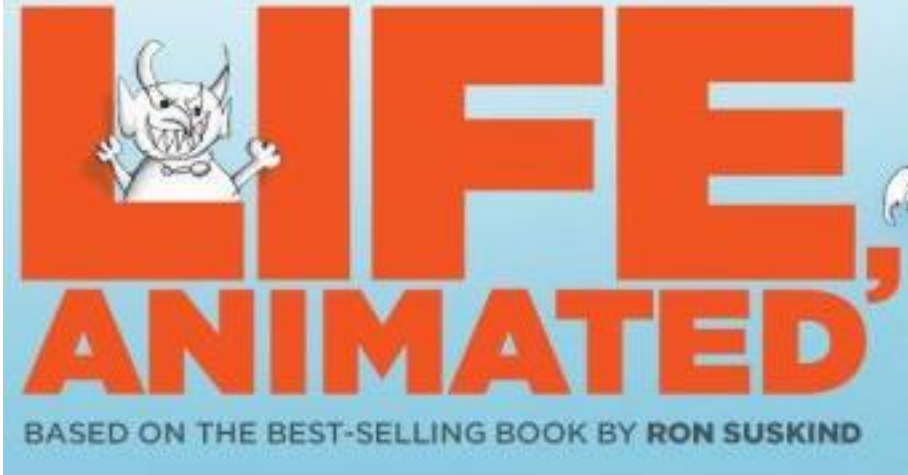


Newsletters

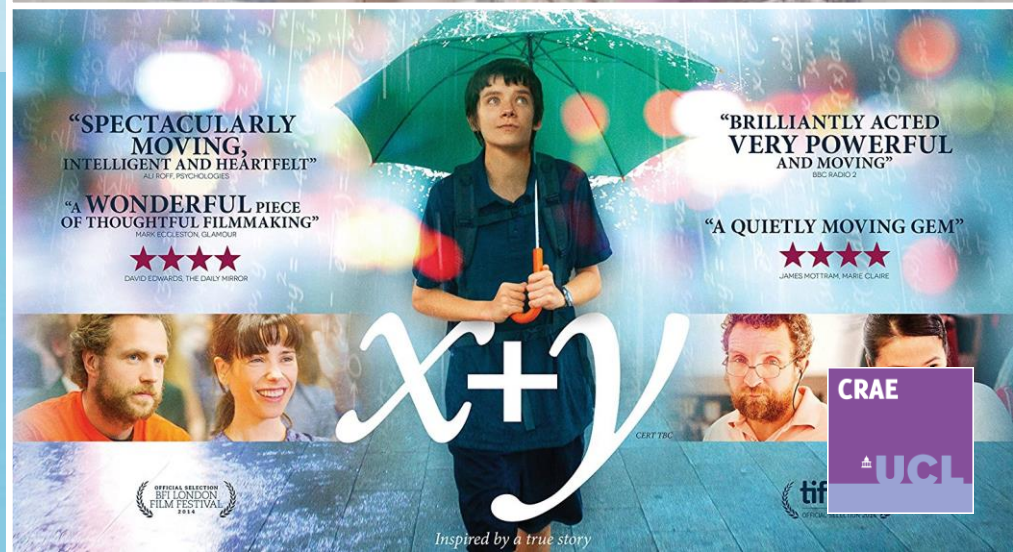


Public talks

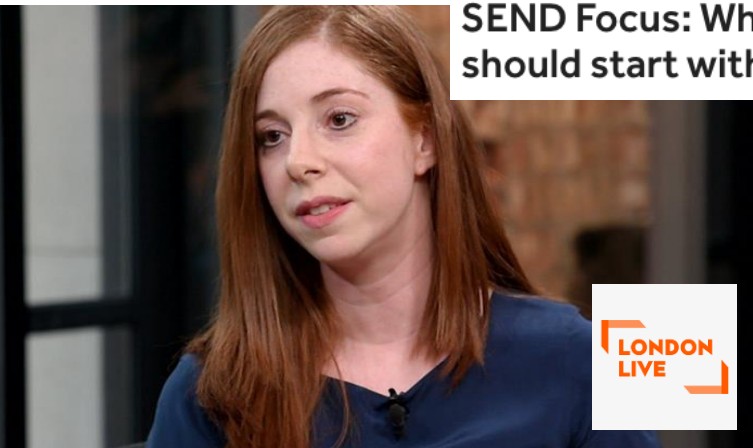
Eminent autism researchers
300+ attendees
Free to attend
Annual #CRAELecture & #InConversation



Film Screenings



Media and Press Coverage





#2 Dialogue







#3 Partnership





Researching in Partnership

The team behind our Know Your Normal research on mental health talk about what it was like to create a piece of research co-produced by autistic people and experienced researchers.



PLASN-R

Pan London Autism Schools Network-Research

ISSUE 2 spring/summer 2017 editor: melissa bovis

"It should not be beyond education authorities, teachers and school staff to create greater opportunities for autistic children..."

Inside plasn-r

The Pan London Autism Schools Network (PLASN) is a network of schools from across London that all specialise in autism. The PLASN-Research group is a subgroup of PLASN that provides links between schools and autism researchers (from a range of universities). This research-practice link enables us to identify topics for research that have a positive impact on the educational experiences of autistic children and young people. By working collaboratively, we ensure that we provide evidence-based practice in our schools.

In this second issue of the PLASN-Research newsletter, research members describe the latest findings from some of the studies they are currently working on within their schools...

Autism practice in Bangladesh

Veronica Amson and colleagues from Phoenix were able to visit Bangladesh in January this year, on a jointly funded project with Autism Quality in Tower Hamlets, to work with four special schools in Sylhet, Northern Bangladesh, setting up a school

for autistic children and young people. In addition, they travelled to Dhaka, to support the development of the National Academy for Autism and Neuro-Developmental Disability.



Getting Young Autistic People

New research highlights damaging impact of exclusion on young autistic people.

A new report from the Centre for Research in Autism and Education (CRAE) argues that educational authorities and school staff should do more to prevent exclusions by improving their understanding of autism and providing tailored support.

Over a six-month period, CRAE researchers worked with nine young people aged 10-18 years. The young people had been excluded from education and re-integrated into school life within the inclusive Learning Hub at the National Autistic Society's Robert Ogden School.

The report found that the young people reported often harrowing accounts of their previous educational placements, which meant that they missed out on school. This had serious consequences for their mental and emotional wellbeing.

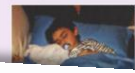
"[mainstream school] was a very depressing time for me because it was just, I was ill, as in the way of, not as in coughing all the time, just in who I was, I wasn't right. So, I'm

Despite the support that they received, the young people reported the marks of life a way of doing this in a range of work exper

management of work areas in their schools. When visiting mainstream schools, inclusion was discussed and training offered to teachers regarding challenging behaviours.

Sleep wise

Rates of sleep disturbance among autistic children are known to be higher than in the typical population. Studies have reported that sleep disturbance has been linked to reduced daytime functioning, increase in challenging behaviours and increase in family stress levels. Reports from parents at Queensmill School



The programme included two three-hour workshops (one week apart) exploring the issues around sleep and what parents could do to help their children. Parents completed a diary of their child's sleep habits in between the two training sessions and staff met with families in their home to complete a comprehensive sleep assessment. Parents were asked to undertake the actions agreed in their individualised sleep programme over the course of three months.

- Overall areas of improvement included...
- Falling asleep within an mins of going to bed
- Falling asleep in a parent's/ sibling's bed

"I would encourage all parents to take part. Queensmill are like an extended family who really understand your child's individual needs. The sleep plans and home visits were most useful in providing strategies and support in the areas of sleep you need help with." Parent

Lesson Study

Teachers at Russet House have been developing their outstanding classroom practice by using the innovative UCL Institute of Education model of Lesson Study. In Japan, Lesson Study encourages teachers to work collaboratively and study the impact of specific strategies on learning.

es here, we have chosen to focus on the curriculum that can be tricky for children to master, such as, for example, problem solving skills and literacy arts. The Lesson Study process encourages teachers to research ideas on specific chosen topics effectively and then deliver lessons together, incorporating the research findings. The teachers in the research group then observe fellow teachers and watch how their children respond to the learning activities they are given.

During each study lesson, the research group meets to discuss the impact of the focus topic. This enables them to identify useful strategies and add to the research knowledge which, in turn, informs next topic of Lesson Study.

As has been very thought-provoking and going on for a while now. Our teachers, they have seen children making fantastic progress in subjects they have previously struggled with. If you would like to know more about our Lesson Study projects, our findings and how we have adapted the Lesson Study model to suit our specialist setting, please email Rachel Walker: r.walker@russethouse.edf.ucl.ac.uk.

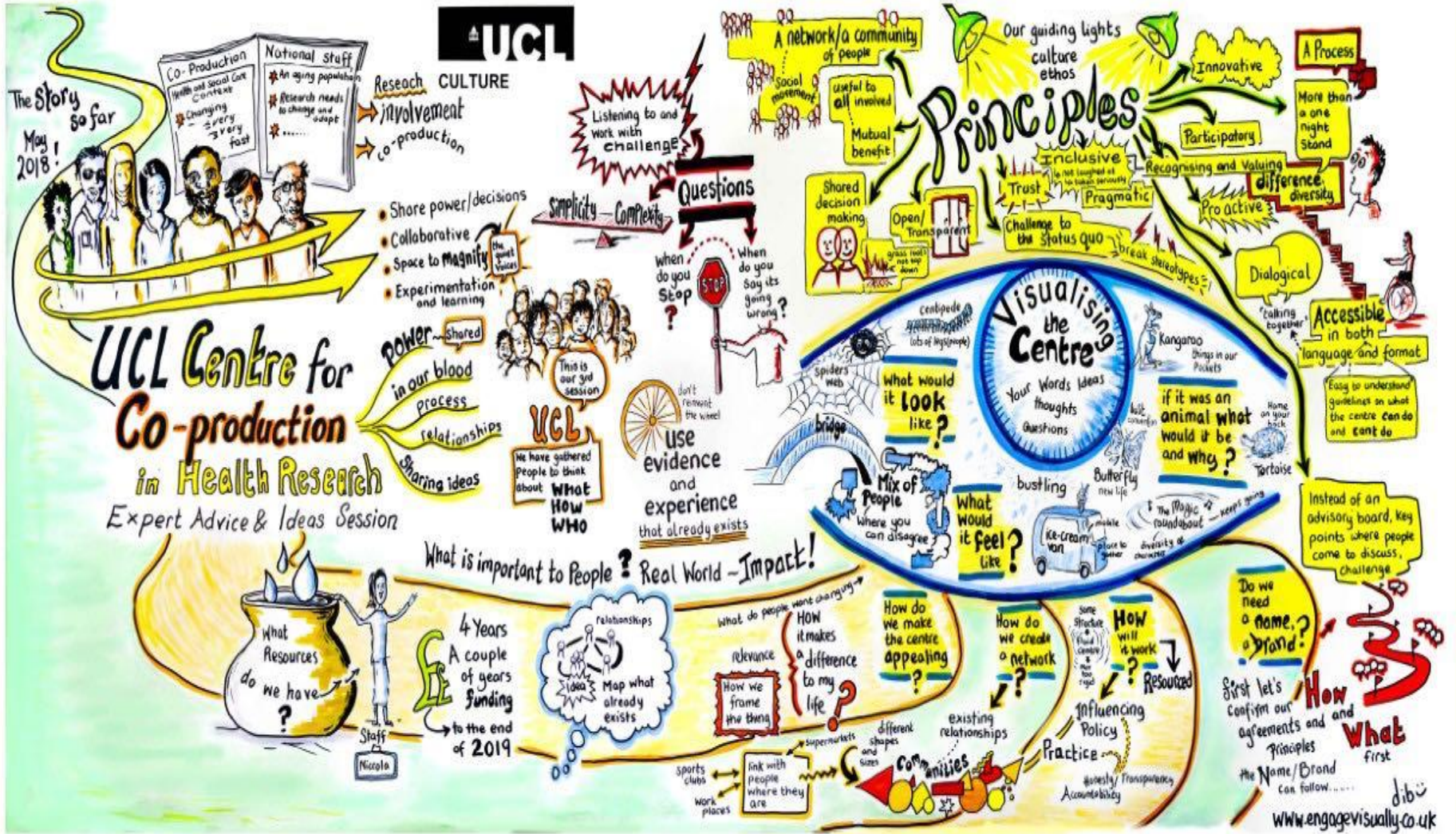
Who's involved..?

Current PLASN-R School Members

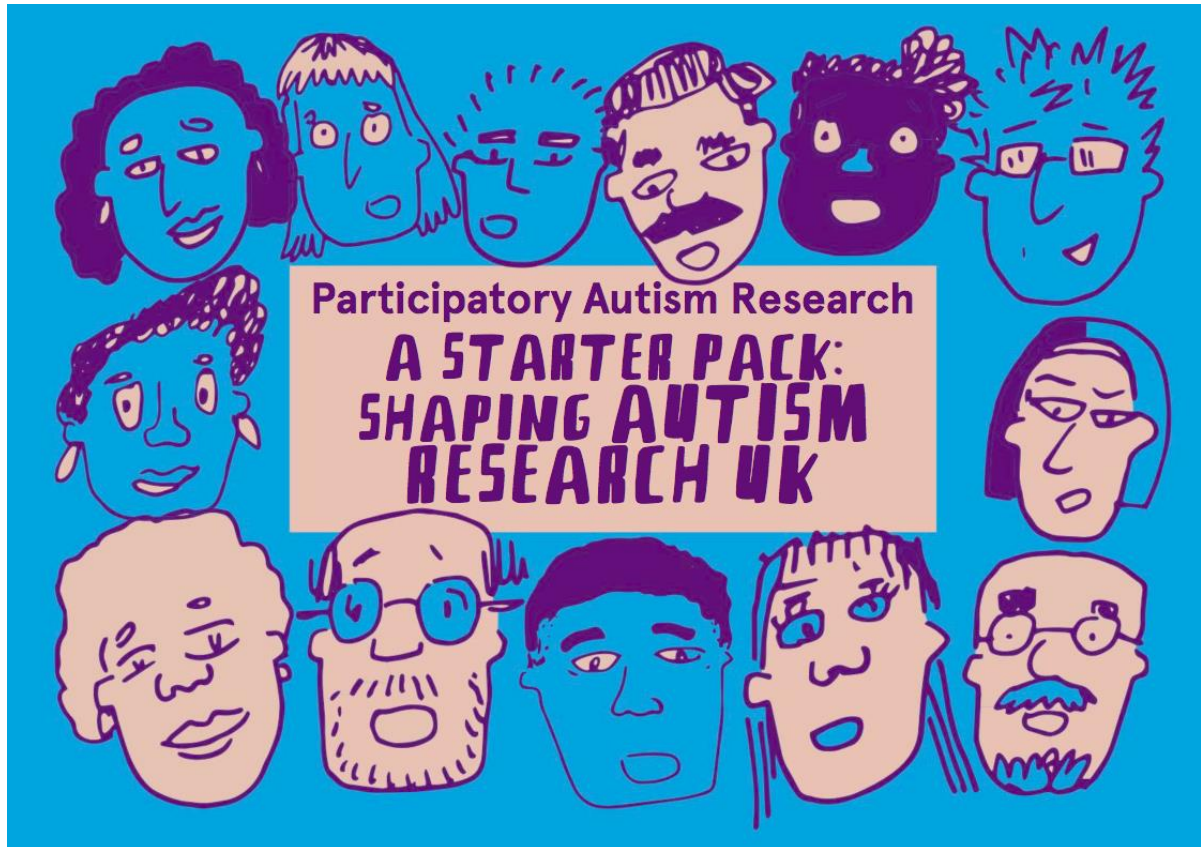
Hendon School North London	Eagle House School North London	Sybil Elgar School Middlesex	Durants School North London	Phoenix School East London	College Park School Central London
Spa School South London	TreeHouse School North London	Springhallow School West London	Russet House School North London	Queensmill School West London	Prior's Court Berkshire
Spa School South London	TreeHouse School North London	Springhallow School West London	Russet House School North London	Queensmill School West London	Manor School North London

Current PLASN-R Research Members

Dr Catherine Carroll Catherine is a Senior Research Associate in Education & Psychology, specialising in inclusive education, at UCL Institute of Education.	Dr Laura Crane Laura is a Senior Teaching and Engagement Fellow conducting research at the Centre for Research in Autism and Education, Institute of Education.	Prof Patricia Howlin Patricia is Professor of Clinical Child Psychology at the Institute of Psychiatry, in autism and other developmental conditions.
Prof Elizabeth Pellicanò Liz is a Developmental Cognitive Scientist and Educational Psychologist. She is Director of the Centre for Research in Autism & Education, Institute of Education.	Dr Vicky Stoniers Vicky is a Senior Consultant Speech and Language Therapist at the Newcomer Centre of Honorary Senior Lecturer at King's College.	Dr Kerstin Witzemeyer Kerstin is a Lecturer and Researcher in the School of Education at the University of Birmingham, specialising in autism.



Working in partnership



www.shapingautismresearch.co.uk



Thank you!!!

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