



SPECIALIST SUPPORT SERVICE

AUTISM • ADHD • SOCIAL COMMUNICATION DIFFERENCES

ABOUT US

Accepting Behaviour is a team of specialist teachers and teaching assistants, set up in 2019 by Aaron & Jayne Yorke to provide a specialist service for local authorities, schools and families, to support their autistic students and those with social communication and interaction differences.



Aaron has 20 years experience as a qualified specialist teacher & autism advisor for Local Authorities, with a BSc in Psychology, QTS, & PGC in autism, and is a member of the Society of Education Consultants.



Jayne has 20 years experience as a qualified specialist teacher with a BSc in Psychology, QTS and a Masters of Special Educational Needs and Inclusion.

They are also proud parents of two autistic young people, Cameron & Lily.



INTERIM SUPPORT OFFER

As parents of two autistic children, we are aware of the need for the right support due to the pressure which families face throughout their child's educational journey. When a child is not able to attend school, support is limited and often difficult to access, therefore our aim is to offer the right support at the right time, *without having to wait for it.*

01

Outreach support

We offer specialist outreach support working with schools, children and their families to help re engage **back into learning using acceptance based approaches.**



Access to specialist tutoring we provide help with supporting learning and engagement during session in the home. The focus of our tutoring is to engage the young people specific to their interests. This can include a variety of topics within a creative curriculum, such as science, cooking, a mobile music studio, professional photography equipment and digital media design programs.



Targeted anxiety support

Targeted one to one support in the home or education setting using therapeutic support focused on reducing anxiety, raising self esteem and **helping to build self confidence in the interim until they are ready to return to learning.**

02

Specific parent support and advice

Specialist advice for parents including autism understanding, SEN support in school meetings, report writing, EHCP process, EOTAS.



One to one home tutoring support offered to families struggling with how to help their children. **Autism understanding parent training** and online access to courses, and bitesize sessions to help within the home and social environments.

IN SCHOOL SUPPORT OFFER

We also offer **one to one in school support** for students who are autistic or have social/communication differences. We focus on acceptance based approaches to help the students better understand their own autism/differences and how these impact their learning during day to day engagement in school and the classroom.

We believe that autistic students struggling in education is something that can often be prevented if school settings are supported in the right ways. Therefore, we also offer **in-school staff training**, and **statutory work** to help support students who are at risk of disengaging with learning.

01

One to one support

We support students who are not able to access the classroom environment for various reasons.

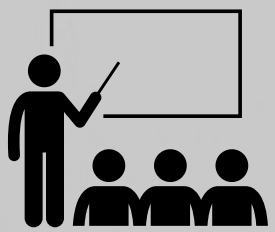


We help the student to **first understand their issues** and how these impact on their learning. We then **help to develop strategies with the student** in order to overcome barriers to their learning.

02

Targeted and statutory work

Throughout our work we deliver specialist acceptance based guidance and support for schools to ensure **improved outcomes** for students of all ages.



We also offer up to date **Autism/ADHD staff training** to help build knowledge and understanding of autism. We teach evidence based strategies/skills through the delivery of whole school, face to face, or online training.

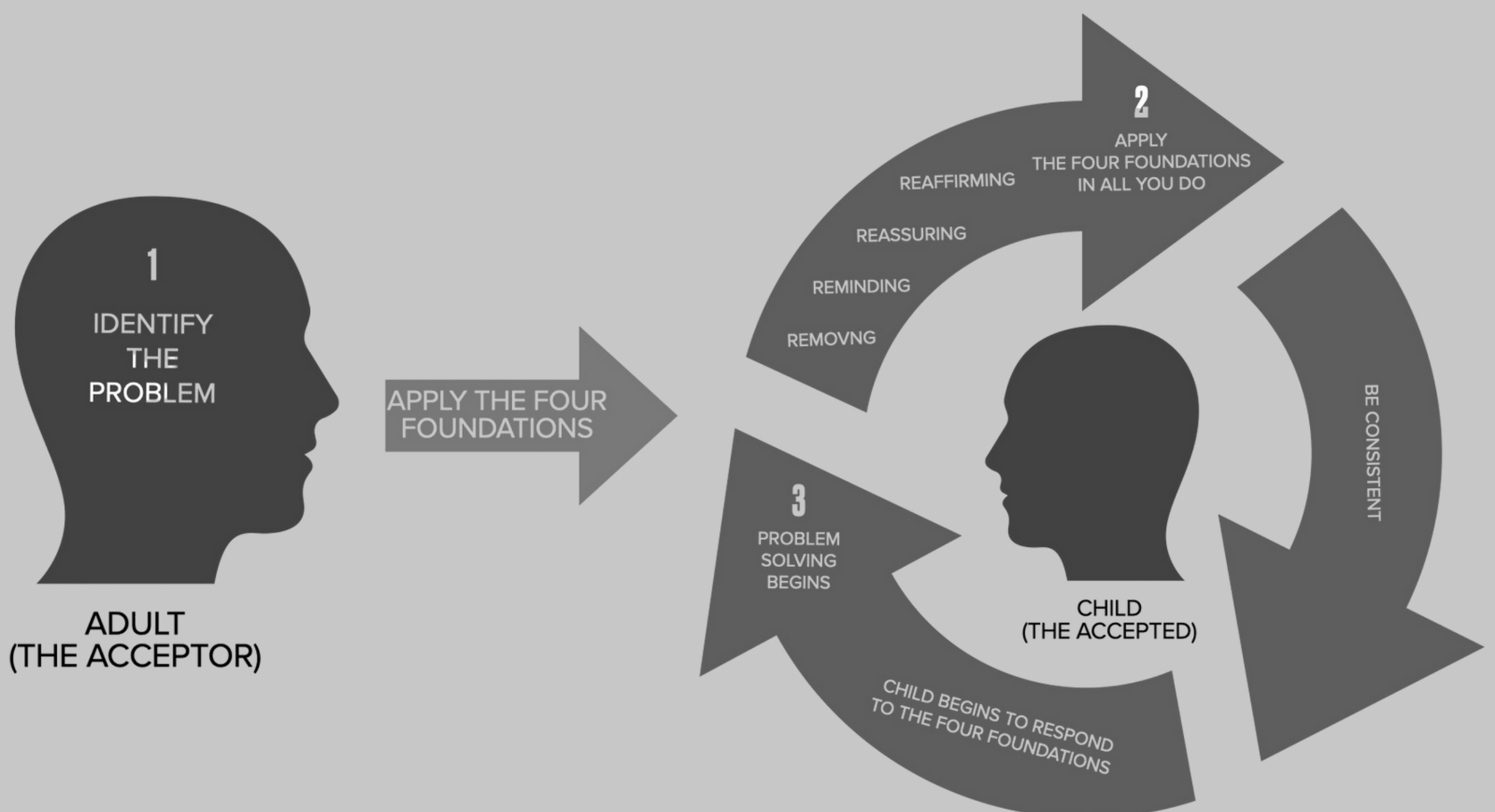


Statutory work including, SEN Code of Practice guidance, TAC and EHC report writing, attendance of meetings and supporting parents through the process.

OUR APPROACH

We believe **the concept of acceptance can be applied practically** and effectively to support students who have not responded to traditional communication strategies. Our approach is to not view a problem or issue as a deficit, but instead to focus on ways a student can learn to accept themselves within a problem or issue and then to move naturally from it.

We achieve this by applying a strategically designed support method called **The Accept Approach** (Yorke 2021). The approach focuses on applying **four foundations of acceptance**, in order to help to identify the most effective ways to engage a student in their learning. Below is an overview of how the approach works to support a student.



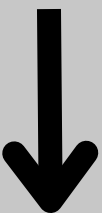
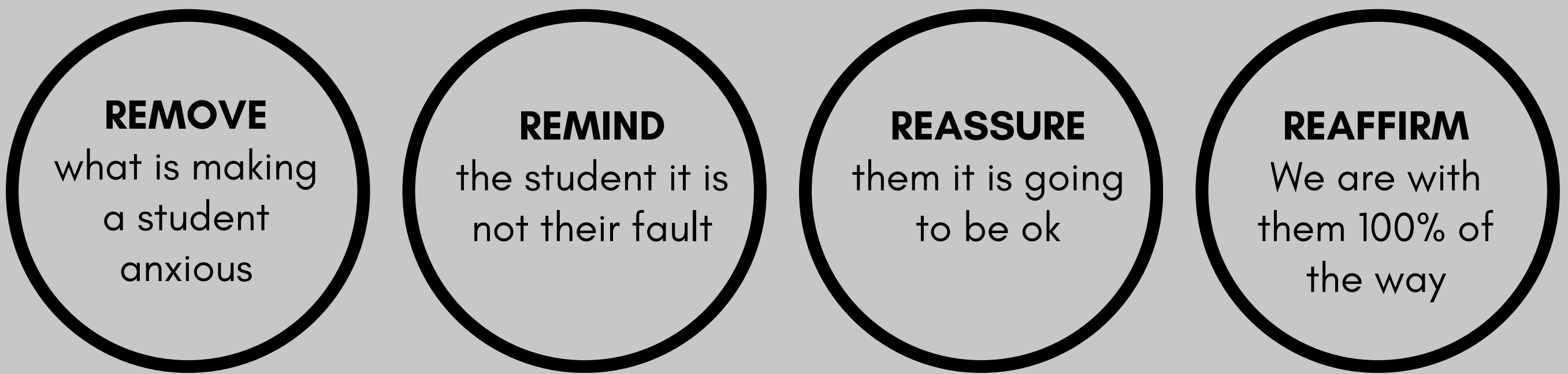
The Accept Approach[™] was created and developed by Aaron Yorke and has been published in The Good Autism Practice Journal. You can access the journal article on our website www.acceptingbehaviour.com

Yorke, A (2021) A case study of two autistic children supported by the Accept Approach: a new acceptance based strategy. *Good Autism Practice*, 22, 2, 2021

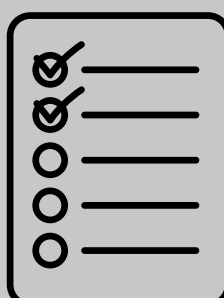


HOW WE DELIVER OUR SESSIONS

During each session we follow the **Four Foundations of acceptance** which are REMOVE, REMIND, REASSURE and REAFFIRM. These are applied in the following ways, and we use these foundations building them into each session both in school and during our EOTAS tutoring.

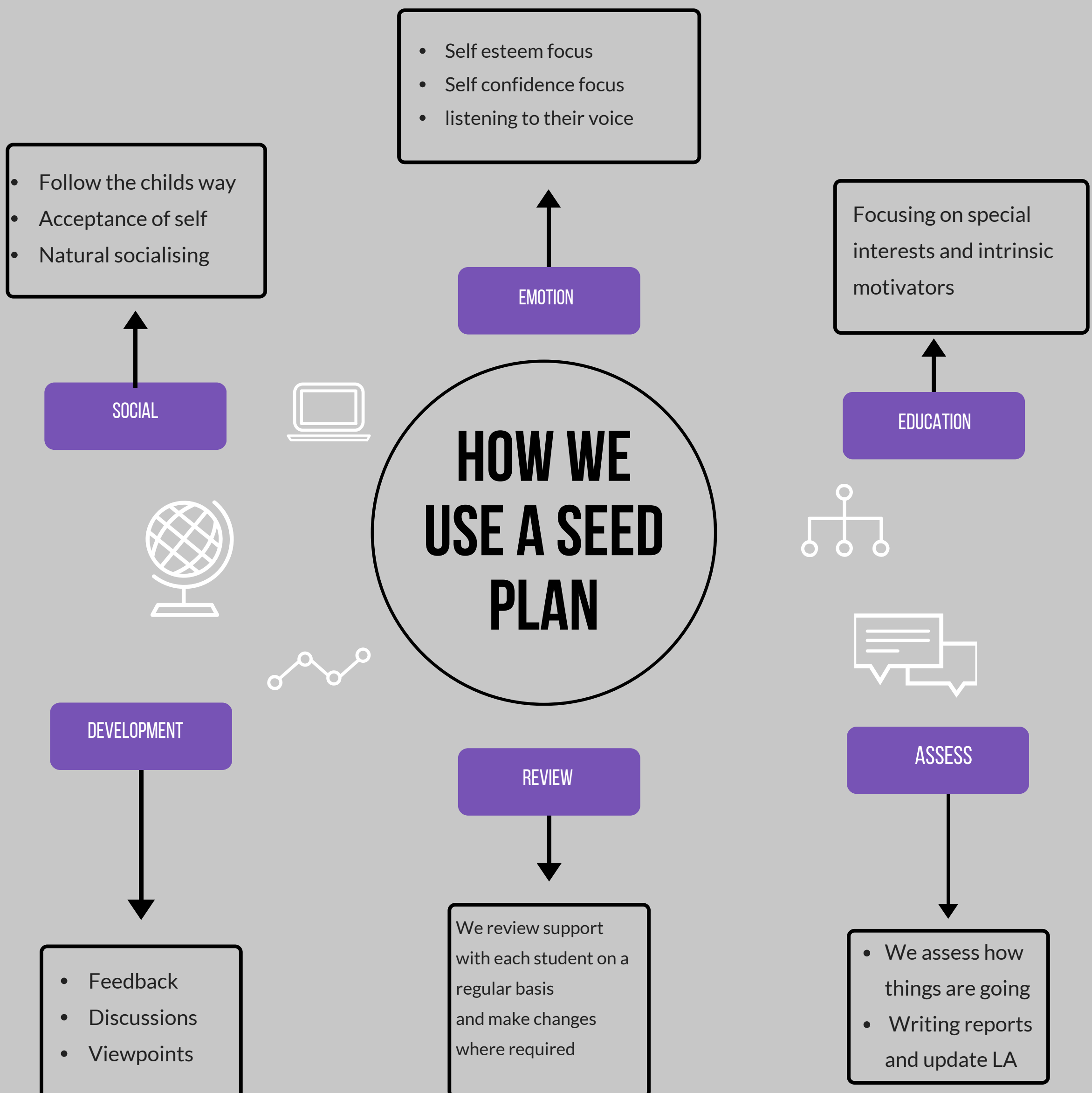


SEED PLAN



THE SEED PLAN

The SEED plan (Social, Emotion, Education, Development) is a **reflective document** we use to write down what is happening with the student in diary form. It is important to know that the SEED plan is a **record of the journey** and not a plan to show progression or to set targets. It is designed to help a student and the adult supporting them, to see how things are going and to identify if there is anything we can improve on in our sessions.



Working with the student in these ways, we will help them to progress to the creation of their own personal SEED Plan, which is shared with school, and parents. **Each student we work with has their own SEED plan.**

FEEDBACK FROM OUR SUPPORT

'To Aaron, thank you for building my confidence'
Autistic child

'I have known Aaron in my SEND and autism specialist positions in local authorities and can recommend the high quality of knowledge and professionalism that Aaron prides his work on. His approach is child centred to supporting children and young people and settings'

Tina Partridge
Worcester Lead SEND specialist Manager

'Following in the footsteps of Bo Hejlskov Elvén, Ross W. Greene and Andrew McDonnell comes Aaron Yorke with his Accept Approach. Aaron's enthusiastic delivery coupled with his in-depth knowledge is a masterclass in understanding any individual with an autism diagnosis and how best to work with them.'

Lee Burden
Senior Trainer Autism West Midlands

"Your sessions have been a life line to me and the families we support, listening to someone who really get it and words of wisdom that are relatable help immensely. The practical advice helps and it's refreshing listening to someone who really gets it and doesn't make you feel like you are alone. It's refreshing listening to a professional who actually has a child centred approach!"

Parent feedback

'I just wanted to thank you for your contribution to all three days of training this week. You were fantastic! The evaluations from all three mornings were very positive and many specifically mentioned your 'inspirational' contribution.'

Feedback from Birmingham City Wide SENCO training

'Made me feel free to parent my children using my intuition and not have the guilt of not playing by societal norms. My household for one is a more accepting one after listening to Aaron's talks. My 14 year old daughter loves his talks and said he is "the only professional she has met who actually gets it".'

Feedback from parent and their child

OUR CLIENTS

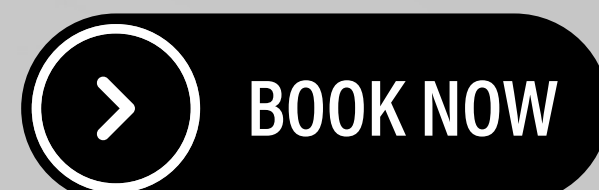


CONTACT DETAILS

Book a FREE consultation



You can contact us using the information below or you can book a FREE online consultation, here.



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