

AUTISM IN INSTITUTIONS: COMPREHENSIVE SUPPORT

In-depth professional training for educational teams and professionals working in disability support services

Practical strategies for supporting autistic individuals in institutions

Duration : 35 hours	Modules : 12 modules
Lessons : 60 lessons	Audience : Educational teams and disability support professionals
Format : 100% online, asynchronous	Provider : N° 11757351875
Certification : Qualiopi	Price : On request

www.dynseo.com/nos-formations | contact@dynseo.com | 09 66 93 84 22

Course description

This comprehensive 35-hour professional training provides all the keys to support autistic individuals in institutions, from understanding the disorder to implementing concrete daily strategies. You will master functional communication assessment, sensory environment structuring, challenging behavior prevention, and crisis management. The training covers the entire spectrum of autism across all ages and includes concrete tools: sensory profiles, visual schedules, observation grids, AAC tools, and individual action plans. Validation through practical case studies and development of an institutional action plan.

Module summary

MODULE 1	Understanding Autism and Its Specificities	5 lessons
MODULE 2	Adapting Communication	5 lessons
MODULE 3	Structuring the Environment and Time	5 lessons
MODULE 4	Understanding and Supporting Behaviors	6 lessons
MODULE 5	Developing Skills and Autonomy	5 lessons
MODULE 6	Supporting by Age: Children, Adolescents, Adults	5 lessons
MODULE 7	Supporting Social Skills	5 lessons
MODULE 8	Preventing and Supporting Crises	5 lessons
MODULE 9	Asperger's Autism / Level 1 ASD	5 lessons
MODULE 10	Difficult and Complex Situations	6 lessons
MODULE 11	DYNSEO Toolkit	6 lessons
MODULE 12	Situational Exercises and Role Plays	7 lessons

Learning objectives

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- Understand autism spectrum disorder and sensory particularities
- Adapt verbal and non-verbal communication using AAC tools
- Structure environment and time according to TEACCH principles
- Decode challenging behaviors through functional analysis
- Prevent and manage crises with de-escalation techniques
- Develop skills and autonomy with adapted teaching strategies

- Support social skills through explicit teaching
- Master age-specific support approaches from childhood to aging
- Manage complex situations within legal and ethical frameworks
- Utilize DYNSEO tools for comprehensive institutional support

General information

Duration	35 hours divided into 12 progressive modules
Target Audience	Educational teams and professionals working in disability support services (ESAT, group homes, specialized education centers, home-based support services, residential care facilities): special educators, support staff, direct support professionals, psychologists, program managers
Prerequisites	None - training accessible to all adult professionals
Pricing	Upon request - VAT not applicable (article 261-4-4° du CGI)
Certification	Qualiopi - Certificate of completion
Organization	DYNSEO - Activity registration number: 11757351875

Lesson 1 - Lesson 1: What is autism? Definition and spectrum

- Autism spectrum disorder (ASD) definition and neurological functioning
- Two main dimensions: communication/interaction and restricted behaviors
- The notion of spectrum and diversity of profiles

Lesson 2 - Lesson 2: Sensory Particularities

- Different sensory processing across seven sensory systems
- Hypersensitivity and hyposensitivity variations
- Self-stimulatory behaviors (stimming) and their function
- Sensory overload recognition and signs

Lesson 3 - Lesson 3: The Particularities of Communication and Social Interaction

- Difficulties decoding non-verbal communication
- Literal understanding and implicit language challenges
- Implicit social codes and expectations
- Social fatigue and need for solitude

Lesson 4 - Lesson 4: Restricted and Repetitive Behaviors, Specific Interests

- Routines and rituals: need for predictability
- Self-stimulation and stereotypies: function and respect
- Specific interests as strengths and resources
- Detail-oriented thinking and resistance to change
- Transforming particularities into assets

Lesson 5 - Lesson 5: Case study – Identifying profiles within the team

- Analyze three different ASD profiles and manifestations
- Identify priority adaptations upon admission for each profile
- Present a resident to the team without hierarchizing profiles
- Use the DYNSEO ASD Passport to centralize essential information
- Build an individualized perspective rather than uniform grid

Lesson 1 - Lesson 1: Understanding the Different Communication Profiles

- Fluent vs limited vs non-verbal oral language
- Echolalia and its communicative meaning
- Selective mutism characteristics
- Distinguishing expression and comprehension abilities
- Assessing individual communication profiles

Lesson 2 - Lesson 2: Alternative and Augmentative Communication (AAC) Tools

- Communication pictograms and binders
- Communication applications on tablets
- PECS (Picture Exchange Communication System)
- Sign language and simplified gestures (Makaton)

Lesson 3 - Lesson 3: Adapting Your Verbal and Non-Verbal Communication

- Clear, concrete language and short sentences
- Positive formulations and one instruction at a time
- Allow processing time for responses
- Eye contact considerations and personal space respect

Lesson 4 - Lesson 4: Promoting Understanding and Expression

- Create calm environment and gain attention before speaking
- Use visual cues and prepare for new situations
- Create natural communication opportunities
- Accept all forms of communication

Lesson 5 - Lesson 5: Case Study — Assessing Without Judging

- Understanding functional echolalia as true communication tool
- Decode context of repetition to understand real meaning
- Reassess communication abilities through observation
- Shift from reducing echolalia to understanding its function
- Offer suitable communication alternatives meeting same need

MODULE 3

Structuring the Environment and Time

5 lessons

Lesson 1 - Lesson 1: Why Structuring is Essential

- Create predictability to reduce anxiety
- Reduce cognitive load through structure
- Promote autonomy and participation
- The TEACCH program and fundamental principles
- Structuring with flexibility, not rigidity

Lesson 2 - Lesson 2: Organizing the Physical Space

- Clear delimitation of areas by function
- Visual markers to identify spaces (colors, pictograms, photos)
- Limit visual and auditory distractions
- Adapt sensory environment (lighting, acoustics)
- Create accessible retreat or quiet space

Lesson 3 - Lesson 3: Structuring Time with Schedules and Visual Sequencing

- Different schedule formats by level (objects, photos, pictograms, written)
- Construction and active use of schedule with the person
- Visual sequences for complex activities (step by step)
- Visual time supports (Time Timer, hourglasses, timers)
- Customize tools according to each person

Lesson 4 - Lesson 4: Managing Transitions and Unexpected Events

- Announce transitions in advance (sound signal, visual, verbal)
- Visual supports and transition rituals
- Anticipate and prepare for unforeseen events when possible
- Tools to signal changes (change pictogram, adjustable schedule)
- Support after a difficult unforeseen event

Lesson 5 - Lesson 5: Practical case — Sensory audit and transition management

- Identify sources of overload in common areas from hypersensitive perspective
- Involve residents in identifying what bothers them
- Suggest simple, low-cost modifications with immediate impact
- Apply three announcements technique with visual support
- Measure gap between telling and showing a change

MODULE 4

Understanding and Supporting Behaviors

6 lessons

Lesson 1 - Lesson 1: Decoding the function of behaviors

- All behavior is communication
- Four main functions: obtain, avoid, regulate, express discomfort
- Systematic observation: when, where, with whom, before, after
- Functional analysis (ABC grid: Antecedent-Behavior-Consequence)
- From understanding to appropriate intervention

Lesson 2 - Lesson 2: Primary Prevention Strategies

- Eliminate avoidable triggers (sensory overload, waiting, misunderstanding)
- Adapt physical and sensory environment
- Adjust expectations and demands to capabilities
- Teach acceptable alternative behaviors
- Systematically reinforce appropriate behaviors

- Create predictable and safe environment

Lesson 3 - Lesson 3: Identify early warning signs and intervene early

- Escalation model: understanding rise in tension
- Physical signs (tension, redness, breathing, sweating)
- Behavioral signs (increased self-stimulation, agitation, withdrawal)
- Emotional and verbal signs (irritability, complaints, mood changes)
- De-escalation techniques: reduce stimuli, lower demands

Lesson 4 - Lesson 4: Intervening During a Crisis

- Distinguish meltdown, shutdown, and instrumental crisis
- Absolute priority: ensure everyone's safety
- Manage your own calm (breathing, posture, grounding)
- Reduce stimuli (noise, light, people, words)
- Minimal communication and allow crisis to run its course

Lesson 5 - Lesson 5: Supporting After the Crisis and Analyzing to Prevent

- Recovery time: respect need for rest and withdrawal
- Review of event when person is ready
- Help identify triggers and warning signals
- Explore strategies for the future together
- Team analysis: debriefing and functional analysis grid

Lesson 6 - Lesson 6: Practical case — Reading the signals before the storm

- Understand crisis never comes from nowhere — there are precursor signals
- Document and analyze past episodes to identify patterns
- Build personalized escalation signals sheet for specific resident
- Identify early intervention window — first signal changes everything
- Share sheet with entire team including substitutes

MODULE 5

Developing Skills and Autonomy

5 lessons

Lesson 1 - Lesson 1: Assess skills and set appropriate goals

- Different areas of competence (autonomy, communication, social, cognitive, motor)
- Assessment in real situations rather than tests
- Distinguish: done alone / done with help / not done yet
- SMART objectives: Specific, Measurable, Achievable, Relevant, Time-bound
- Involve person in choosing objectives

Lesson 2 - Lesson 2: Learning Strategies Adapted to Autism

- Task decomposition (task analysis)
- Forward chaining and backward chaining
- Visual learning and video modeling
- Structured repetition in varied contexts
- Positive reinforcement and immediate feedback

Lesson 3 - Lesson 3: Developing Independence in Daily Life

- Personal autonomy: hygiene, dressing, eating
- Domestic autonomy: household chores, meal preparation, laundry
- Social autonomy: travel, transportation, shopping, money, phone
- Digital safety and new technologies
- Visual supports, material adaptation, accepting imperfection

Lesson 4 - Lesson 4: Using specific interests as levers

- Specific interests: passion, expertise, source of well-being
- Using interests as lever for motivation in learning
- Integrating interests into daily activities
- Professional pathways and projects related to interests
- Balance: respecting interest without it becoming overwhelming

Lesson 5 - Lesson 5: Practical Case — Task Analysis and Autonomy

- Understand why vague instruction causes failure and frustration
- Break down complex daily task into precise sequential steps
- Choose between forward and backward chaining based on profile
- Create visual sequence with real photos of environment
- Measure value of partially successful independent task

MODULE 6

Supporting by Age: Children, Adolescents, Adults

5 lessons

Lesson 1 - Lesson 1: Specificities of Supporting Children

- Development of autistic child: diverse trajectories
- Early learning and importance of early intervention
- Play: adapt, structure, support
- Interactions with peers: facilitate without forcing
- Schooling: inclusion, collaboration with school
- Close collaboration with families

Lesson 2 - Lesson 2: Specificities of Supporting Adolescents

- Challenges of adolescence combined with autism
- Puberty and bodily changes: preparing and supporting
- Education on adapted emotional and sexual life
- Identity construction and self-discovery
- Growing autonomy and risk-taking
- Preparing for transition to adulthood

Lesson 3 - Lesson 3: Specificities of Supporting Adults

- Respect for dignity and self-determination
- Avoid infantilization: adapt without diminishing
- Systematically seek consent
- Emotional life and sexuality: recognize needs, protect against abuse
- Life project: housing, work, leisure, social life

Lesson 4 - Lesson 4: Aging and Autism

- Particularities of aging in autistic individuals
- Evolution of sensory and cognitive needs with age
- Prevention of loss of skills
- Adapting support to slowed pace
- Support for aging families and end-of-life issues

Lesson 5 - Lesson 5: Practical case — Preparing for the transition to adulthood

- Understand successful transition prepared over months not weeks
- Build gradual transition plan from discovery to official arrival
- Reduce anxiety by transforming unknown into already known
- Involve future reference person to create human connection
- Measure difference between arriving in unknown vs known place

MODULE 7

Supporting Social Skills

5 lessons

Lesson 1 - Lesson 1: Teach social rules explicitly

- Why explicit teaching is necessary
- Implicit social codes to make explicit
- Social scenarios (Carol Gray method): structure and use
- Contextual rules: adapt according to situations and people
- Visual supports for social rules and avoid rigid over-learning

Lesson 2 - Lesson 2: Training Social Skills

- Role-playing and simulations of social situations
- Social skills groups: organization and facilitation
- Video modeling: watching, analyzing, reproducing
- Supportive and encouraging feedback
- Generalization of skills in real situations

Lesson 3 - Lesson 3: Creating Opportunities for Social Interaction

- Structured activities in small groups
- Adapted collaborative projects
- Supervised moments of conviviality
- Role of peers in social development
- Respecting need for solitude and individual boundaries
- Quality of interactions rather than quantity

Lesson 4 - Lesson 4: Protecting without overprotecting

- Social vulnerability and naivety: understanding risks
- Prevention of mockery, harassment, and abuse
- Learning to recognize dangerous situations
- Education on self-determination and self-assertion
- Learning to say no and ask for help
- Balance between protection and learning autonomy

Lesson 5 - Lesson 5: Practical case — Detecting and responding to a risky situation

- Identify signals of control or manipulation towards vulnerable person
- Understand why autistic individuals particularly exposed to this
- Approach subject without hurting or blaming to maintain trust
- Distinguish primary objective (connection) from secondary (stopping situation)
- Use social scenarios to proactively teach recognition of risks

MODULE 8

Preventing and Supporting Crises

5 lessons

Lesson 1 - Lesson 1: Collaboration in a Multidisciplinary Team

- Complementarity of professionals (educators, psychologists, therapists)
- Understanding role and contribution of each professional
- Effective information transmission and traceability
- Team meetings: preparation, facilitation, minutes
- Coherence of practices and management of disagreements

Lesson 2 - Lesson 2: Partnership with Families

- Families as experts of their loved ones
- Recognizing lived experience and parental expertise
- Regular communication: sharing progress and difficulties
- Liaison tools (notebook, app, meetings)
- Managing disagreements with kindness and supporting families

Lesson 3 - Lesson 3: Best Practice Recommendations

- HAS and ANESM recommendations
- Evidence-based practices
- Practices not recommended or discouraged
- Stay informed: monitoring, training, reading
- Evaluate and question one's own practices
- User rights and positive treatment

Lesson 4 - Lesson 4: Taking Care of Yourself to Better Support Others

- Job requirements and emotional burden
- Recognizing signs of professional burnout
- Preservation strategies: work-life balance, physical activity, perspective
- Support among colleagues: mutual aid and non-judgment
- Supervision and practice analysis
- Knowing how to ask for help: sign of professionalism

Lesson 5 - Lesson 5: Practical case — Managing a team disagreement and ethical situations

- Recognize two professionals can have opposing legitimate positions
- Replace ideological confrontation with common observation protocol
- Define minimal common line during disagreement period
- Identify ethical and legal implications of unprescribed practice
- Ask honestly: does this practice help person or manage my own powerlessness?

Lesson 1 - Lesson 1: Understanding the Asperger Profile / Level 1 ASD

- Definition of Level 1 ASD and evolution of Asperger term
- Invisible autism: preserved cognitive abilities but same sensory and social realities
- Profiles in ESAT, SAVS, SAVAH, and adapted ordinary environments
- Specific strengths and specific challenges
- Changing perspective: from capricious to unrecognized profiles

Lesson 2 - Lesson 2: Autistic Camouflage and Autistic Burnout

- Camouflaging (masking): imitating social codes to appear neurotypical
- Invisible cost of camouflaging: considerable exhaustion accumulated
- Autistic burnout: physical and mental collapse, different from classic depression
- Recognize signals before collapse and create spaces without camouflage need
- Do not confuse mask with person: surface does not reflect inside

Lesson 3 - Lesson 3: Supporting in ESAT, SAVS, and ordinary environments

- In ESAT: technical skills real — issue in peripheral aspects
- Concrete adaptations: written instructions, calm break space, reference person
- In SAVS/SAVAHD: apparent autonomy masks real fragilities
- Always explain the why behind requests — need to understand meaning
- Autistic frankness is not malice: explain and turn into strength

Lesson 4 - Lesson 4: Building an Adapted Life Project

- Start from specific strengths and interests as engine of project
- Explore actual support needs expressed by person themselves
- Avoid trap of projected normal life: calm life is legitimate choice
- Self-determination as guiding thread: first time really asked what they want
- Importance of autistic peers and speaking groups

Lesson 5 - Lesson 5: Practical Case — Building a Life Project for Asperger's

- Start from strengths and interests rather than deficits
- Explore actual needs expressed by person not imagined from outside
- Avoid trap of projected normal life: calm life is legitimate
- Build concrete action plan with SMART objectives and regular reviews
- Identify community resources as levers for life project

Lesson 1 - Lesson 1: Self-harm and self-aggressive behaviors

- Self-harm is not manipulation: response to overload or pain
- Immediate intervention: stay calm, reduce stimulation, offer alternative
- Functional analysis: identify when, where, with whom, before what
- Find alternative behavior meeting same sensory need
- Repeated episode must have written protocol shared with entire team

Lesson 2 - Lesson 2: Inappropriate Sexual Behaviors

- Sexuality is universal need — problem is expression, not need itself
- Explicitly teach distinction between private and public space
- Intrusive behaviors: clear limit, consent explicitly taught
- Sexual and affective education adapted for ASD is true professional skill
- Professionals have right to set limits and be supported

Lesson 3 - Lesson 3: Runaways and Endangerment

- Three main reasons: avoidance, attraction to place, disorientation
- Prevention is key: identify triggers, know usual places, ensure identification
- Written individualized protocol: who calls whom, in what order
- If systematic at same time: understand why and act on trigger
- Upon return: no punishment, safety and calming first

Lesson 4 - Lesson 4: Conflicts Between Residents and Aggressiveness Towards Professionals

- Conflicts between residents rarely intentional: manage without assigning blame
- Structuring spaces and explicit rules significantly reduce conflicts
- Aggressiveness towards professionals is sign of extreme distress, never personal
- Every episode documented and analyzed as team: pattern, context, professional targeted?
- Professionals have right to be shaken, talk about it, and be supported

Lesson 5 - Lesson 5: Refusal of Care and Restraint — Legal and Ethical Framework

- Refusal of non-urgent care is legally protected right in France
- Prepare care in advance: visual aids, discovery visits, gradual desensitization
- Physical restraint never educational tool — last resort only with written protocol
- Chemical restraint is exclusively medical decision
- What protects everyone: written protocols, validated, known to entire team

Lesson 6 - Lesson 6: Practical Case — Complex Situations in Establishments

- Analyze real complex situation crossing several frameworks
- Identify which response falls under educational team vs medical/legal framework
- Construct coherent team response to situation generating different reactions
- Distinguish what protects person supported from what protects team
- Formalize shared written protocol to avoid improvisation in future

MODULE 11

DYNSEO Toolkit

6 lessons

Lesson 1 - Lesson 1: Tools for Understanding the Individual

- Use Sensory Needs Map to establish complete sensory profile
- Create TSA Passport as shareable reference document
- Utilize Specific Interests Table to transform passions into levers
- Understand how three tools complement: sensory profile, overall profile, strengths
- Integrate tools from admission and review regularly as profiles evolve

Lesson 2 - Lesson 2: Communication Tools

- Use Visual Communication Board for non-verbal individuals
- Work on emotion recognition with Facial Expression Decoder
- Use Conversation Cards to explicitly teach social scripts
- Offer Pictogram Board as immediate field tool
- Understand tools do not replace speech — they complement and support

Lesson 3 - Lesson 3: Tools for Prevention and Management of Behaviors

- Use Alert Signals Card to formalize precursor signs of overload
- Build Crisis Management Plan with four-level color system
- Learn to use Stop-Think-Act for calm learning and debriefing
- Introduce Emotion Thermometer to create shared vocabulary
- Use Visual Timer to make time concrete and reduce anxiety

Lesson 4 - Lesson 4: Structuring and Autonomy Tools

- Implement morning visual routine as fixed and reassuring sequence
- Utilize 50 interactive activities to vary communication stimulation
- Use Autonomy Guide to build concrete step-by-step progressions
- Understand principle: partially successful independent task worth more than perfect task done for person
- Adapt tools to rhythm of each person — aim for autonomy not dependence

Lesson 5 - Lesson 5: Monitoring and Liaison Tools

- Use liaison notebook as bidirectional communication tool with family
- Fill in progress tracking table to make small advancements visible
- Utilize motivation table to define small achievable goals with person
- Understand these tools create continuity in support across teams and settings
- Use tools during personalized project meetings to structure discussion around data

Lesson 6 - Lesson 6: DYNSEO Applications

- Discover COCO PENSE & COCO BOUGE for children: cognitive stimulation with sports breaks

- Use JOE Brain Coach for cognitive rehabilitation of adults
- Offer EDITH Memory Coach to seniors and aging autistic individuals
- Integrate Mon Dico as customizable visual dictionary for augmentative communication
- Understand how applications complement online tools extending work into daily life

MODULE 12

Situational Exercises and Role Plays

7 lessons

Lesson 1 - Lesson 1: Role Play — Understanding Sensory Overload

- Experience hypersensitivity through immersive simulation
- Identify environmental triggers from sensory perspective
- Practice immediate de-escalation techniques

Lesson 2 - Lesson 2: Role Play — Setting Up an Augmentative and Alternative Communication Tool

- Assess communication needs of non-verbal individual
- Introduce AAC tool with progressive training approach
- Practice using pictograms in realistic daily situations

Lesson 3 - Lesson 3: Role Play — Preparing for a Change with a Resident

- Announce upcoming change using visual supports
- Prepare transition with gradual exposure strategy
- Support person through actual change moment

Lesson 4 - Lesson 4: Role Play — Real-Time Crisis Management

- Identify escalation signals in simulated scenario
- Apply de-escalation techniques during crisis phase
- Conduct post-crisis support and team debriefing

Lesson 5 - Lesson 5: Role Play — Building a Project Around an Interest

- Identify specific interest and related skills
- Transform passion into concrete learning objectives
- Create activity plan leveraging motivation from interest

Lesson 6 - Lesson 6: Role Play — Practicing a Difficult Social Situation

- Teach explicit social rule for challenging situation
- Practice appropriate response through role-play
- Provide constructive feedback and generalization strategies

Teaching methods
