

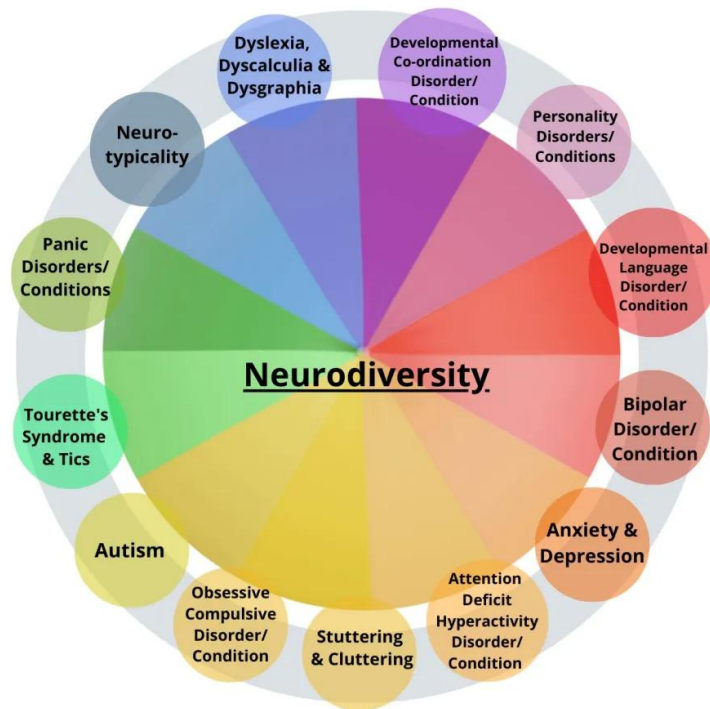


Autism Outreach
for Schools

Parent Coffee Morning

Elizabeth Stockwell – Outreach Teacher

What is neurodiversity?



Typically, being neurodiverse means having a brain that works differently from the average 'neurotypical' brain.

Autism Diagnostic Criteria

Criteria

A

"Persistent ~~deficits~~ **differences** in social communication and social interaction across multiple contexts, as manifested by the following, currently or by history."

(All three subcategories must be present for a diagnosis).

Note: This is not my preferred language, but for this series I'm sticking with the direct DSM language. The only edit I've made is changing **deficit** to **difference**. For a strengths-based DSM for Autism, see references.



1. "**Differences** in social-emotional reciprocity"



2. "**Differences** in nonverbal communicative behaviors used for social interaction"



3. "**Differences** in developing, maintaining, and understanding relationships"

Criteria

B

"Restricted, repetitive patterns of behavior, interests, or activities, as manifested by at least two of the following."

(2 of the 4 subcategories must be present to meet criteria B.)



B1

"Stereotyped or repetitive motor movements, use of objects, or speech"

Examples: stimming or engaging in echolalia, re-using phrases repetitively, lining up objects or toys, creating elaborate organizational systems and collections. These activities function to self-soothe.



B2

"Insistence on sameness, inflexible adherence to routines, or ritualized patterns of verbal or nonverbal behavior"

Examples: Finding security in routines. Difficulty with unexpected changes (particularly if they are not self-initiated changes).

Particular rituals (ways of greeting, morning routines, rituals before exams, etc.). Deviation from these rituals creates significant distress.




Autism is "dimensional"



*These 'spikey profiles' are to convey dimensionality in autism rather than diagnostic accuracy

Flexibility of thought



**Social
Imagination**

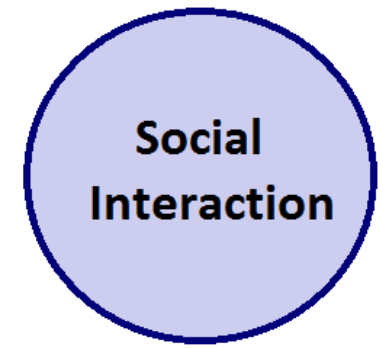
- Makes it hard to organise themselves and think about what's going to happen
- Reduces their ability to transition
- Can make it hard for them understand and cope with change
- Difficulty understanding others
- Hard to make choices
- Focus on the details rather than the big picture

Communication and language



Social
Communication

- Good language skills don't always mean good understanding
- Echolalia
- May need time to process information and instructions
- Poor shared attention
- Visual learners and communicators
- May need help making choices
- Difficulty expressing their own needs and feelings.



Social skills

- Interaction can cause anxiety
- Not receptive to new people, places or situations
- Turn taking
- Difficulty with emotions and empathy
- Not responding when addressed in a group
- Underlying anxiety and coping mechanisms

Sensory



Sensory

The Vestibular Sense

The sense that detects movement through sensory receptors in the inner ear.



Sensory



The Proprioceptive Sense



Proprioception is the **body awareness sense**. It helps with:

Knowing where our body parts are



Scratching an itch and knowing where to scratch without looking



Touching hands to feet, also known as "finding your feet"

Understanding how much force to use



Using a pencil with the proper amount of force



Holding a delicate item without breaking it

Coordination between body parts and senses



Riding a bike and coordinating the movements to stay on track



Using hand-eye coordination to catch a ball

Sensory

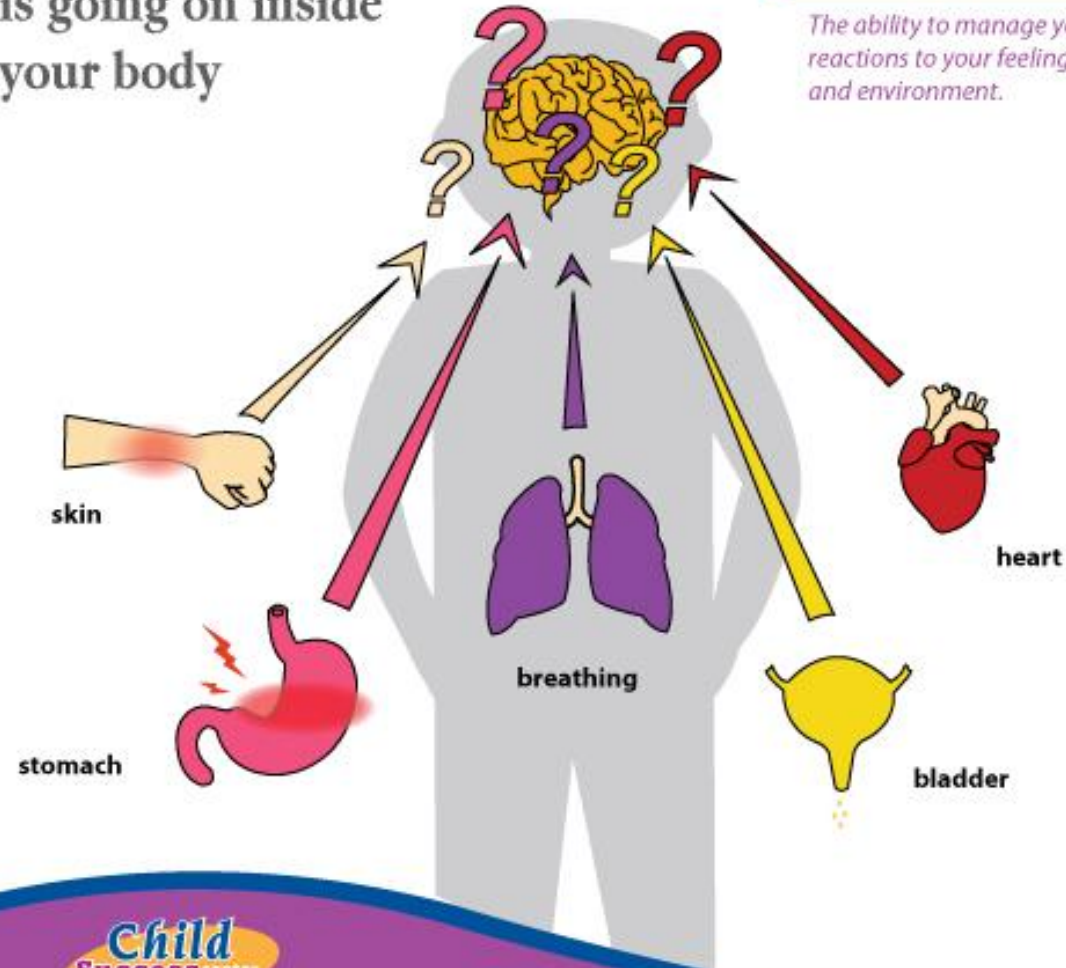


INTEROCEPTION

the 8th SENSE that helps you *feel* what is going on inside your body

Self-regulation

The ability to manage your reactions to your feelings and environment.



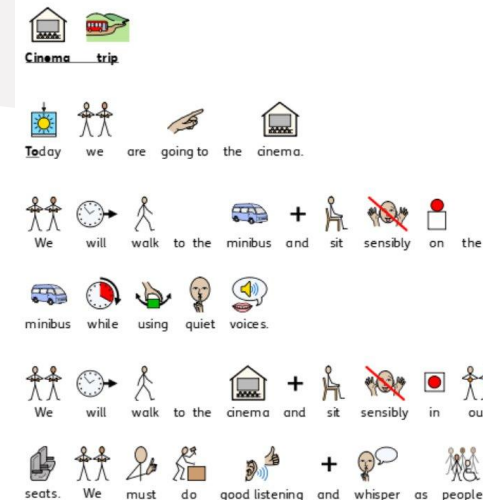
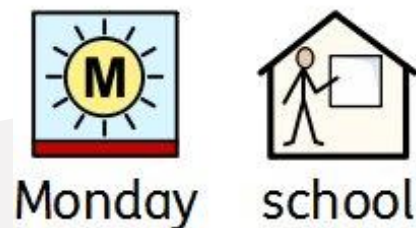
Sensory



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Top Tips for Parents

Elizabeth Stockwell – Outreach Teacher



YouTube · Lurgs How To Guides
7.6K+ views · 7 years ago

Bocketts Farm Park Review a Great day out



Bocketts Farm Park Review of our Day Out. My Review of Bocketts Farm Park. Once upon a time... Bocketts Farm Park is a working family farm ...

4 key moments in this video

1. Make life as predictable as possible
Planner and calendars let your child know what to expect and reduce anxiety. They also allow us to let children know when there are going to be changes to what they expect!





2. Lists promote independence



3. Think sensory – think about their sensory needs and have a plan to tackle overstimulating environments.



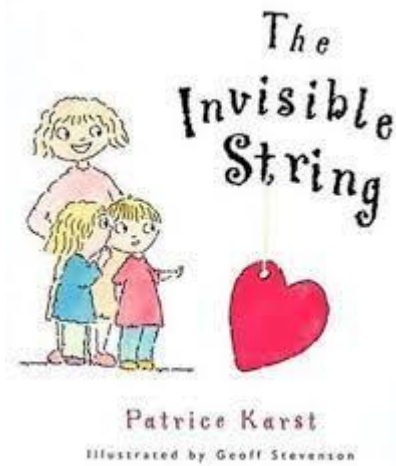
SENSORY CHECKLIST

 Visual/Sight ✓Tick where appropriate	
Visual Seeking	Visual Avoiding
Looks for bright/flashing lights	Overly sensitive to bright lights (may complain or close eyes)
Enjoys lining up items in rows or by colour	Easily distracted by bright displays
Enjoys playing with toys that spin	Finds 'busy' rooms challenging
Loves to play with shiny objects	Seeks out dark spaces
Appears to enjoy games which involve bumping and crashing different toys	Often rubs eyes when focusing on work
Stands too close to interactive whiteboard/screen	Avoids eye contact with others
<div><div> How to support: Allow the child to play with visually stimulating equipment (such as a torch). Ensure this time is carefully managed and structured.</div><div> How to support: Schedule regular visual breaks into their day. Use a blackout tent (if possible) or create a bespoke low-stimulating area for them to use.</div></div>	
 Touch/Tactile	
Tactile Seeking	Tactile Avoiding
Enjoys touching everyone/everything	Dislikes being touched unexpectedly
May not recognise when they have been touched (unless forcefully)	Avoids having their hair brushed
Unaware when they have dirty hands/runny nose	Dislikes being close to others (lining up)
Seeks messy play	Sensitive to certain items of clothing or labels



4. Prepare positively for the school day

Talk through
the lessons/ timetable for
the day , or remind of a
favourite activity

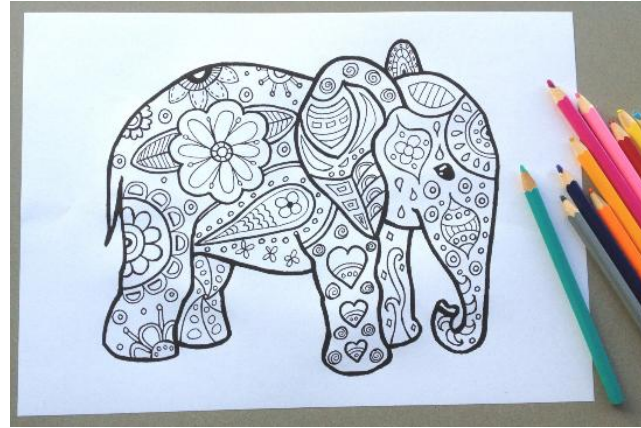


Give your child something to keep a
link with home

Don't worry if children don't
want to talk about their day



5. Allow some down-time after school



Energy Accounting



Too much energy out
and not enough in is bad.
It leads to overload, and
exhaustion.



Balancing your energy
using energy accounting is
good. It leads to feeling
regulated, calm and
happy.





We all
make
mistakes!

6. Model Emotions

Show children that it is normal to feel different emotions – the key bit is how we deal with them and get back to calm.

BUT...

Beware of over-sharing serious worries with your child.

- Mistakes are great- they are how we learn! Let your child know that mistakes are ok!



7. Prioritise sleep routines

Sleep is really important and sleep deprivation can be a source of behaviors and anxieties;



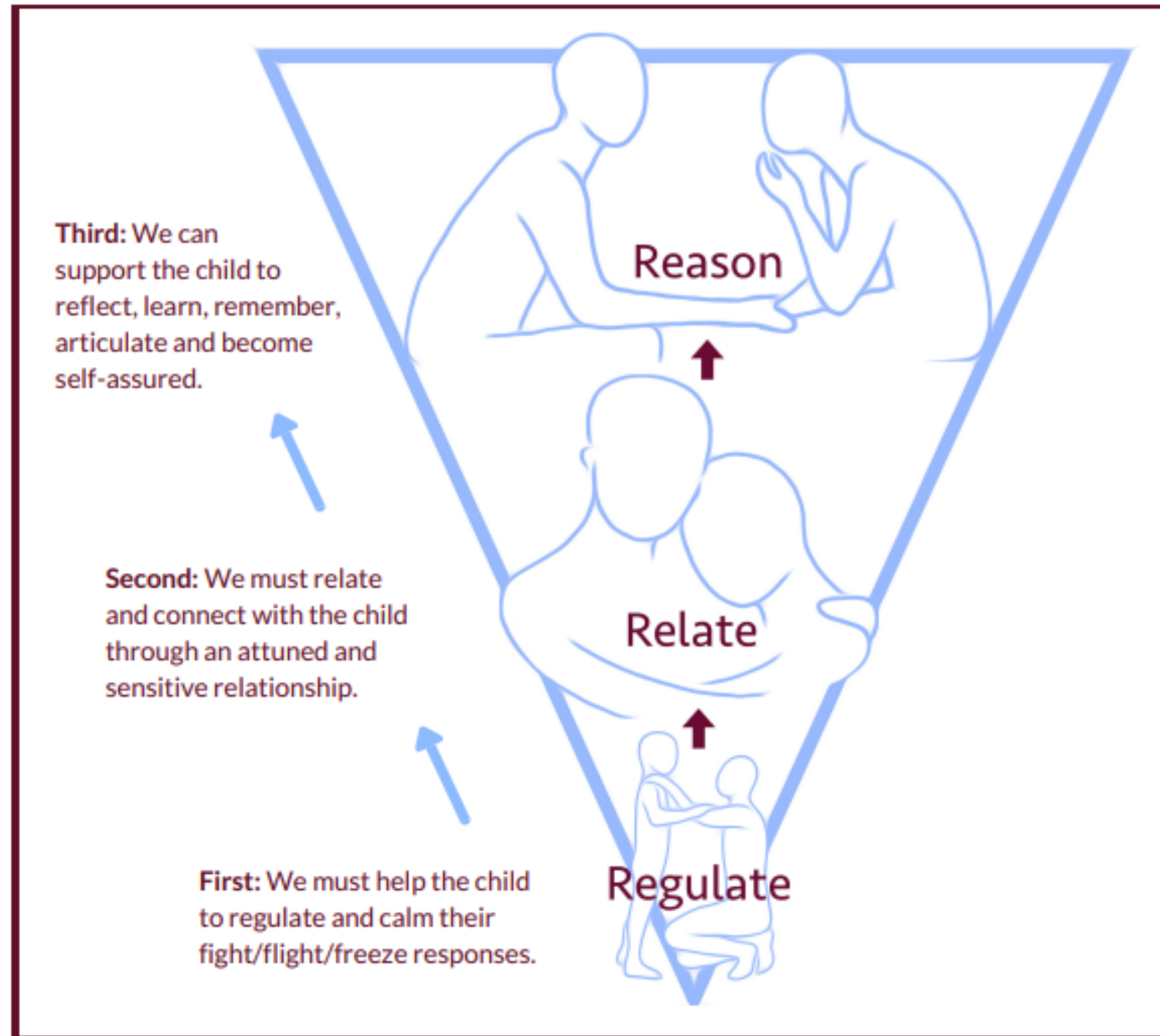
- Have a bedroom set up for sleep – not play!
- Keep the same bedtime everyday - even the weekends and holidays
- Have a consistent routine, which is as boring as possible and once the child has gone upstairs, they need to stay there
- Avoid cuddling your child to sleep – they need to learn to self-settle

8. Encourage independence and life skills

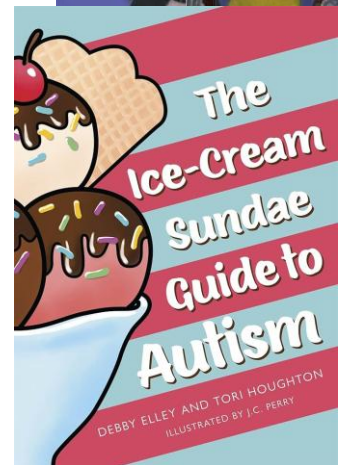
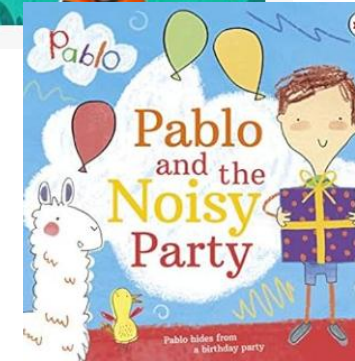
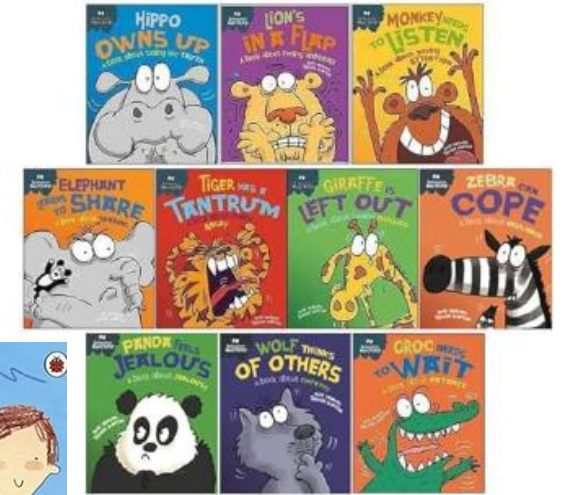
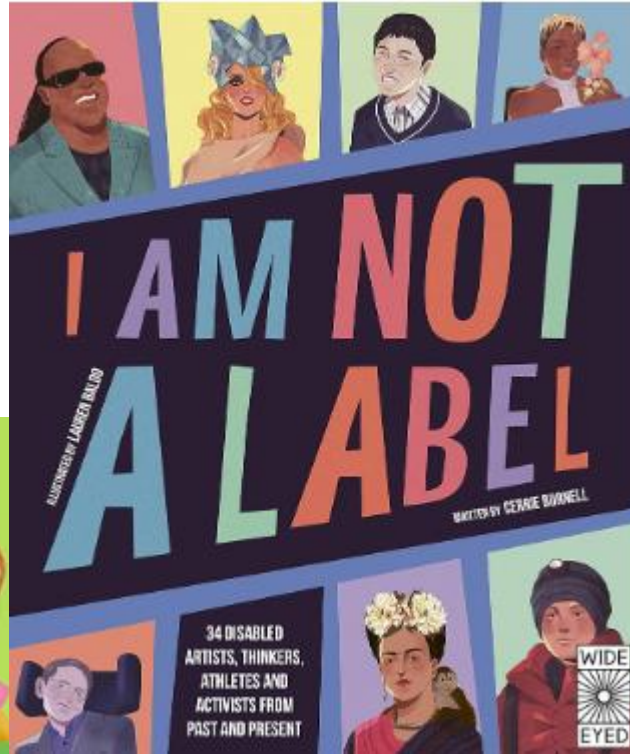
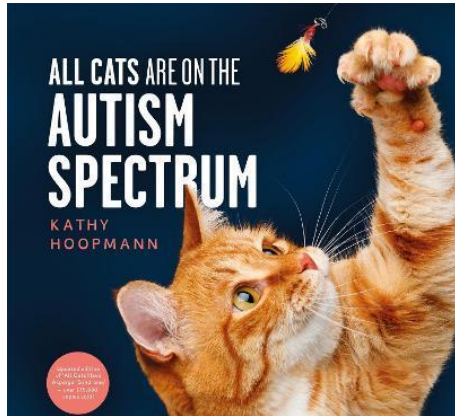
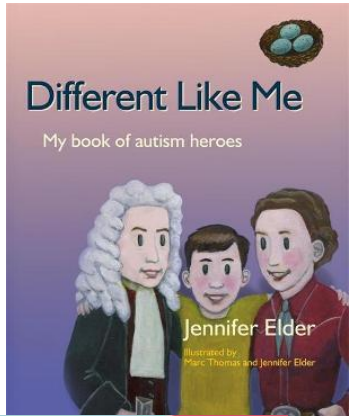
Job rotas and helping with household tasks can boost self-esteem, improve fine motor skills and promote independence.



9. Managing Meltdowns



10. Talking about a neurodiversity and social situations



Amazing Things Happen!

YouTube · Amazing Things Project
9 Apr 2017

11. Look after yourself

YOU'LL HAVE
GOOD DAYS,
BAD DAYS,
OVERWHELMING DAYS,
TOO TIRED DAYS,
I'M AWESOME DAYS,
I CAN'T GO ON DAYS.
AND EVERY DAY YOU'LL
STILL SHOW UP.



12. Don't be afraid to ask for support

- Surrey Branch of the National Autistic Society: www.nassurreybranch.org
- BRAAIN (Be ready ADHD ASD Information Network): www.braain.co.uk
- APPEER (Support for autistic girls): <https://www.appeer.org.uk/>
- Send Advice Surrey: <https://www.sendadvice.surrey.org.uk/>
- Family Voice Surrey: <https://www.familyvoicesurrey.org/>
- Autism Outreach for Schools: <https://www.autismoutreachforschools.uk/>
- Mindworks: <https://www.mindworks-surrey.org/>
- YMCA East Surrey: <https://www.ymcaeastsurrey.org.uk/>



Find help sheets, FAQs, videos
and more at:
www.autismoutreachforschools.uk

