

ASD

(Autism Spectrum Disorder)

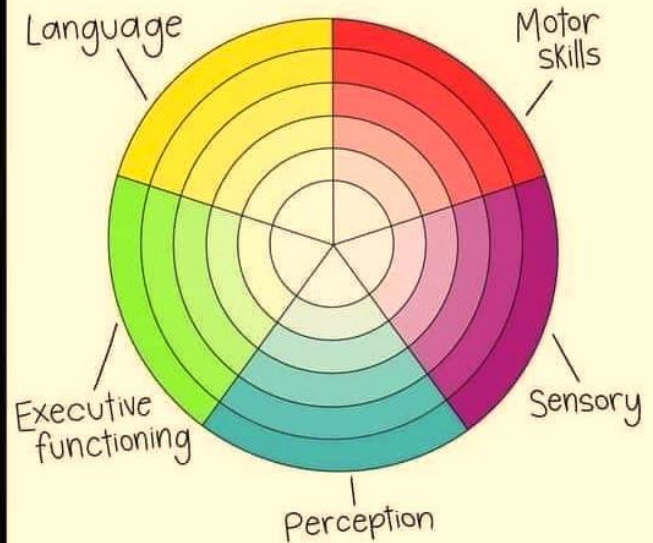
Parent & Teacher Support Guide



What People THINK
the autism spectrum
looks like:



What it CAN
actually
look like:

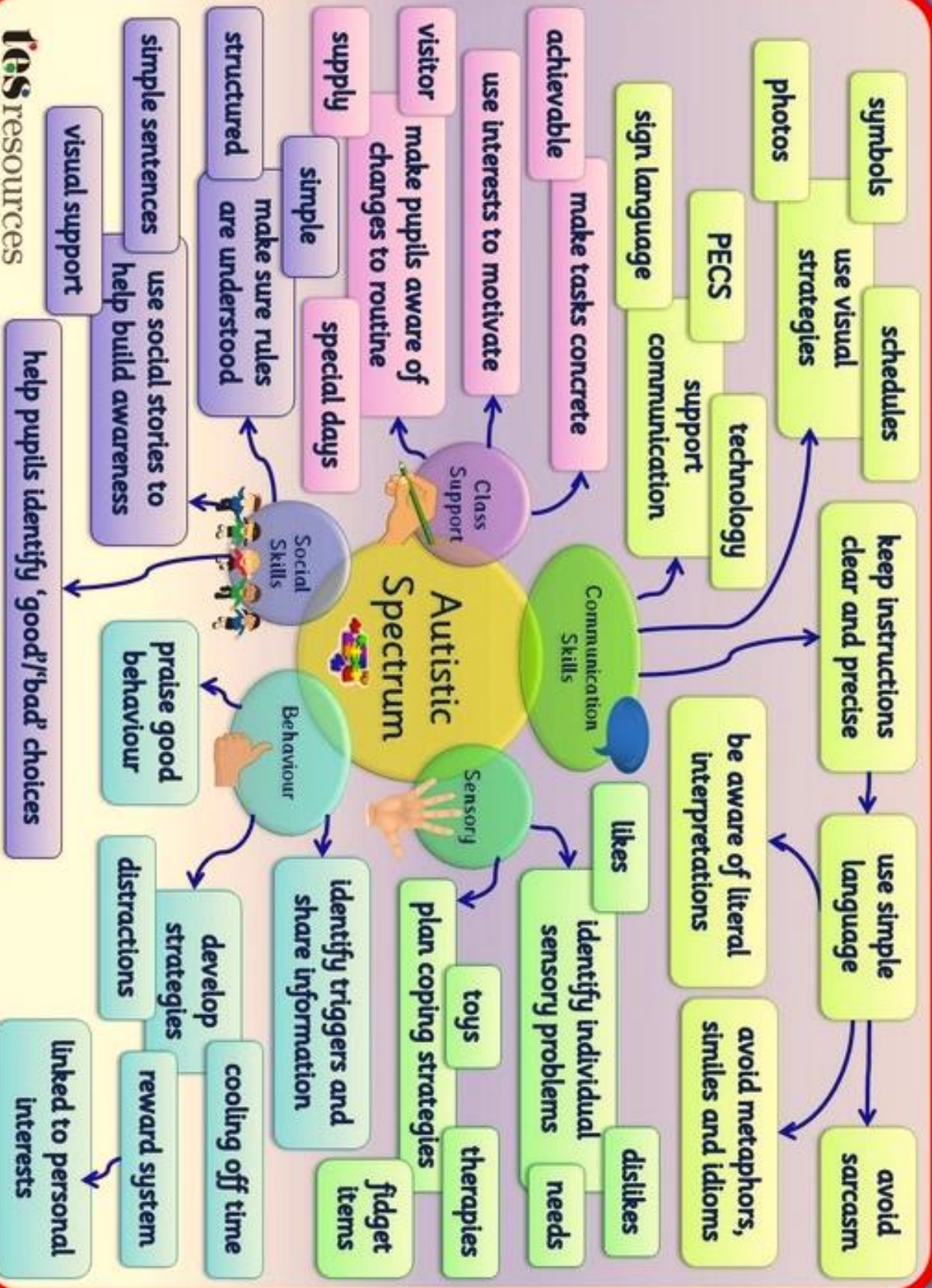


*When little people are overwhelmed
by big emotions, it's our job to
share our calm. Not join their chaos.*

-LR Knost



Walk Down Autism Lane



The four key areas of difference

Social understanding

Differences in understanding social behaviour and the feelings of others, which informs the development of friendships and relationships.



Sensory processing

Differences in perceiving sensory information. Hypo (low sensitivity), hyper (high sensitivity), touch, sight, hearing, smell, taste, vestibular inner ear (balance), proprioceptive (body awareness)



Interests and information processing

Differences in perception, planning, understanding concepts, generalising, predicting, managing transitions, passions for interests and ability to absorb auditory or spoken information.

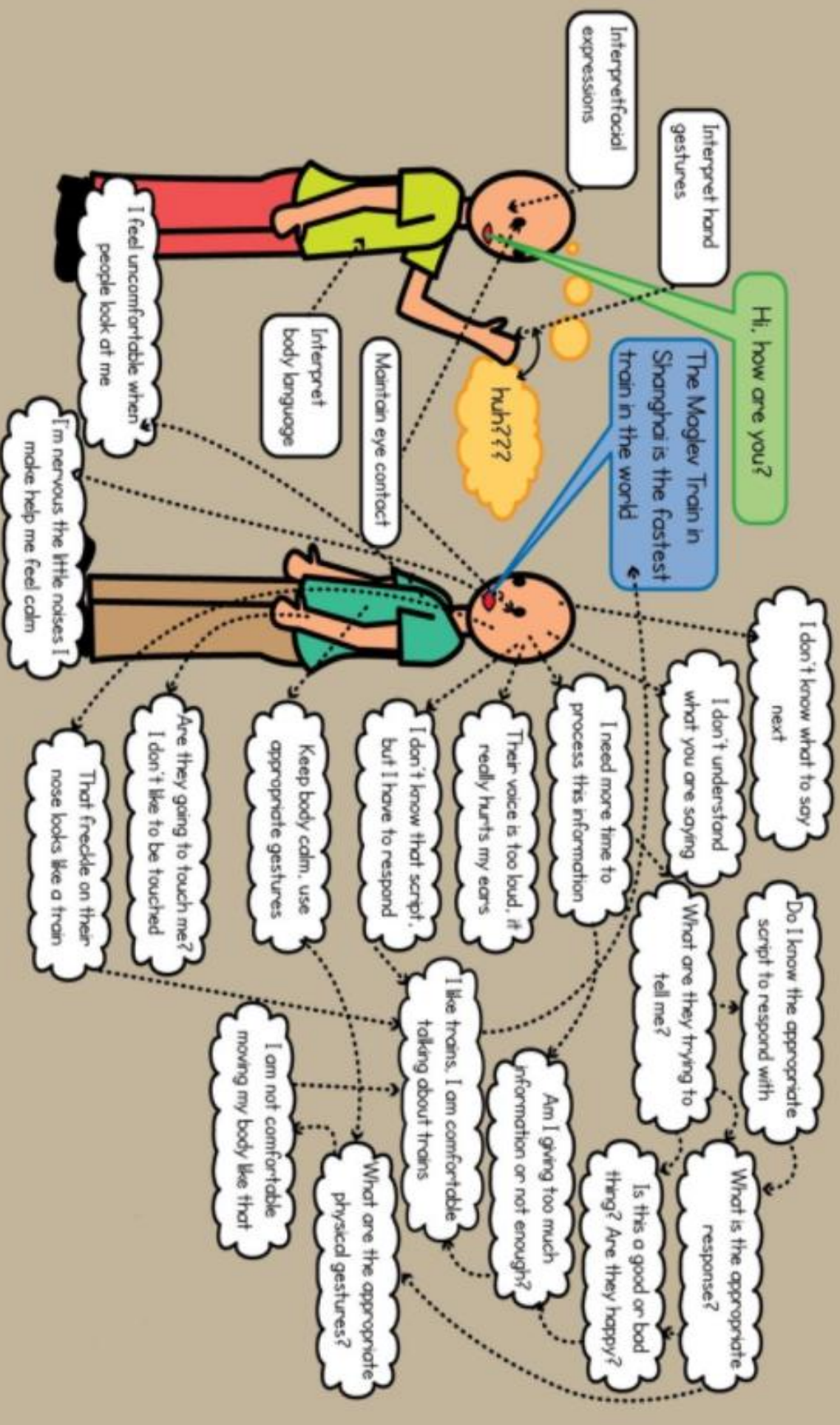


Communication

Differences in understanding and expressing communication and language, with skills ranging from individuals who are highly articulate, to others who may be non-verbal. Good language skills may mask a deep level of misunderstanding.



communication and autism



Causes of Stress:

- Overstimulation
 - ▶ Sensory
 - ▶ Emotional
 - ▶ Cognitive
- Social Skills Deficits
- Excessive Demands
- Interrupted Stereotypy
- Situations that are...
 - ▶ Unexpected
 - ▶ Unpredictable
 - ▶ New or Unfamiliar
- Changes to...
 - ▶ Routines
 - ▶ "The Expected"
 - Even very minor changes can cause extreme stress

The ZONES of Regulation® Reproducible E The Zones of Regulation Visual

The ZONES of Regulation®

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Yelling/Hitting Elated Out of Control

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5 Point Scale

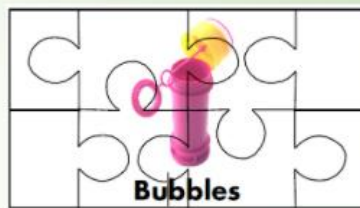
Break Card

I am feeling upset. I need to calm down. What do I do?

	1 2 3 4 5	
I can take deep breaths.	I can count to 5.	I can use my break card and go to a quiet place.

	5		Feeling like I'm going to explode- I need help to calm down
	4		Feeling angry- I need to calm down
	3		Feeling anxious- something is bothering me
	2		Feeling fine- everything is OK
	1		Feeling happy- things are going well

Tool 17: 5 to 1



Number of raffle tickets earned	I can use my raffle tickets for ...
50	An extra session with Mr Smith doing Forest activities
40	Tea and biscuit with Mrs Robbins
30	An afternoon with Class 5 with Lego
20	Football in pen for 20 minutes
10	15 minutes extra on the iPad

A profile of one girl on the spectrum



Sociable but can be clumsy/awkward when initiating social contact

Doesn't know her own strength so can accidentally hurt others

Doesn't realise she is invading personal space

Appears like the 'perfect student' at school

Very particular about what clothes she will wear

Has fits of rage that appear 'out of nowhere'

Struggles to leave the house or the activity she's doing

Can be very loud but dislikes unexpected loud noises

is very caring

Hates making mistakes

is very literal

Masks when away from home

Suffers from anxiety

is very funny

**Little
Miss H**

A profile of one girl on the spectrum



struggles with physical co-ordination

has multiple physical & verbal stims

is considered socially and emotionally 'immature' for her chronological age

little awareness of danger

developmentally delayed

struggles to self regulate particularly when struggling to communicate

has multiple sensory aversions

needs visuals and time to process

hyperfocused on fixed interests

doesn't read social cues

no inhibitions, no filter

incredible imagination, spends much time in fantasy/role play

extremely demand avoidant

history of being non-verbal, used sign language to communicate

is hyper-empathetic

is very literal

is hilarious

**Tiny
Miss H**

Designing for users on the autistic spectrum



Do...

Don't...

use simple colours



use bright contrasting colours



write in plain language

Do this

use figures of speech and idioms



use simple sentences and bullets



create a wall of text



make buttons descriptive

Attach files

make buttons vague and unpredictable

Click here!

build simple and consistent layouts



build complex and cluttered layouts





Helpful approaches for a PDA profile of autism

Conventional support strategies, including those often recommended for ASD, are often ineffective and counter-productive with a PDA profile. In place of structure, routine, firm boundaries, praise, rewards/consequences, is a person-centred approach based on negotiation, collaboration and flexibility.



The PDA PANDA symbolises the need to tailor the

environment to meet needs and our P A N D A mnemonic is a simple reminder of helpful approaches.

For more information please visit

www.pdasociety.org.uk

Pick battles

- Minimise rules
- Enable some choice & control
- Explain reasons
- Accept that some things can't be done

Pick battles
Anxiety management
Negotiation & collaboration
Disguise & manage demands
Adaptation



Adaptation

- Try humour, distraction, novelty & roleplay
- Be flexible
- Have a Plan B
- Allow plenty of time

Disguise & manage demands

- Word & position requests indirectly
- Constantly monitor tolerance for demands & match demands accordingly
- Doing things together helps

Anxiety management

- Reduce uncertainty
- Recognise underlying anxiety & social/sensory challenges
- Think ahead
- Treat meltdowns as panic attacks: support throughout & move on

Negotiation & collaboration

- Keep calm
- Proactively collaborate & negotiate to solve challenges
- Fairness & trust are central

Also see the comic

~ UNDERSTANDING ~
The SPECTRUM

Introduced
by Archie! ↗



On the work room windows