



ASD

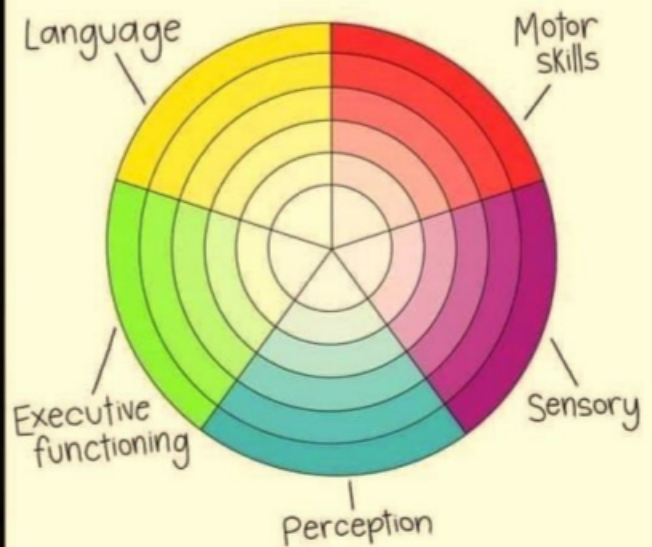
(Autism Spectrum Disorder)

Information Booklet

What People THINK
the autism SPECTRUM
LOOKS Like:



What it CAN
actually
LOOK Like:

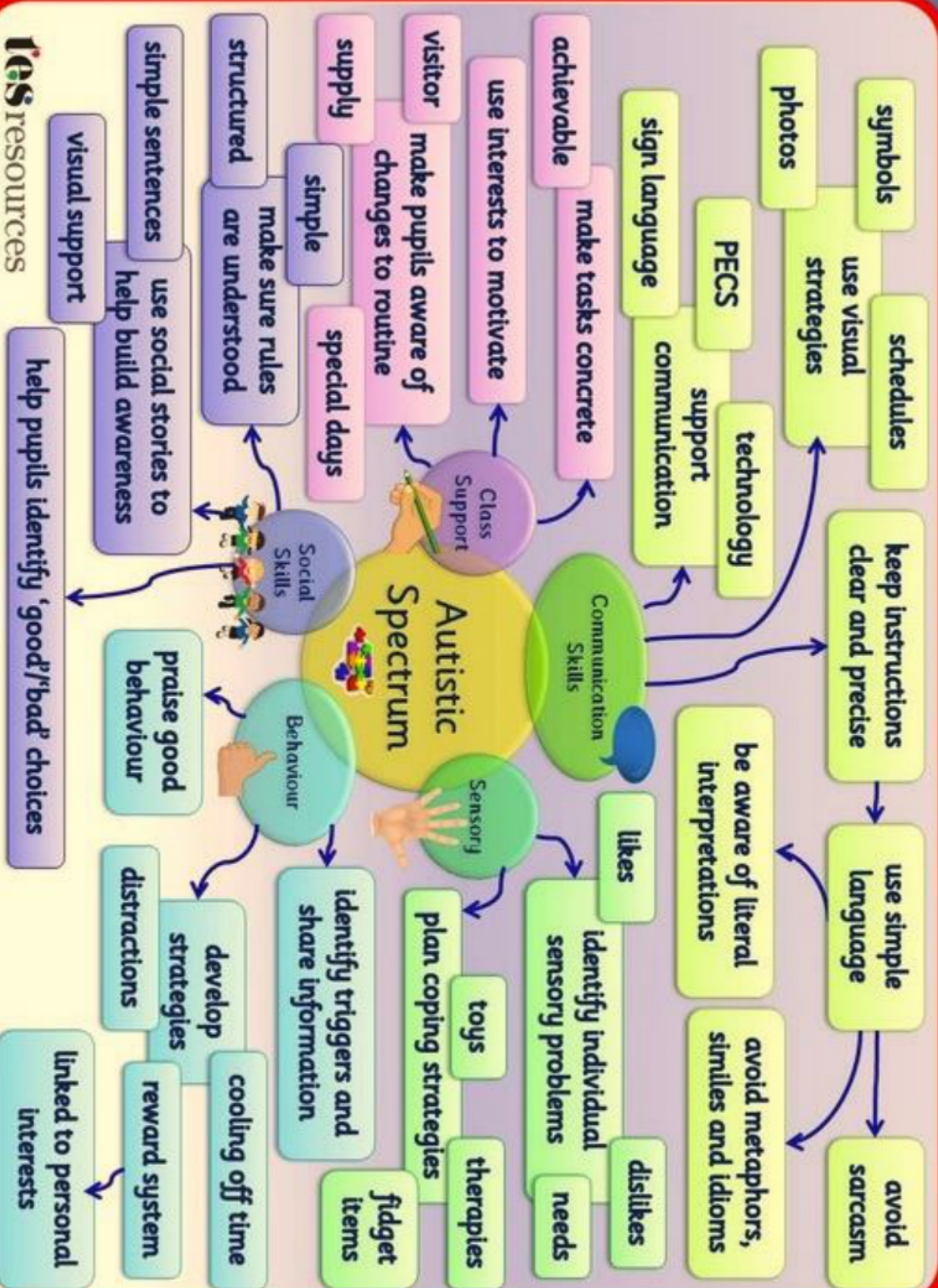


*When little people are overwhelmed
by big emotions, it's our job to
share our calm. Not join their chaos.*

-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.

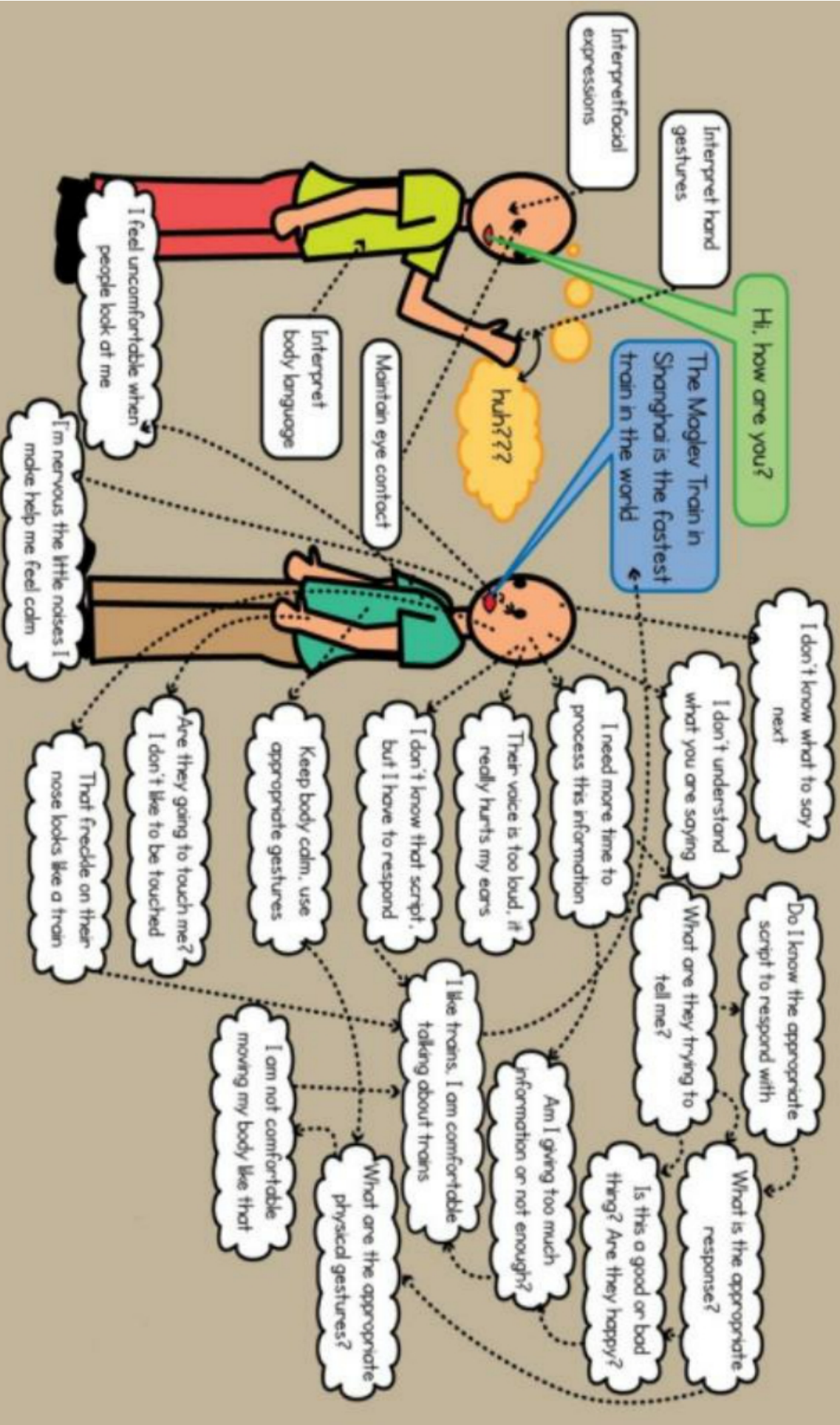


Communication

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 C 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

Copyright © 2011 Think Social Publishing, Inc.
This page may be copied for the purposes of educating students and other professionals.

Tool 17: 5 to 1



5 Point Scale

Break Card

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

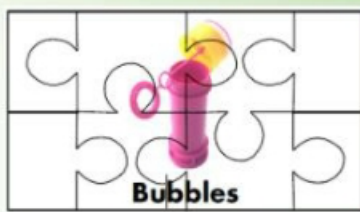
I can take deep breaths.

1 2 3 4 5

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



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 realise she is invading
personal space*

*Very particular about what clothes she will
wear*

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

is very caring

is very literal

Suffers from anxiety



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

Appears like the 'perfect student' at school

*Has fits of rage that appear 'out of
nowhere'*

*Can be very loud but dislikes unexpected
loud noises*

Hates making mistakes

Masks when away from home

is very funny

Little
Miss H

A profile of one girl on the spectrum

struggles with physical co-ordination

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

developmentally delayed

has multiple sensory aversions

hyperfocused on fixed interests

no inhibitions, no filter

extremely demand avoidant

is hyper-empathetic

is very literal



has multiple physical & verbal stims

little awareness of danger

*struggles to self regulate particularly
when struggling to communicate*

needs visuals and time to process

doesn't read social cues

*incredible imagination, spends
much time in fantasy/role play*

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

is hilarious

Tiny
Miss H

Designing for users on the autistic spectrum



Do...

use simple colours



write in plain language

Do this

use simple sentences and bullets



make buttons descriptive

Attach files

build simple and consistent layouts



Don't...

use bright contrasting colours



use figures of speech and idioms



create a wall of text



make buttons vague and unpredictable

Click here!

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

Anxiety management

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



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

Also see the comic

UNDERSTANDING The SPECTRUM

Introduced
by Archie! ↗



On the work room windows