



Alameda Middle School

Inspire • Achieve • Excel

Autism Parents' Event Autumn 2024



Inspire ■ Achieve ■ Excel

Objectives of the Session



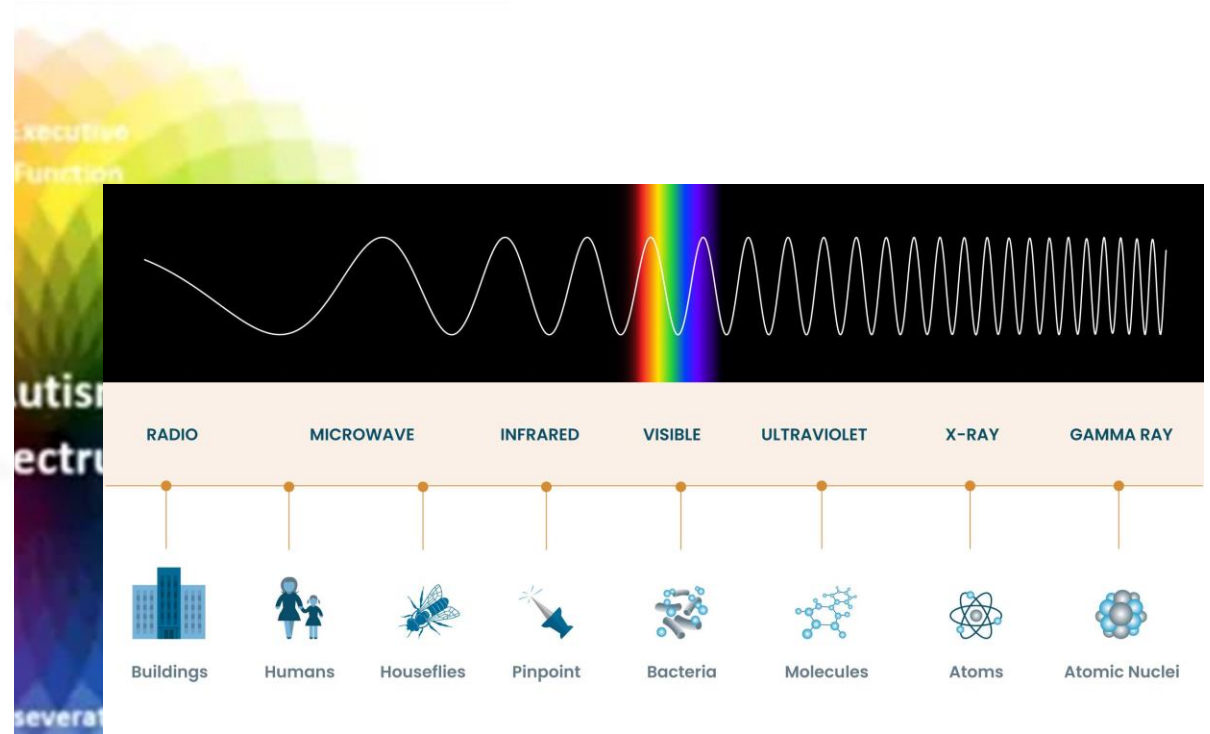
- To have a better understanding of the main characteristics of Autism.
- To understand how Autism presents differently in girls and boys.
- Advice on how to help a person with Autism Spectrum Condition.

ASC isn't it ASD? Terms and Language



- Atypical / Neurotypical
- Emotionally Dysregulated
- Aspergers?
- 'On the Spectrum'
- Learning disorder

A word about the word 'Spectrum'



What is Autism?



It is a lifelong neurodevelopmental condition that effects the brain and the way it functions. People with Autism Spectrum Condition have difficulties with:

- Social Communication
- Social Interaction
- Social Imagination
- Sensory Processing

Social Communication



- Reading facial expressions
- Volume/Tone of voice.
- Atypical eye contact.
- Reading body language.
- Non-verbal cues.
- Could have less social motivation



Social Interaction



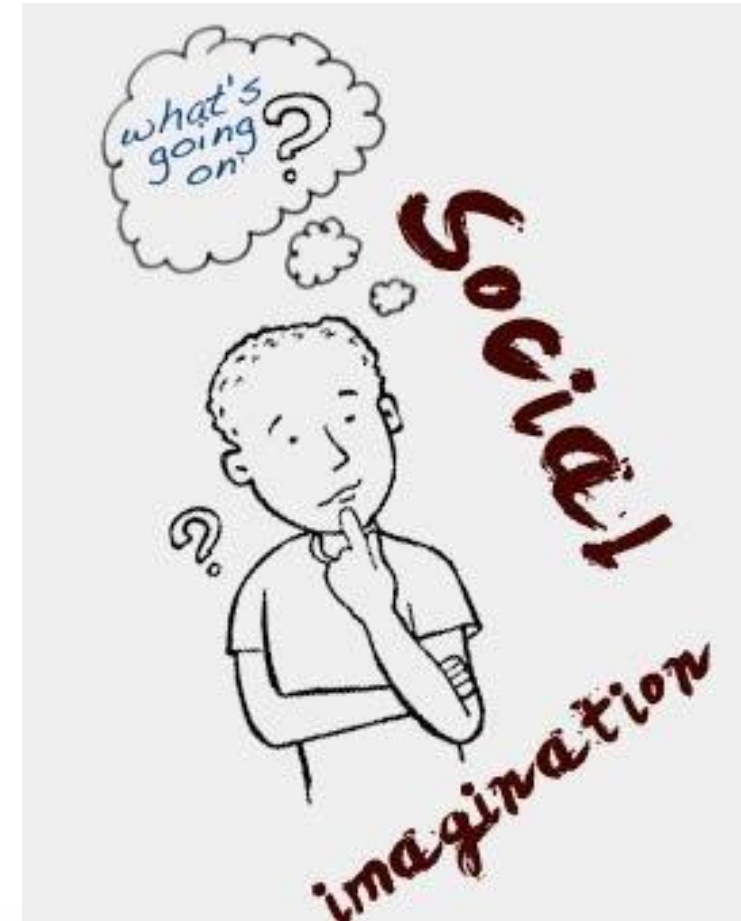
- Social 'Norms'.
- Understanding their own and others feelings and emotions.
- Reciprocal relationships
- Reciprocal conversations.

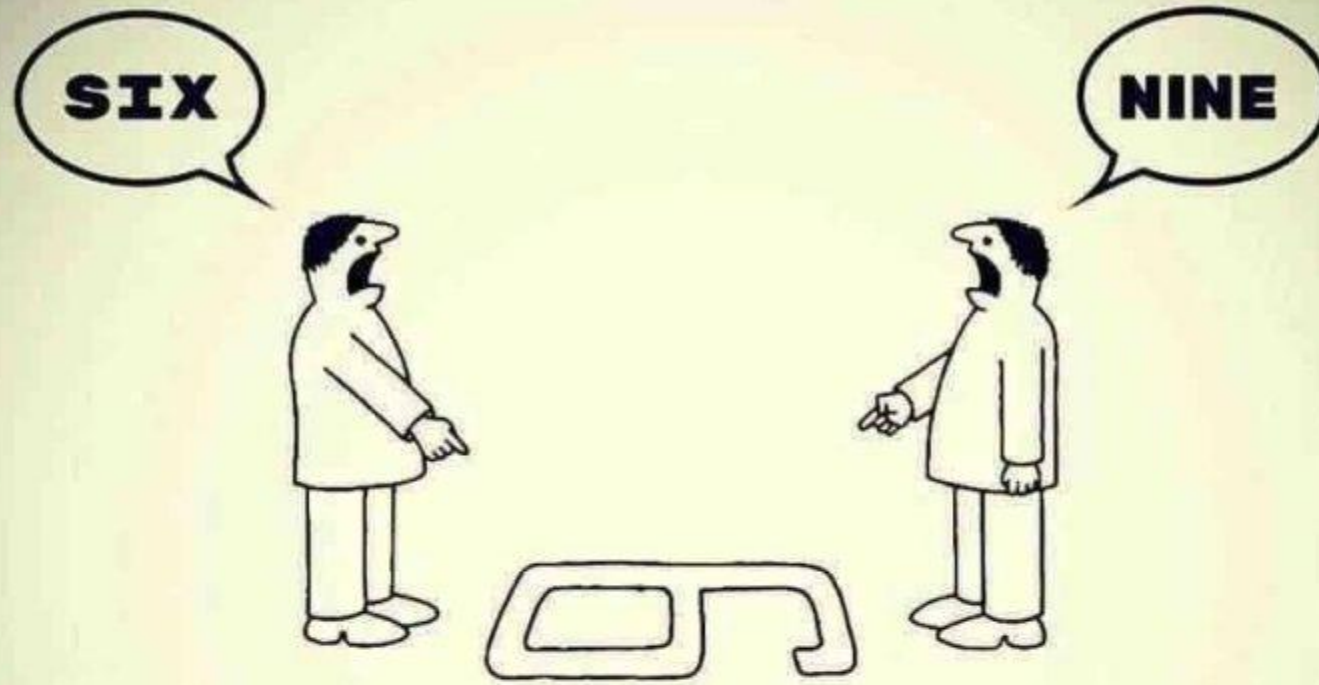


Social Imagination



- Abstract Concepts
- Behaviour and consequences
- Solutions outside what is known.





Just because you are right,
does not mean, I am wrong.
You just haven't seen life
from my side.

Sensory Processing Disorder/ Sensory Needs



- Hypersensitivity



- Hyposensitivity





Stimming



- **Auditory**
- **Visual**
- **Tactile**
- **Verbal**

- Flapping
- Biting Chewing
- Hitting themselves
- Clicking fingers
- Tapping
- Lining up/Stacking toys
- Computer use
- Making noises/repeating words
- Counting objects
- Looking at objects that move rhythmically

AUTISTIC MELTDOWN

- **Similar to a fight or flight response**
- **Characterized by hitting, fleeing, biting, crying, screaming, etc.**
- **Outward, external response**
- **Loud, explosive, and easy to spot**
- **May lead to shutdowns**

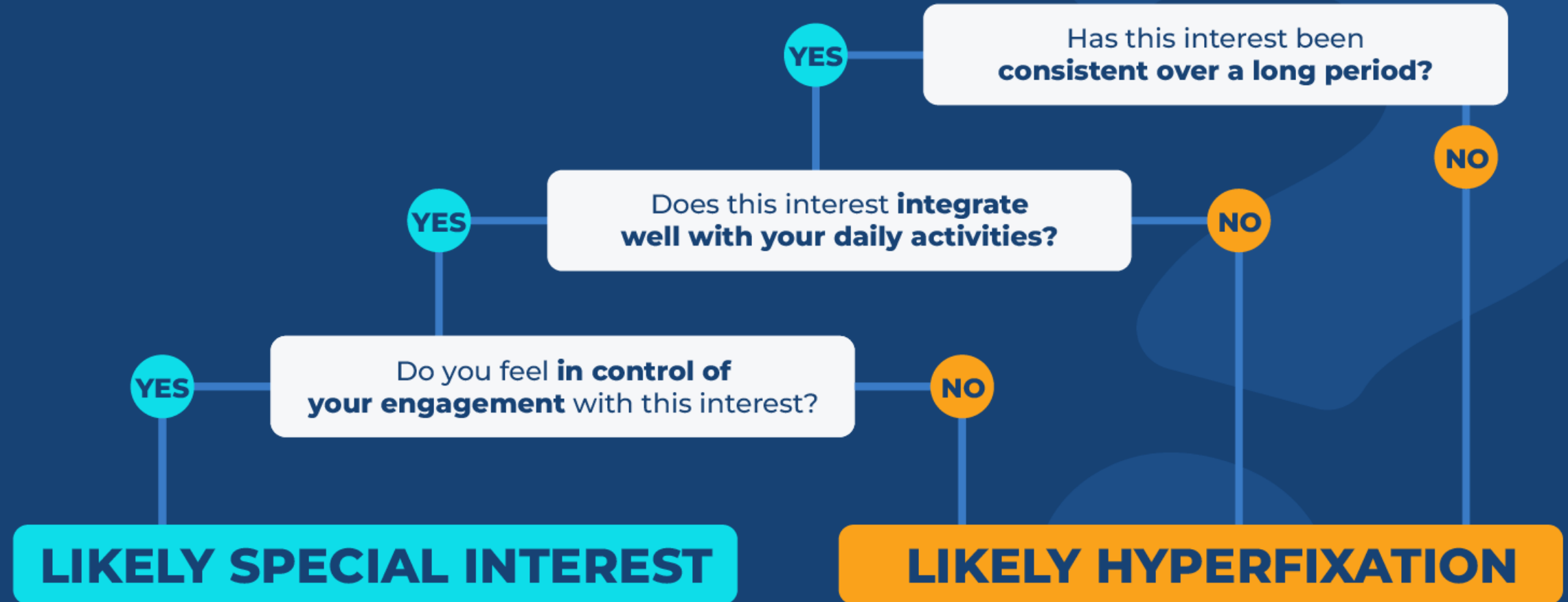
AUTISTIC SHUTDOWN

- **Similar to a freeze response**
- **Characterized by shutting down, going quiet, withdrawing, etc.**
- **Inward, internal response**
- **More subtle and often go unnoticed**
- **Used as a way to recover from stress & overstimulation**

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Hyperfixation or Special Interest?

Decode Your Passion



Signs of Autism



GIRLS

Can be better at responding to non-verbal cues and gaze-following

Obsession over more socially acceptable interests such as TV shows



can be passive

Generally struggle with social communication later in life



BOYS

Can be inept at responding to non-verbal cues and gaze-following

Obsession over unusual interests such as statistics and schedules



can display more aggressive behaviour

Tend to struggle with social communication from an early age

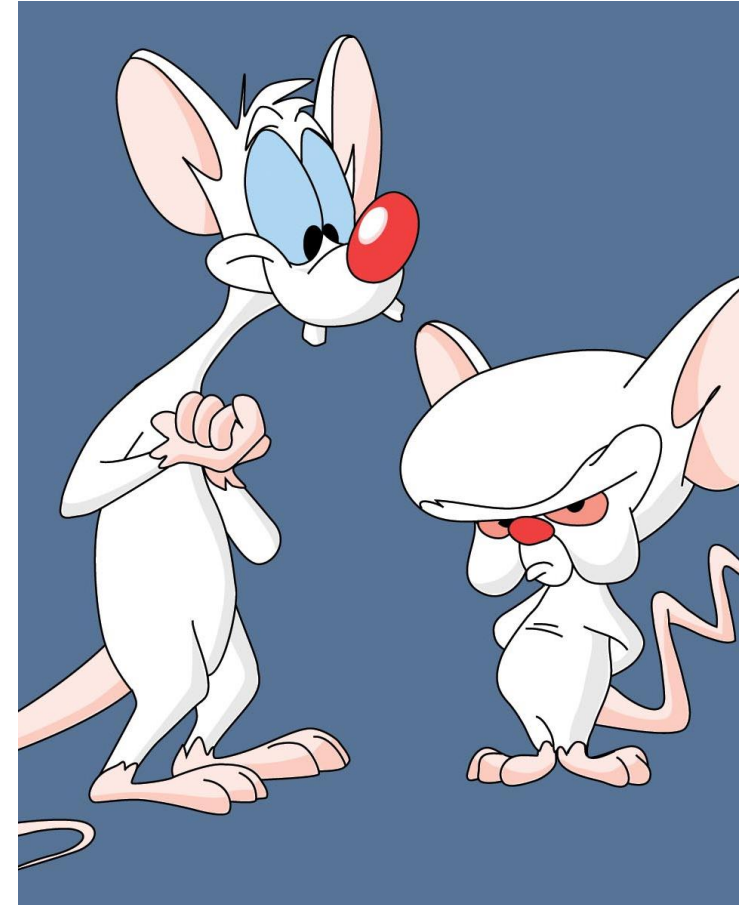


<https://www.avazapp.com/>



Autism in Girls

- Dominating friendships – trouble in group.
- Emotional manipulation.
- Quiet watching – atypical eye contact.
- Obsessions not as easy to spot.
- Tend to internalize at school and externalize at home.



How to help



- Speak clearly.
- Communicate logically...very matter of fact.
- Don't ask them to empathize.
- Write things down!
- Remember that anger is often born of fear and anxiety.
- Check in!
- Meet their sensory needs.

Triggers

These are events that are most likely to initiate, switch on or escalate the behaviour.

-

Setting Events

These are those situations or internal states in which the behaviour is more likely to happen e.g. being hungry

Crisis:

Behaviours that challenge:



Regulating but sensitive management is needed

Escalation of behaviour

What does regulating look like?

Return to regulated

What are the early warning signs that lead up to full escalation?

Regulated:

What does regulated look like? What does happy look like? E.g., activities the young person may be doing.

Recovery:

Empowering People, Launching Lives • Early Years • Schools • Post-19 • Outreach and Training

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How to help



- Plan for events that disturb the regular routine.
- Clear routines and structure.
- Visual Timetables.
- Safe place.
- Understanding.
- Environment.
- Remember all behaviour is communication, what's the pay off?

