



Including Children with Autism

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2014



Getting the welcome right...



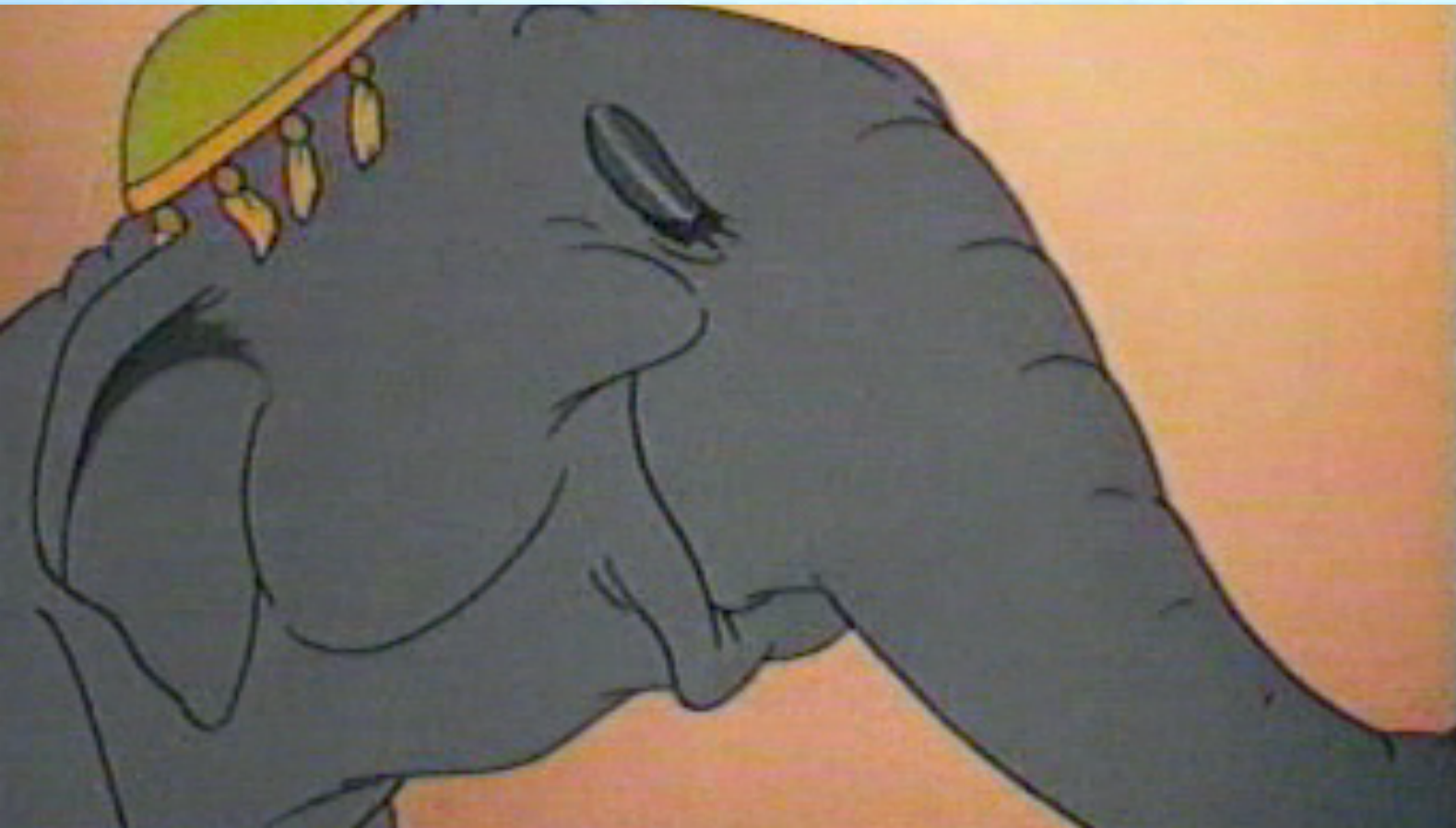


Cinema Trip



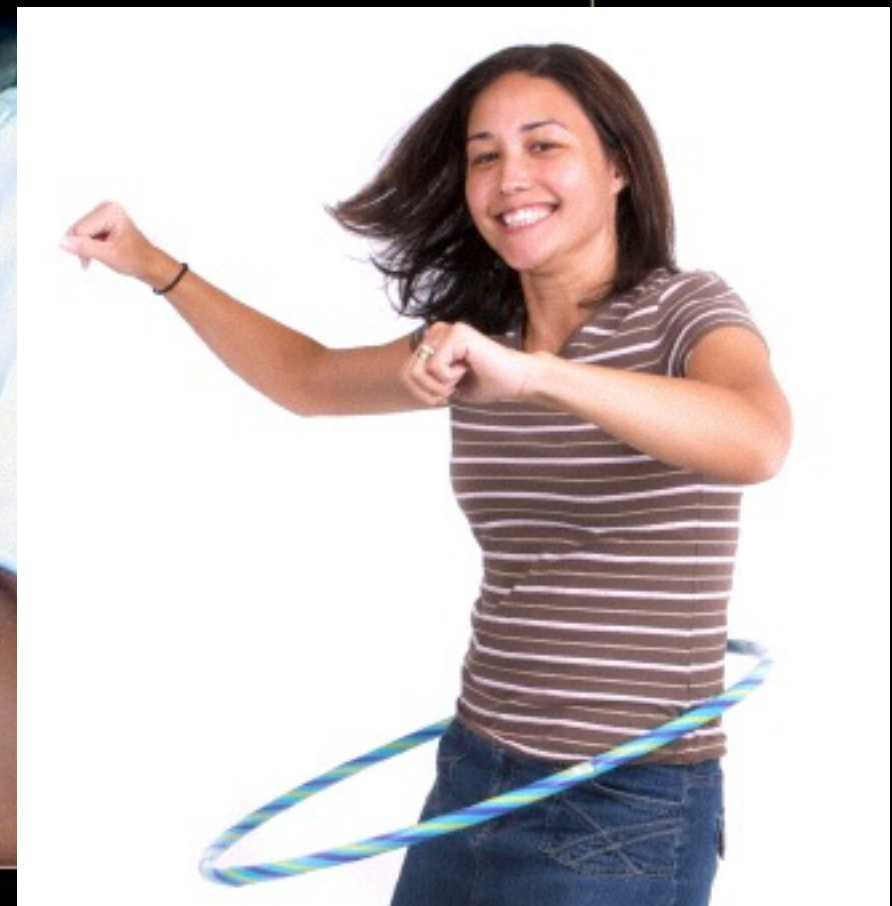






Coming
Soon



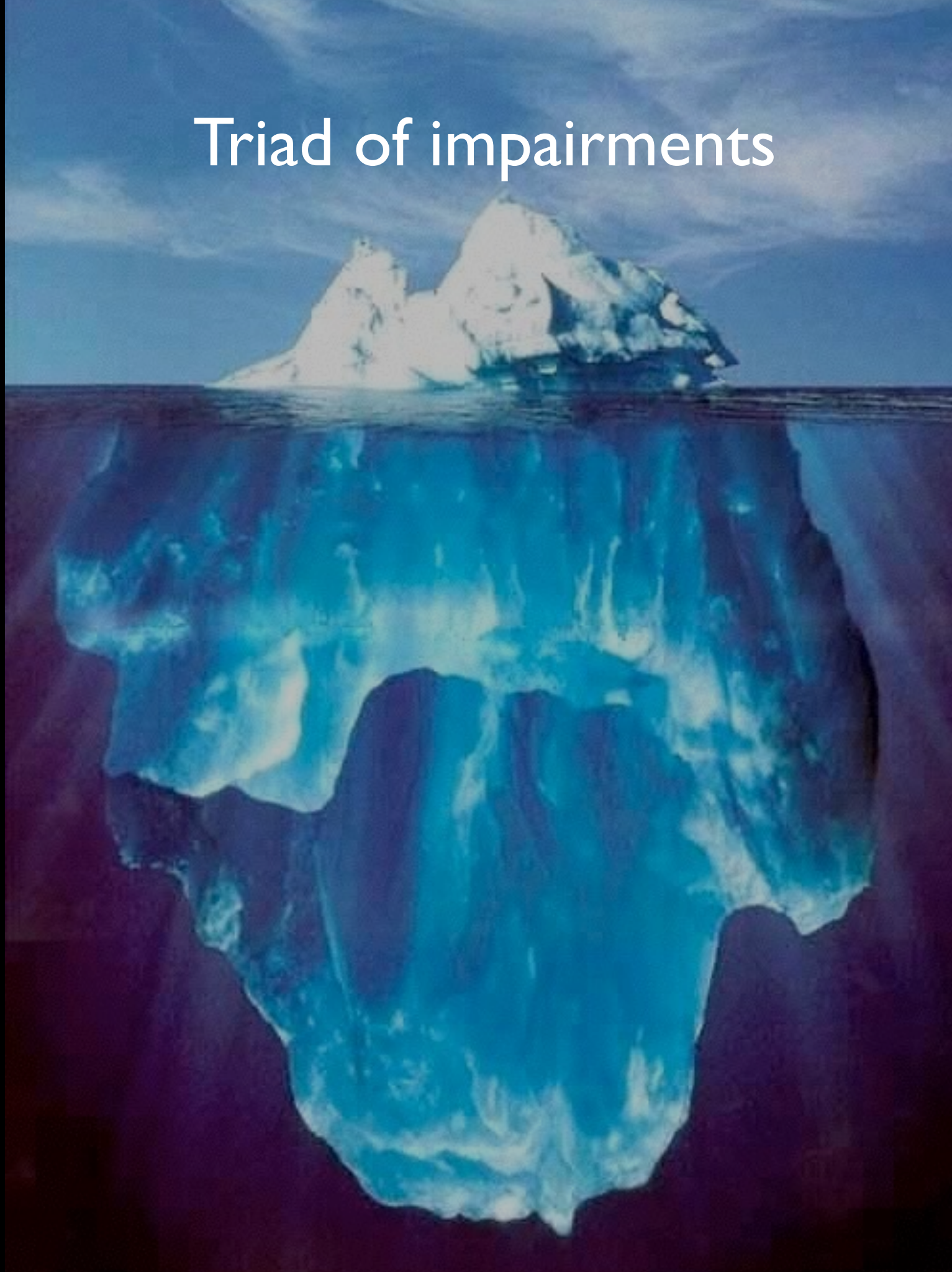




Least dangerous assumption

What is Autism?

Triad of impairments



Triad of Impairments

- social communication
- social interaction
- social imagination


A DEFINITION OF AUTISM

Learning about autism from people who experience autism

People with autism are first and foremost individuals with unique personalities, interests and needs



**Describe your autism
in five words or less**

Four diverse children (two girls and two boys) are standing behind a large white rectangular sign. They are all smiling and looking towards the camera. The child on the far left is a girl with brown hair wearing a yellow shirt. The child next to her is a boy with short dark hair wearing a red shirt. The child next to him is a girl with long dark hair wearing a blue shirt. The child on the far right is a boy with dark hair wearing a green shirt. The sign they are holding contains the text: "Autism isn't something a person has - or a shell that a person is trapped inside." The background is a plain, light-colored wall.

Autism isn't something
a person has -
or a shell
that a person
is trapped inside.

There's no normal child hidden behind
the autism.

Autism is a way of being.





It is pervasive: It colours every experience, every sensation, perception, thought, emotion and encounter, every aspect of existence.

It is not possible to separate the autism from the person - and if it were possible, the person you'd have left would not be the person you started with.



A little history...

BBC FOUR

PRESS RED



Aspergers Syndrome

- Aspergers Syndrome is usually described as a mild form of autism but, believe me, though the good outweighs the bad there are some bits that most certainly are not mild. Asperger's people reading this, do you feel as if you only had a *mild* problem when you are having one of those days where you feel as if you may well be from another planet?
- (Luke Jackson aged 13 years, 2002, Freaks Geeks and Aspergers Syndrome)

An iceberg floating in a dark blue ocean under a cloudy sky. The visible tip of the iceberg is small and jagged, while the submerged part is much larger and more complex in shape. The text is overlaid on the image, with the top part on the visible tip and the bottom part on the submerged part.

Triad of impairments

Sensory Super-Sensitivities

Movement Differences

Anxiety

???

??

Sources of anxiety

- Too much stimulation from outside
- Too much stimulation from within
- Boredom

Understand autistic behaviours as a clear communication of the current levels of anxiety

ANXIETY

- No stress/anxiety
- Build up: bottle filled up
- Survival Mode: reduce level in bottle by coping over-stimulating behaviours (withdrawal, flapping, fantasy, focus)
- Shut down: not safe....calm and peaceful, no response, no hunger etc
- Melt down: extreme loss of control, major panic attack, death yet still alive....

Compass of Anxiety



Withdrawal - Shutdown

Loss of Control -
Panic - Meltdown

Increased Movements
- flapping/pacing

Fantasy - Focus - Avoidance

A photograph of an iceberg floating in the ocean. The visible tip of the iceberg is small and jagged, while the submerged portion is much larger and more complex in shape. The water is a deep blue, and the sky is a lighter blue with some clouds. The text is overlaid on the image in white.

Triad of impairments

Sensory Super-Sensitivities

SMELL SENSITIVITY

I still have trouble with the smell of people and of dogs and cats. And smells like deodorant and after shave lotion, they smell so strong to me I can't stand it and perfume drives me nuts. I can't understand why people wear perfume, and I can smell hand lotion from the next room.

Accommodations for organizing and regulating action

- Scents – may be or become associated with relaxation and help regulate actions.
- Scent can motivate some people to an action or emotion.
- Some people are ALLERGIC to scents, exercise caution.

AUDITORY SENSITIVE



Why do you think I have so much trouble paying attention in the classroom? I hear everything that goes on – every phone call that is made in the office, people talking outside the school. There are so many noises in my head that I can't concentrate on what

Mrs Weaver has to say, I'm too distracted, it takes so much energy to pay attention that I am worn out. I try so hard and I just can't do it! (Nicholas Bober)

The first time I was perceived as having sensitivity to noise was when I was a year of age. I reacted to the noise of an electrical kettle boiling in the kitchen of a friend's house, by lying on the floor and screaming in terror, putting my hands over my ears. Another time I recall was in school at the age of 15, I experienced the same sensitivity to the noise of a kettle boiling; the kettle was standing on a metal tray. I did not lie on the floor and scream but I felt like going A.W.O.L. I complained bitterly about the noise but was told I had to get used to it...For a time, around the age of eleven. I had one or two panic attacks if I heard the sound of a hair dryer – again in school if I was overly anxious and I was not allowed to move away from the noise source which was often the case; at home, where I felt safe, the noise did not unduly bother me'

Richard Attwood (2005)



ACCOMMODATING TO SUPER SENSITIVITY

- CHANGE THE ENVIRONMENT
- FIND WAYS TO COMPENSATE
- GET AWAY FROM IT

my

FRIEND

Dylan

i wonder what we will learn?



“Twisted world at war with my body

TOUCH SENSITIVITY

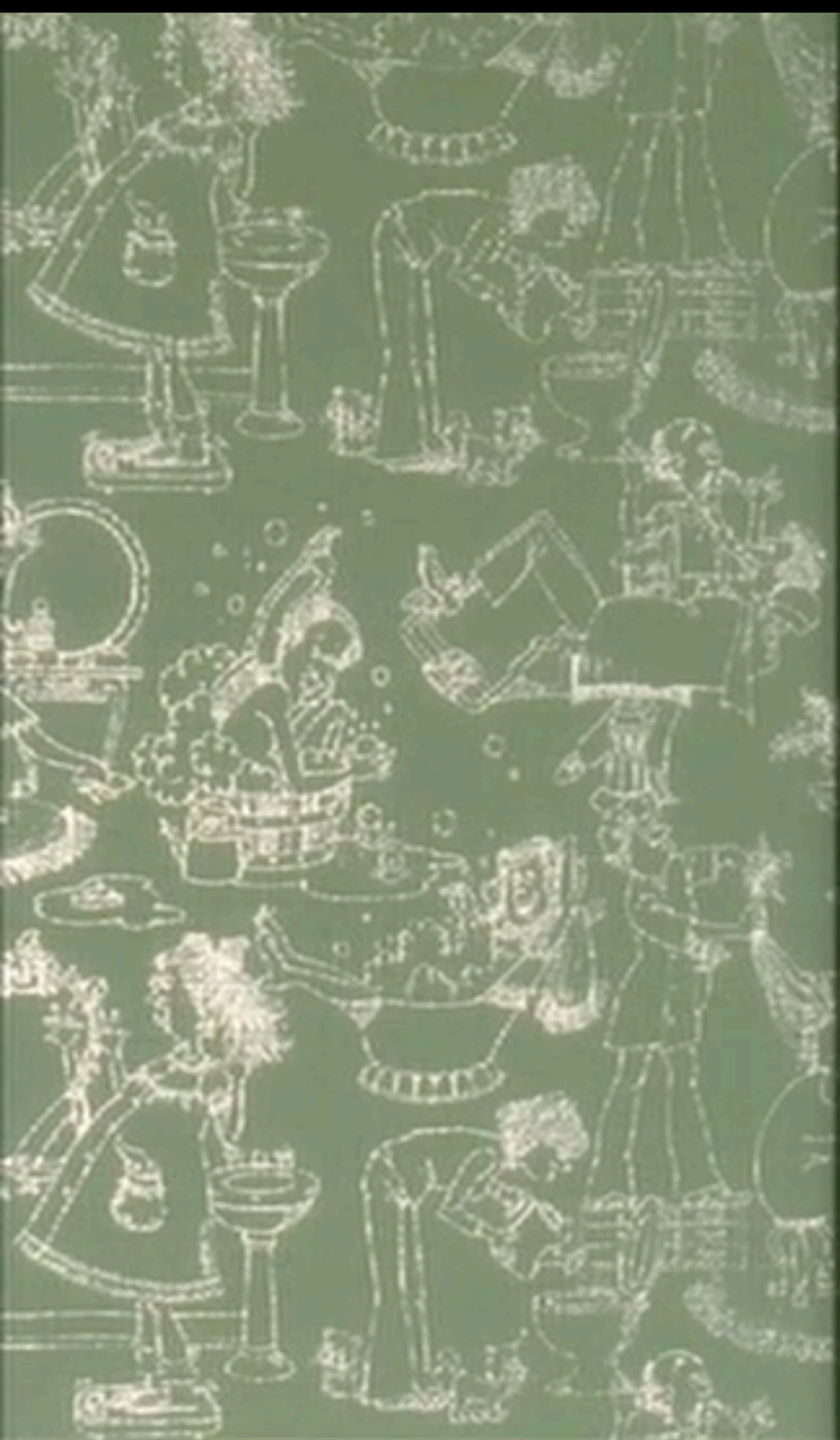
I never used to like being picked up and cuddled. I screamed as though I was on a roller coaster if anyone tried to pick me up. I also hated it when my teacher tried to make me hold my pencil properly or my parents tried to make me do up my laces or shirt buttons. They had no idea what was wrong with me at the time. And since I thought it happened to everyone, I didn't tell anyone. Nevertheless I found such treatment excruciating.....

Darren White

Touch

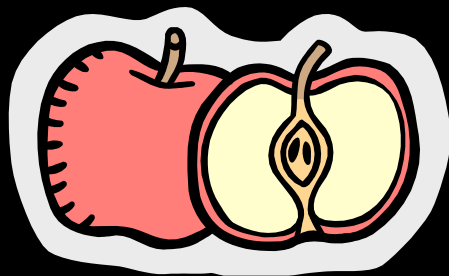
- Deep Pressure
- *Light* Pressure
- Safer hug





Sensory Lesson Plan

1. Encourage children to use all their senses, but one at a time. Start with vision. Give each child a piece of fruit.



2. Explain that everything has shape, size, colour, texture and takes up space. Each child explores their object until they understand it.

3. Get children to close their eyes. Explain that by touching you can discover some of the same information as you can with your eyes open. What new information do you discover?
4. Smell What does it smell like? Help them to explore words to describe the smell
5. Taste What does it taste like? Help them to explore words to describe the taste
6. Listen to the sound as they bite it or rub it or bounce it

TASTE SENSITIVITY

I remember sitting at the table and hating dinner time – staring at my food knowing it would make me gag if I tried to eat it. Other people constantly teased me about how I ate my food. Kids are supposed to like chocolate, whipped cream and maple syrup; I didn't. I don't like vegetables either. Cheese, creams sauces salads – nothing. People keep telling me I would grow to like other foods – I'm still waiting



VISUAL SENSITIVE



Dr. Marek's kitchen was a nightmare. The kitchen had fluorescent lights and yellow walls, the worst combinations ever. Even from the doorway I could see light bouncing off everything. In my tense state everything climbed to hyper, vision included. There were no whole objects in that room, just shiny edges and things that jumped off the yellow walls like sunshine on water. Dr. Marek wanted to go in there and be blind. Forget it!



Accommodations for visual differences

- turn off unnecessary lighting,
- especially fluorescent lighting;
- choose low wattage light bulbs;
- use soft colored light
- cut down contrast and color
- reduce visual clutter while keeping materials visible and accessible.

- Choice of colors for walls, floors, and furniture.
- Solid colors - help people with depth perception differences to judge distances.
- Floor and walls.
- Some like a floor pattern (Sacks, 1990).
- Furniture position.

Some accommodations for sensory differences

Tumble form chairs

Bean bag chairs

Chewy/crunchy things

Tube necklaces

‘Feel good box’

Black light

Weighted vest

Foot/hand vibrators

Light box

Tinted glasses

Earplugs or earphones

Heavy padded clothing

Emotional Sensitivity

- Love and Fear...main emotions
- Over stimulation from within
- Anxiety
- Absorbing emotions from others



Don't expect consistency
Don't blame

“Some days or some hours or minutes will be lucky in the lotto of ‘system shifts and shutdowns’ and some will not.”

Donna Williams (1995)

Lecture at Syracuse University

Movement Differences



An iceberg floating in the ocean. The tip of the iceberg is visible above the water line, while the much larger, submerged part is below the surface. The water is a deep blue, and the sky is a lighter blue with some clouds.

Triad of impairments

Sensory Super-Sensitivities

Movement Differences

Movement Differences

Can involve difficulties in:

STOPPING

STARTING

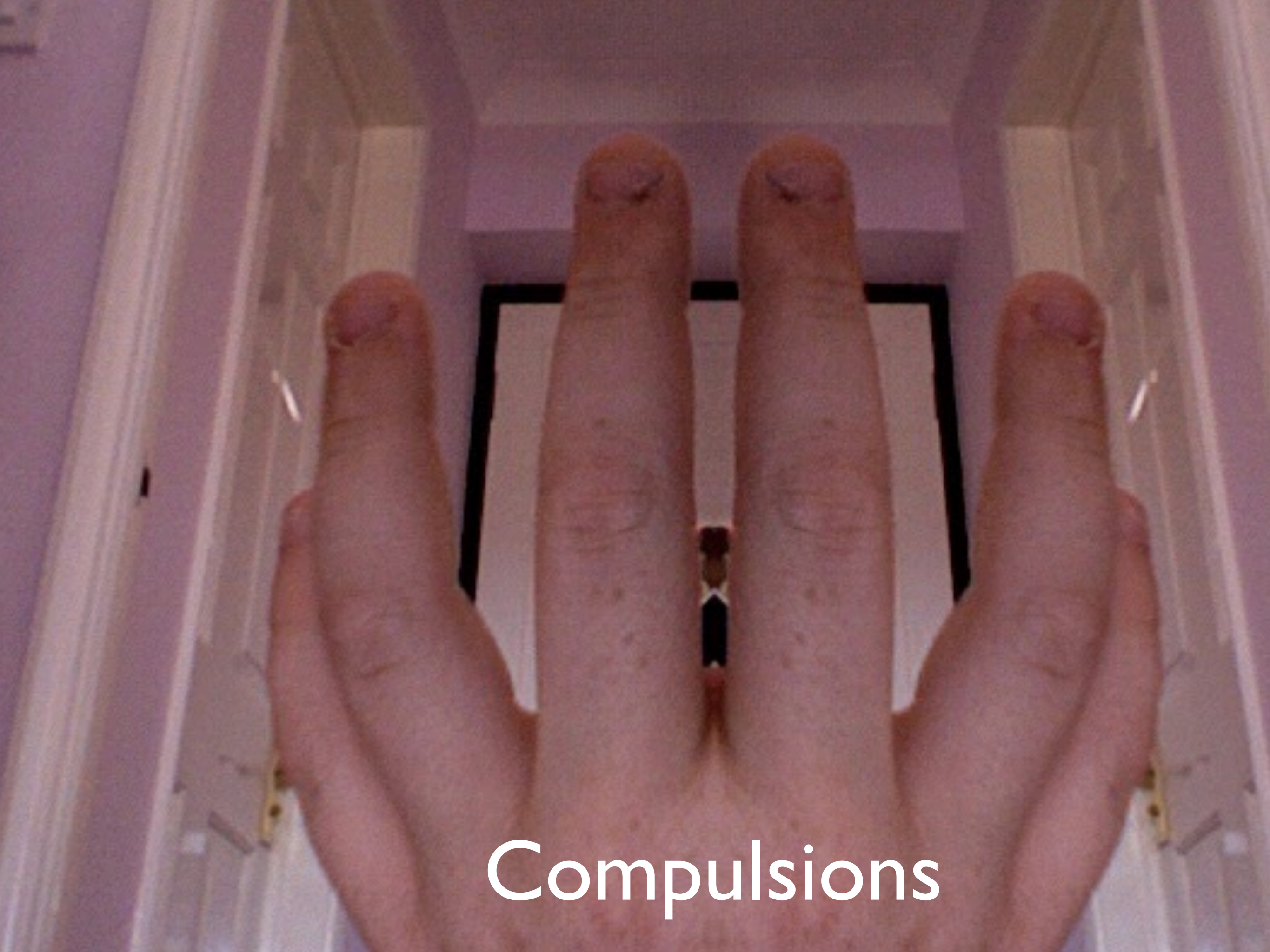
EXECUTING –speed,intensity,rhythm,
timing,direction, duration

CONTINUING

COMBINING

SWITCHING





Compulsions

Starting Difficulty

I have found in my experience that it is very hard for an autistic person to initiate relations with others. This does not mean that we do not desire communication. I have explained many times that my inability to look at someone when I am speaking to them does not mean that I am avoiding the person as many presume. Sometimes eye contact is literally painful for me to achieve. This has become easier for me to achieve with those in my life with whom I am extremely comfortable.

2



Being talked about...



Framework for Support

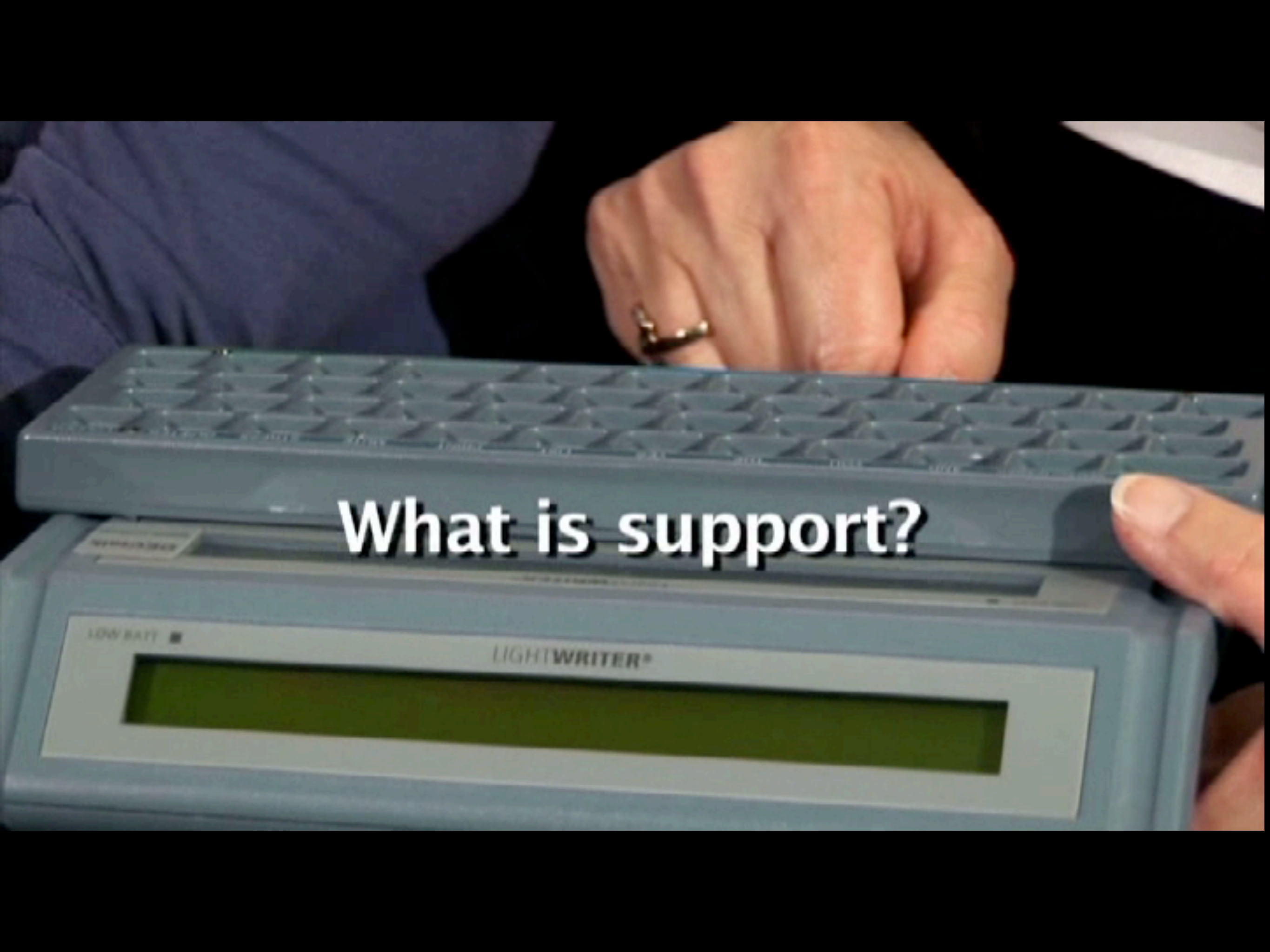
- 🌐 You're OK
- 🌐 Let's Collaborate
- 🌐 Support to organize



RMP

Accidents will happen...



A close-up photograph of a person's hand holding a vintage blue Lightwriter device. The device features a keyboard on top and a green LCD screen on the front. The text "What is support?" is overlaid in white on the device. The brand name "LIGHTWRITER®" is visible on the front panel, along with a "LOW BATT" indicator. The background is dark, and a blue fabric is visible on the left.

What is support?

Support to organize

1. Comfort
2. Accommodations
3. Mantras
4. Routines & Rituals
5. Set up for success
6. Build on strengths
7. Video Modelling

Video Modelling

Generosity



Belonging



Independence



Mastery



Video Modelling



Personal Accommodations

some people use

1. Rhythm or tempo
2. Emotional
3. Sounds
4. Words
5. Smells or scents
6. Touch – tactile
7. Movement - kinesthetic



Executing Complex Movement

Supporting students with echolalia

- Reassure
- Go to the movies
- Make a key *SIMON*
- Switch to writing
- Whisper
- Respect the anchoring

YOUR PARKING PERFORMANCE

Your task is to parallel park a family sized saloon car in a space only one and a half times the length of the car
...at the first attempt

In pairs


Discuss the factors that might make you more or less likely to succeed



Facilitated Communication



COMMUNICATION

A young man with short brown hair and round glasses is shown in profile, facing left. He is wearing a grey crew-neck sweater. His mouth is open as if he is speaking. The background consists of a wall with light-colored wallpaper featuring a small, dark, repeating pattern. To the left, a window with white curtains is visible, letting in bright light. A wooden handrail is partially visible in the lower-left corner. A semi-transparent grey box containing white text is positioned at the bottom of the frame.

I can now have some
conversations without typing

Accommodations

- Different for each person.
- May vary from day to day or hour to hour.
- May lose there effectiveness for a person.

Accommodations

- It is critical to:
 - Recognize the possible function that an accommodation may serve.
 - Provide alternative accommodations to fulfill that function.



Paradox of Movement /differences

- Can do sometimes, can't do other times
- An increase in emotion, whether those are positive or negative emotions, causes an increase in unusual movements
- The more attention that is drawn to the unusual movement, the more difficult it becomes for a person to inhibit the unusual movement
- Unusual movements may be suppressed for a certain time, but inevitably, must be released

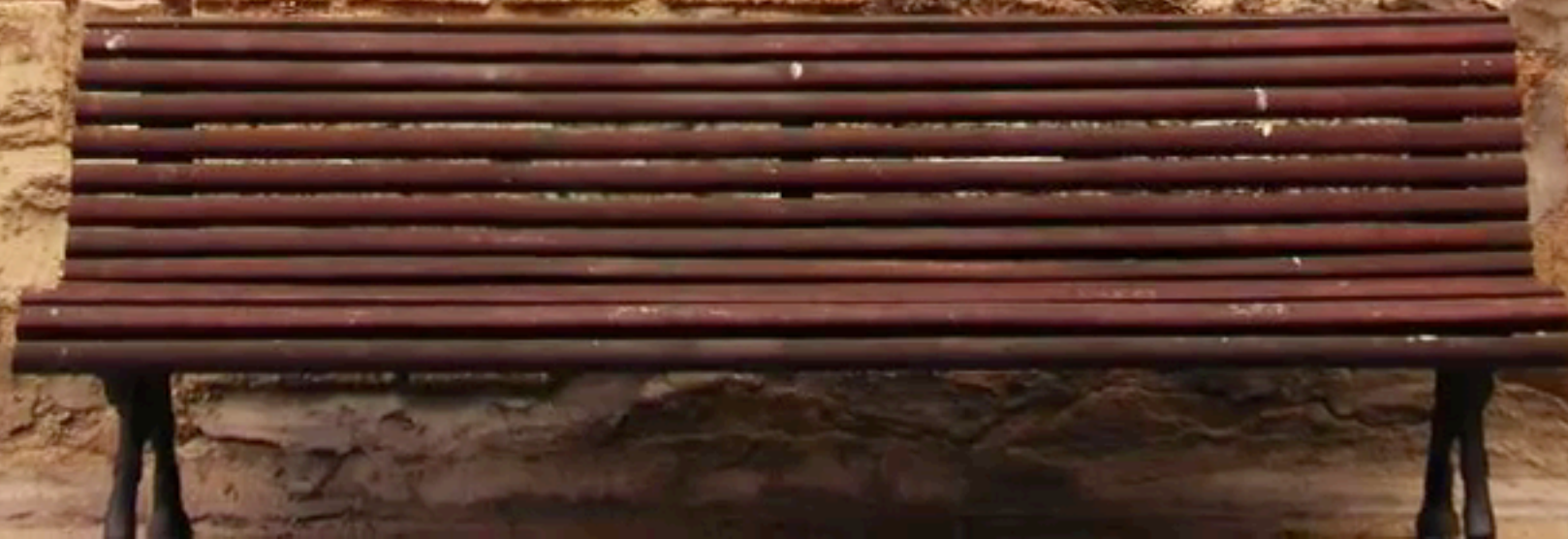
Communication

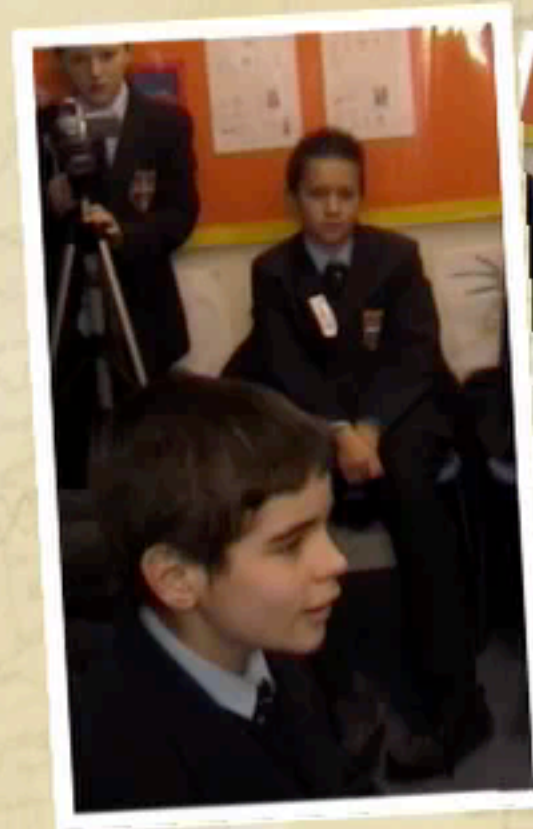
- Whispering
- Signs and symbols
- ICT: augmentative
- Communication partners

Repetitive Questions and the Struggle to Connect

I conducted conversations that were fragmented and disjointed, that led nowhere. What mattered was that doing it made me feel a little closer to being a normal human being. I got recognition, and I felt powerful for at least a while when I steered the talk where I wanted it to go. Everyone else talked effortlessly, conversations flowing as smoothly as a creek, and I felt very inferior, shut out, less important.

Sean Barron (1992)







The Ad Age Group

Building Relationships



**IN PRIMARY, I DIDN'T HAVE VERY
MUCH FRIENDS BECAUSE IN PRIMARY**





There is a life out here...

An iceberg floating in the ocean. The tip of the iceberg, which is above the water line, is relatively small and jagged. The much larger part of the iceberg is submerged below the water line. The water is a deep blue, and the sky is a lighter blue with some clouds. The text is overlaid on the image in white.

Triad of impairments

Sensory Super-Sensitivities

Movement Differences

Anxiety

???

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Acceptance





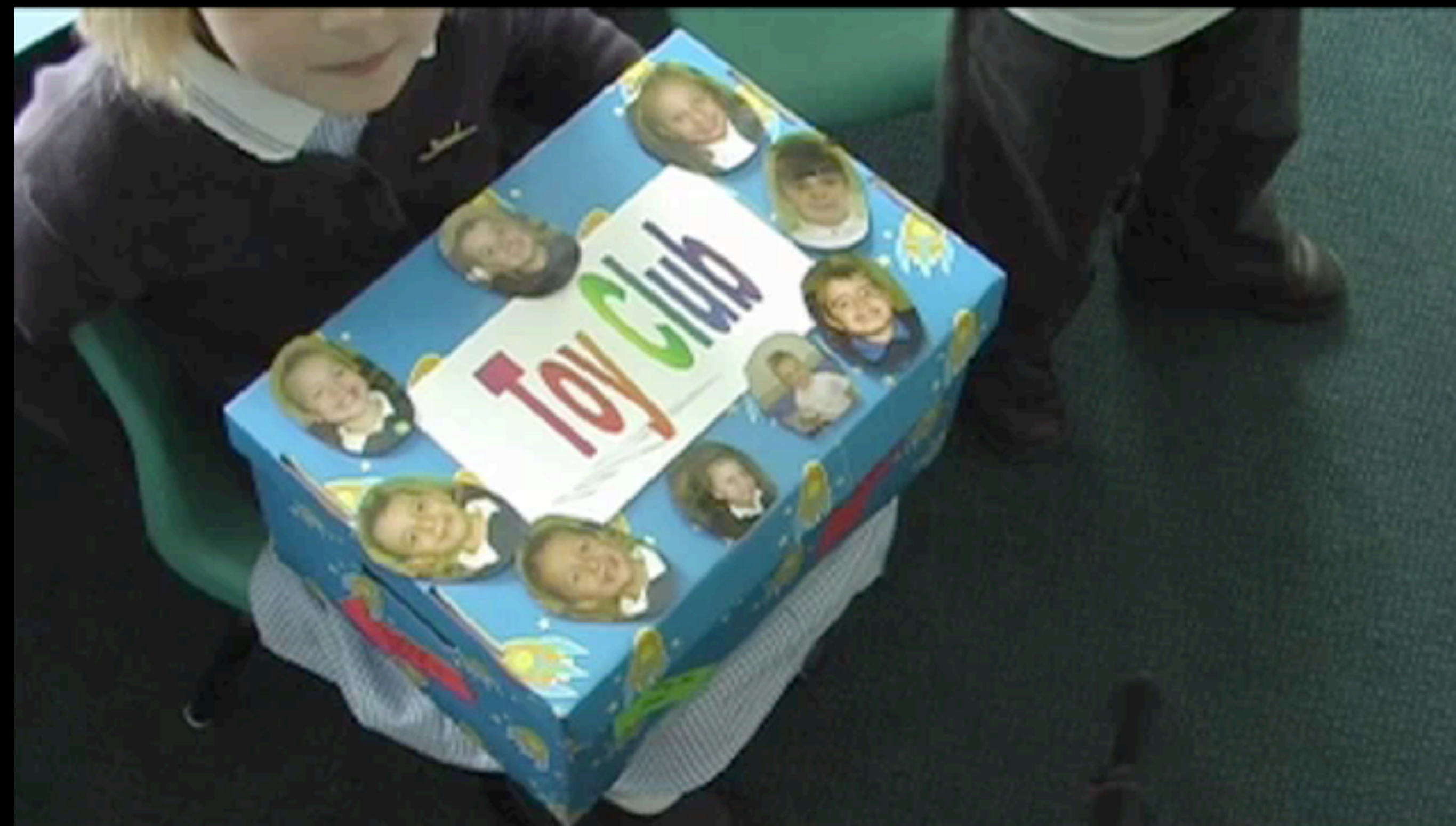









Callum



A man with glasses and a light blue button-down shirt is shown from the chest up, looking down and slightly to his left. He is in a hallway with fluorescent lights on the ceiling. In the background, a poster with the word "Notice" is visible on the wall.

What's not going well for Yoshi?

Inclusive Solutions



Circle of Friends

www.inclusive-solutions.com

