

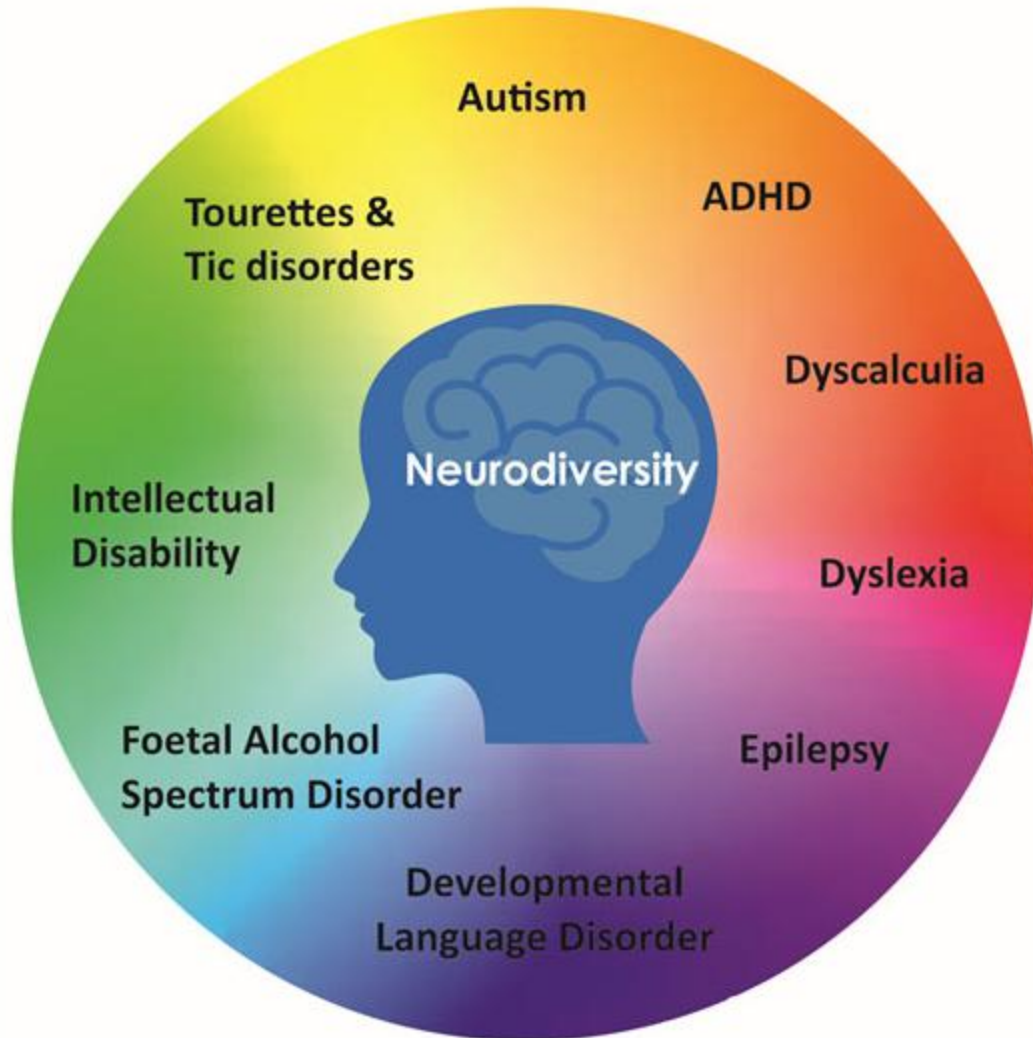


Autism Outreach
for Schools

Top Ten tips for Parents

Clair Cobbold – Autism Outreach Teacher

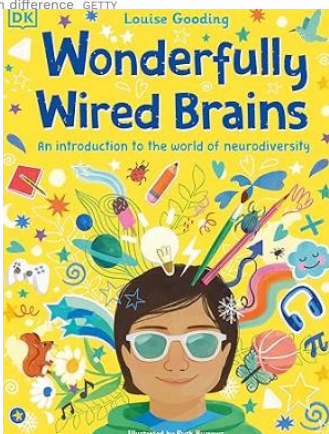
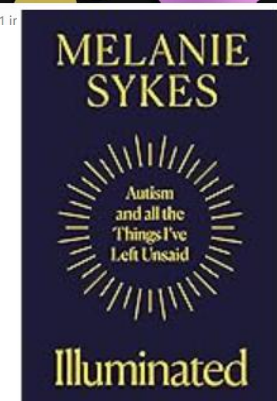
What is neurodiversity?



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

- Huge variation within these areas
- Neurodiversity is a very current issue.....

One in five adult Americans is neurodiverse, which means they learn differently. And that's okay. It's time to meet them where they're at in the classroom and in the workplace.



Workplace Wellbeing

Great minds don't think alike: What we can learn from Silicon Valley

September 13, 2023

Naomi Lucking

Writer

NHS faces 'avalanche' of demand for autism and ADHD services, thinktank warns

Nuffield Trust says system for treatment is 'obsolete' as number of patients in England awaiting assessment hits record high



Many schools require a formal assessment before autism or ADHD support for a child can be

NHS 'overwhelmed' with ADHD and autism referrals

Since the pandemic those on the waiting list for autism and ADHD referrals has skyrocketed

Lydia Patrick • Thursday 04 April 2024 11:26 • Comments

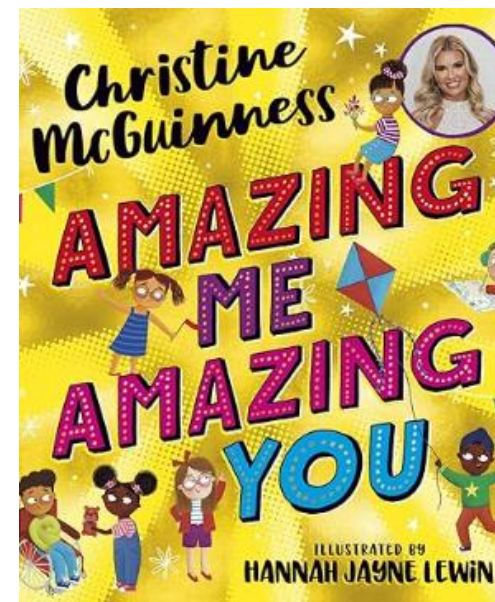


The demand has soared five times since before the pandemic (PA Wire)

Wired differently: how neurodiversity adds new skillsets to the workplace



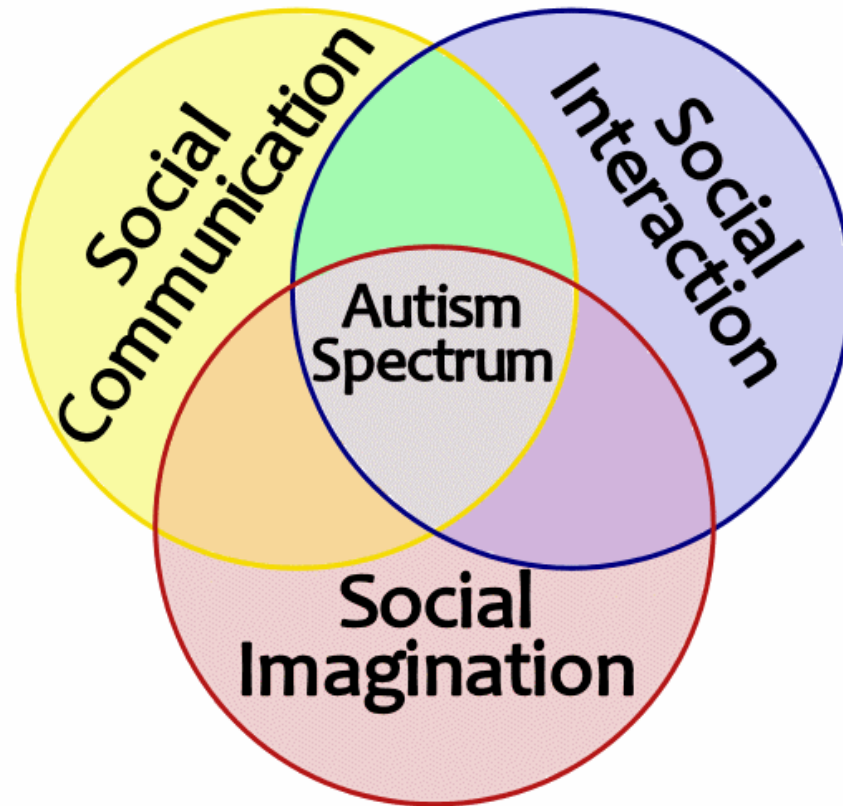
It takes all kinds of neurological differences, such as ADHD, dyslexia and dyscalculia, can add inspiration to a workplace. Illustration: Clifton Wright/Guardian



Wing and Gould's triad of difference (1979)



Autism



What do we see?

Social
Imagination

- Makes it hard for children and young people (CYP) to organise themselves and think about what's happening.
- May need support with transitioning.
- Can make it hard for CYP to understand and cope with change.
- May need support understanding others.
- Logical thinking.
- Can fixate on certain things.
- Unique and creative thought processes.



What do we see?

Social
Communication

- Good language skills don't always mean good understanding.
- Literal understanding of language; CYP may not understand sarcasm or idioms.
- CYP may need time to process information and instructions.
- Visual learners and communicators.
- May need help making choices.
- Difficulty expressing their own needs and feelings.
- Imitation echolalia (copying language from favourite shows or experiences).



What do we see?

- Strong personal agendas.
- Interaction can sometimes cause anxiety.
- Copying others to 'fit in.'
- Masking
- Support - new people, places or situations.
- Difficulty with eye contact, turn-taking and sharing.
- Difficulty with emotions.
- Articulate - preference for conversations with older children / adults.
- Lots of children with autism learn how to 'fit in' to a neurotypical world

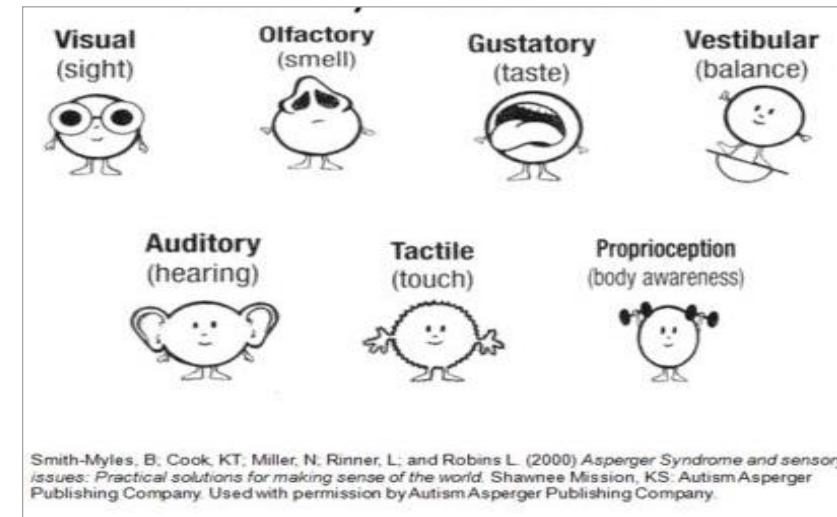


What do we see?

- Varies hugely from child to child
- Particularly sensitive to some sensory experiences e.g. sound
- Under-sensitive to others e.g. not feeling pain
- Some students – OT support, especially if sensory processing disorder is suspected
- Need regular sensory breaks built into their day
- May feel overwhelmed in noisy or busy places
- Lots of children with autism cope with adaptations and understanding about sensory needs



Sensory Issues

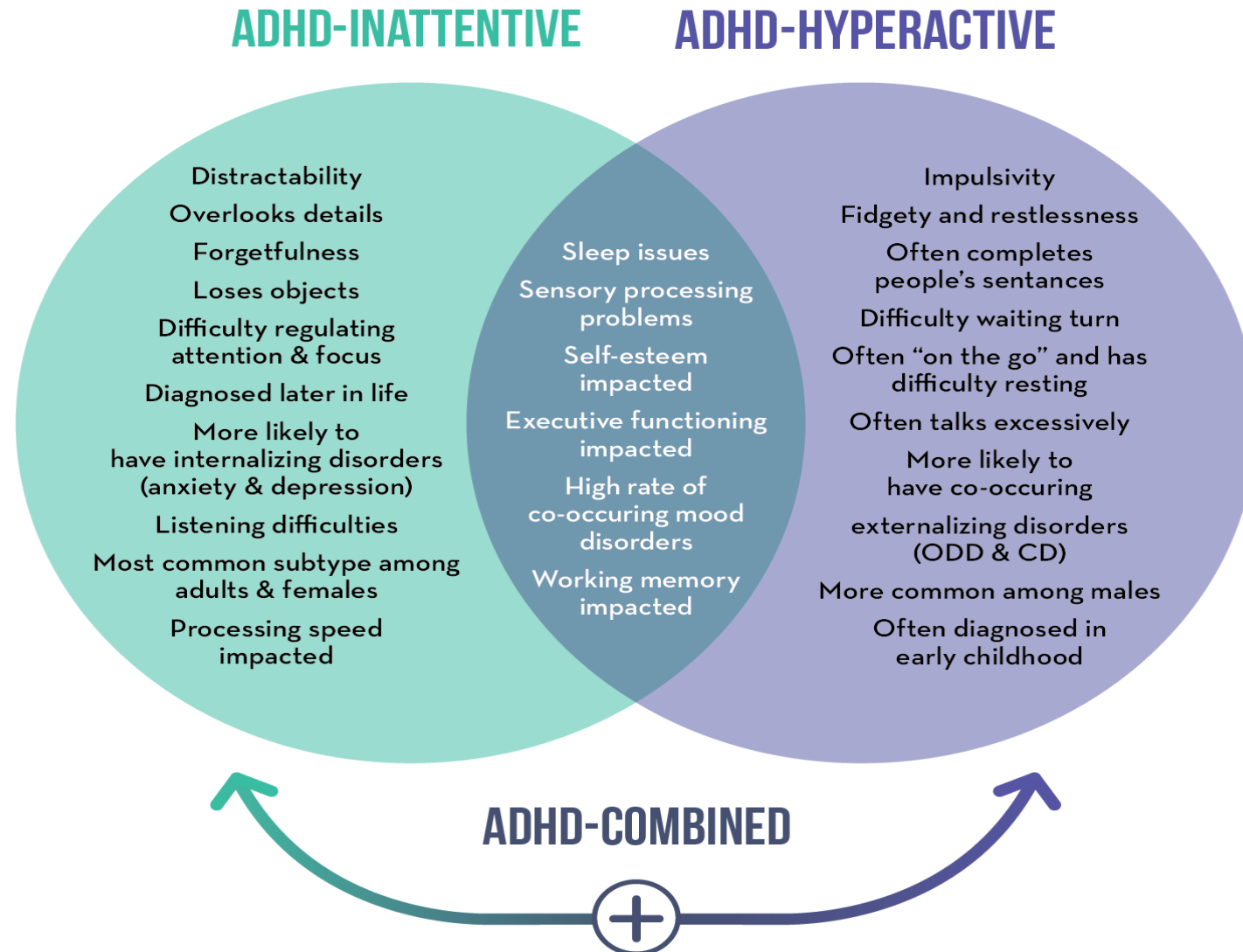


What is ADHD?

Attention deficit hyperactivity disorder is defined as a persistent pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning or development. The definition requires that symptoms:

- Start before 12 years of age.
- Occur in two or more settings, such as at home and school.
- Have been present for at least 6 months.
- Interfere with, or reduce the quality of social, academic or occupational functioning.
- Do not occur exclusively during the course of a psychotic disorder and are not better explained by another mental disorder.

Subtypes of ADHD

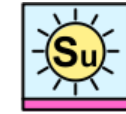
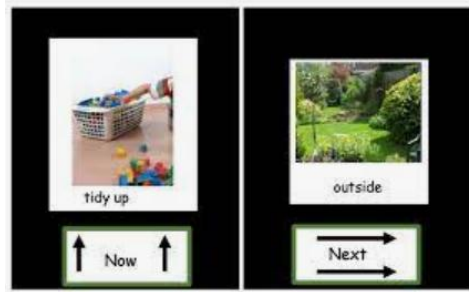


Amazing things
happen

Diagnosis

- Mindworks referral
- Private providers
- Right to choose through the GP
- Under 5 – autism assessments can go through the Paediatrician
- ADHD assessments – providers often suggest not referring children until they are 6
- Do your research / seek advice / complete questionnaires
- A diagnosis does not mean your child will get an EHCP.

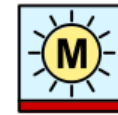




Sunday



no school



Monday



school



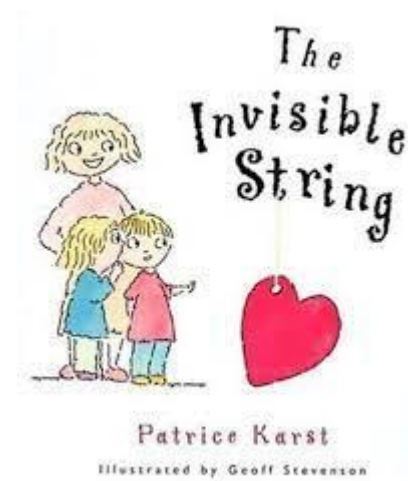
1. Make life as predictable as possible
 Planner and calendars let your child know what to expect and reduce anxiety. They also allow us to let children know when there are going to be changes to what they expect!

2. Lists promote independence



3. Prepare positively for the school day

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

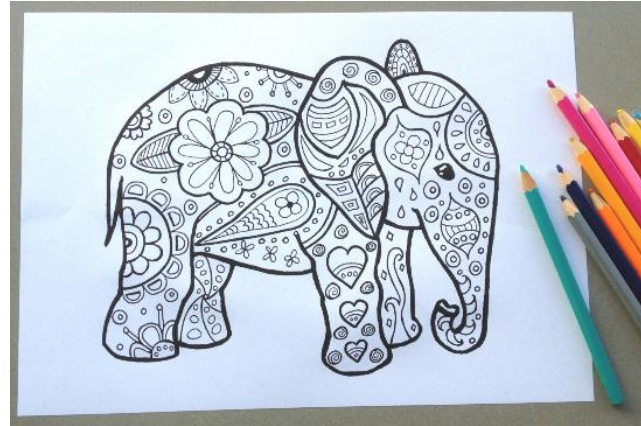


Give your child something to keep a link with home

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



4. Allow some down-time after school



Energy Accounting

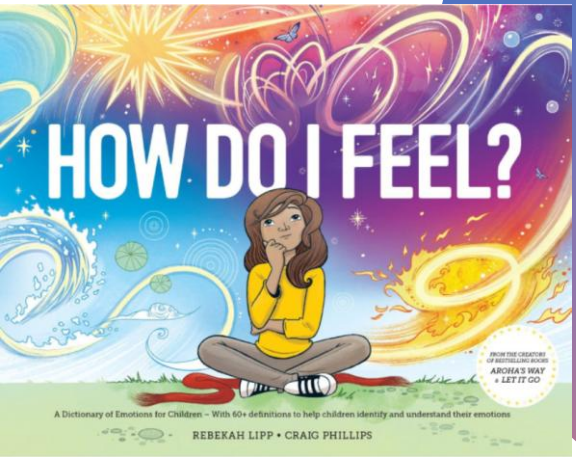


Too much energy out and not enough in is bad. It leads to overload, and exhaustion.



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





The Angry Birds Five Point Scale

	How I feel	What I can do
5	I'm ready to explode! I feel like screaming or hitting and I've lost control.	Find a calm, quiet place
4	I'm starting to lose control and I'm upset! I may feel like saying things that are hurtful.	Take slow, deep breaths
3	I'm a little out of control. I may feel frustrated or excited and move all over. I'm starting to get overwhelmed.	Do something I like that helps me feel calmer
2	Something's bothering me. I might feel worried or be getting frustrated.	Tell an adult how I feel
1	I feel good! I'm completely in control of myself.	Now I'm all calmed down!

5. 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...

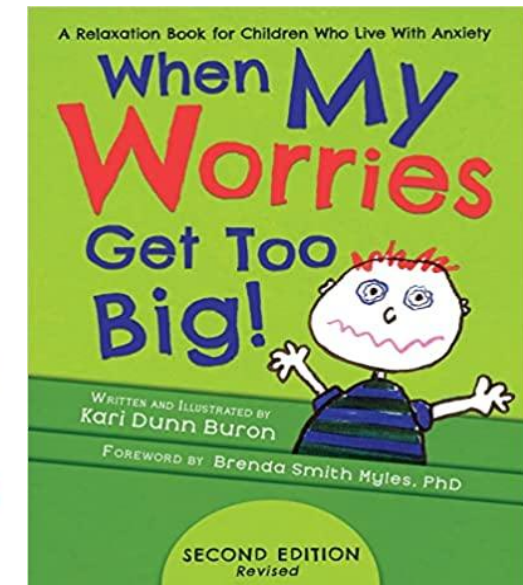
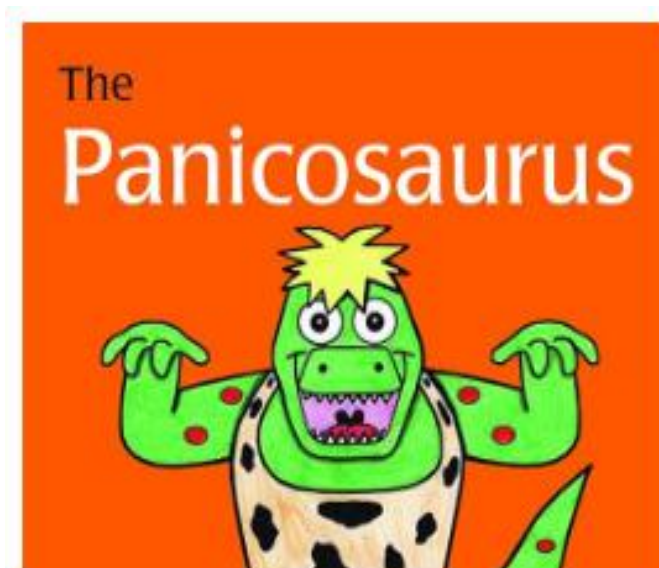
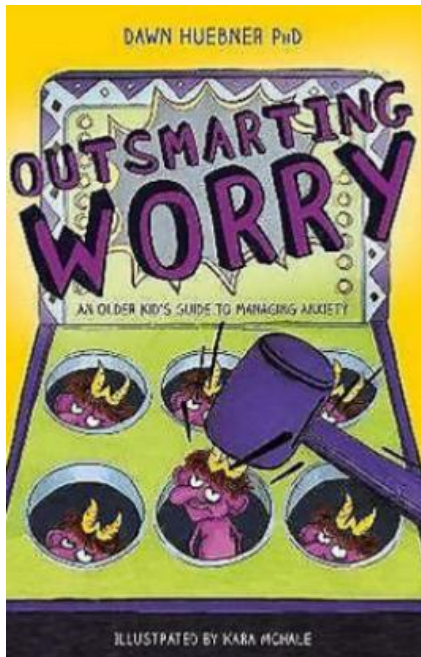
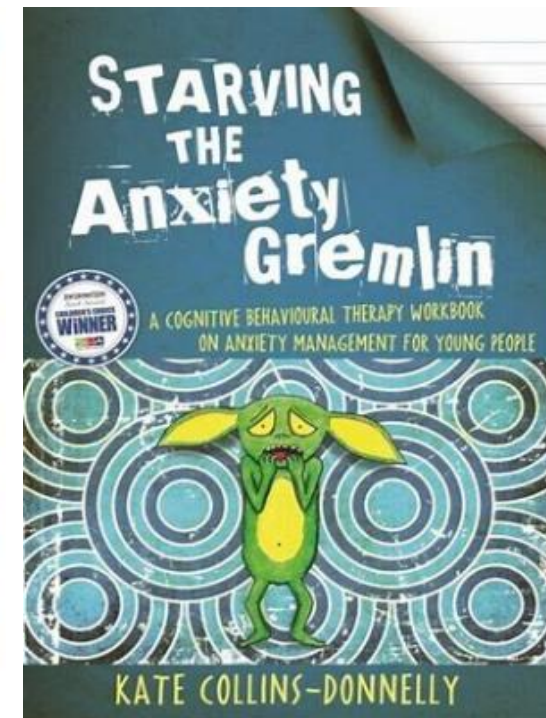
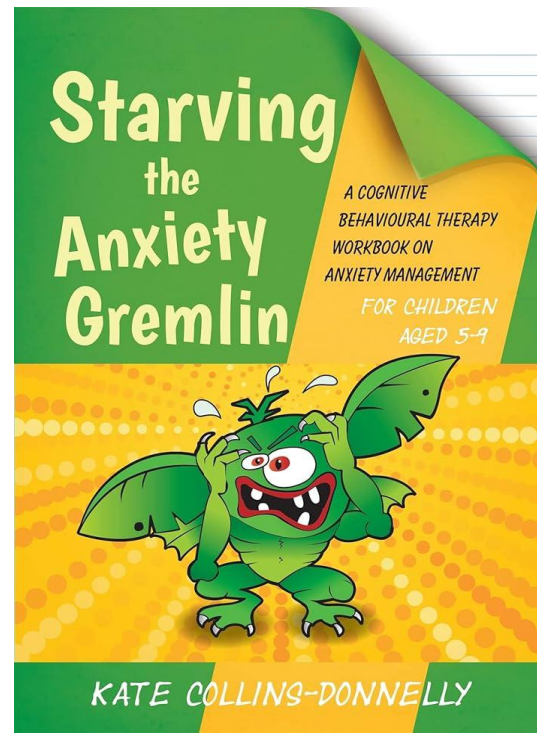
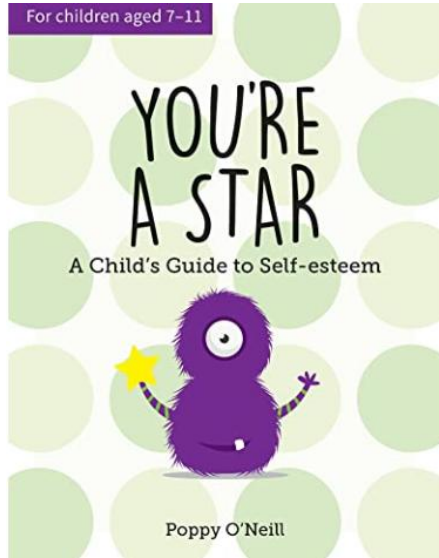
Beware of over-sharing serious worries with your child.

We all make mistakes!

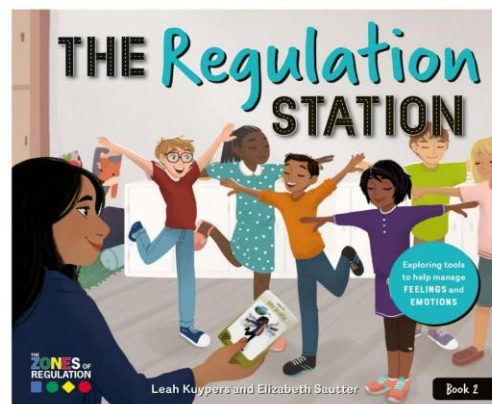
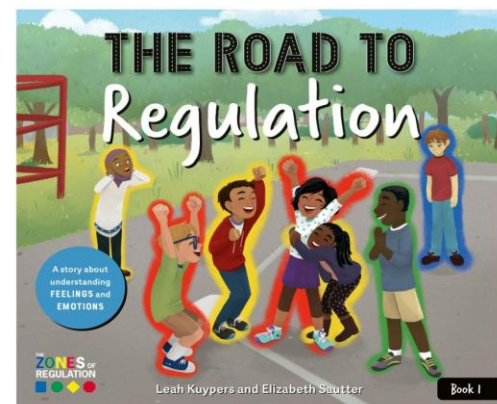
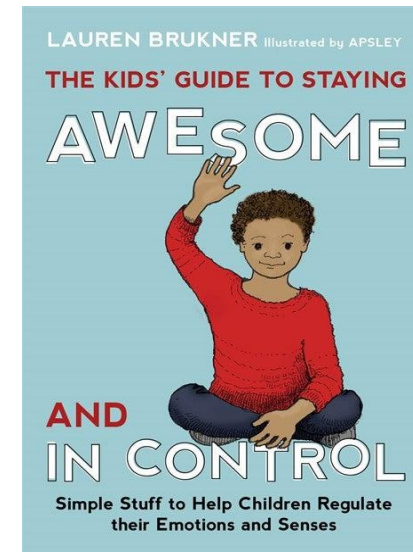
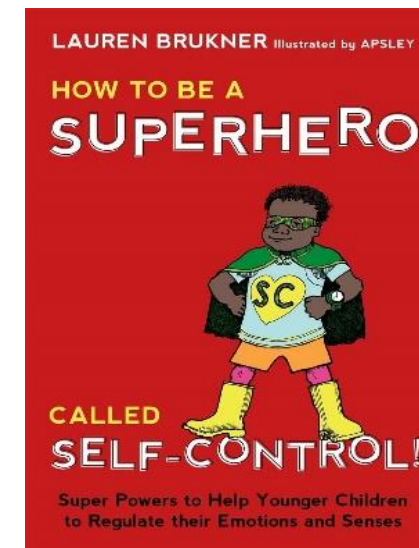
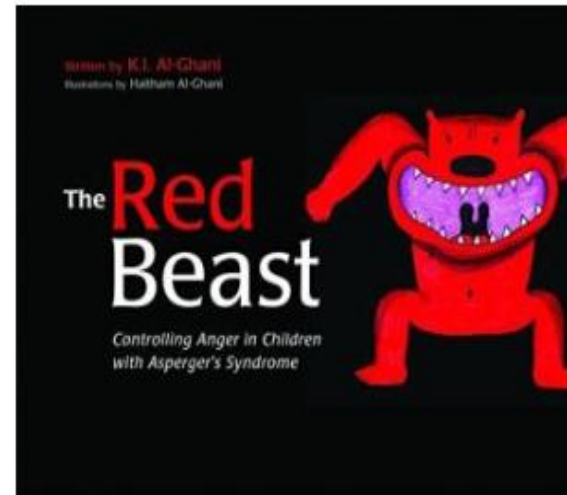
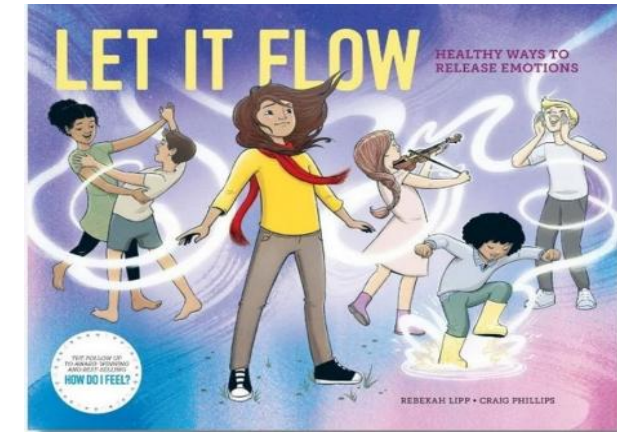
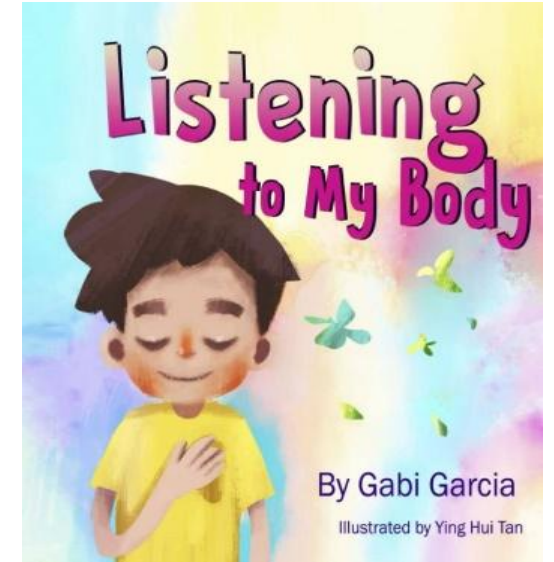
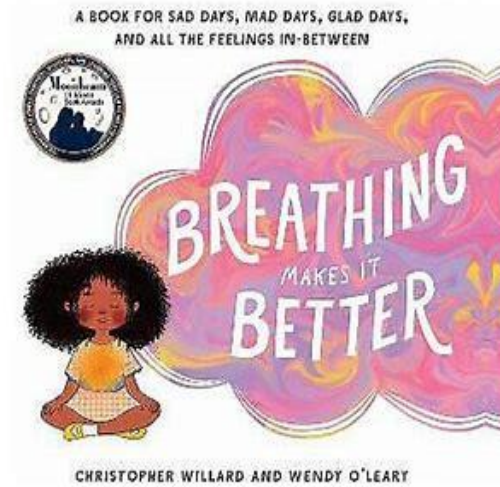
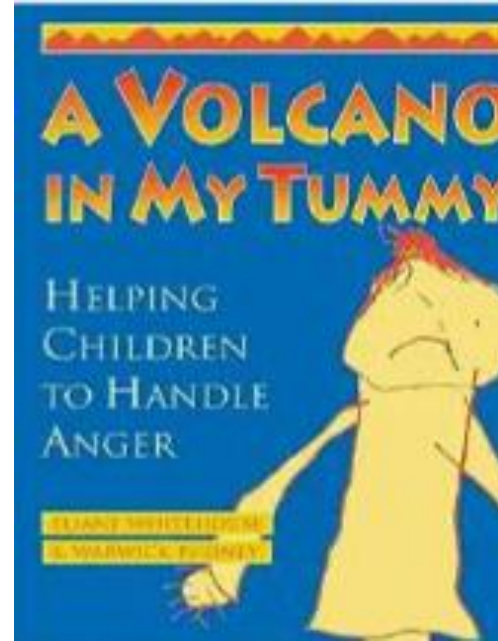
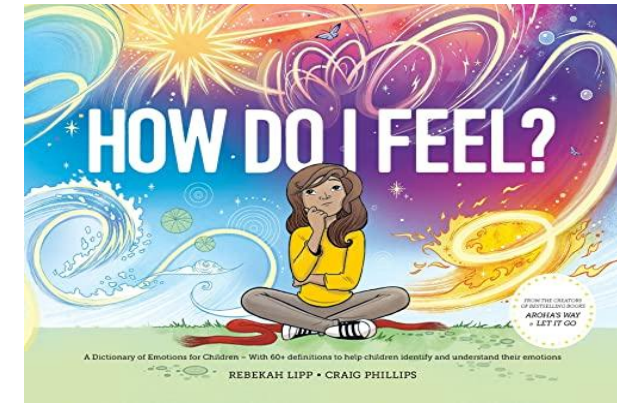
Mistakes are great- they are how we learn! Let your child know that mistakes are ok!

<p>GREEN ZONE</p> <p>Happy Calm Focused Ready</p>	<p>BLUE ZONE</p> <p>Sick Pained Tired Sad Moving Slowly</p>
<p>YELLOW ZONE</p> <p>Excited Worried Wiggly Silly</p>	<p>RED ZONE</p> <p>Mad Angry Upset Violent Disgusted</p>

Anxiety Books



Emotional Regulation Books



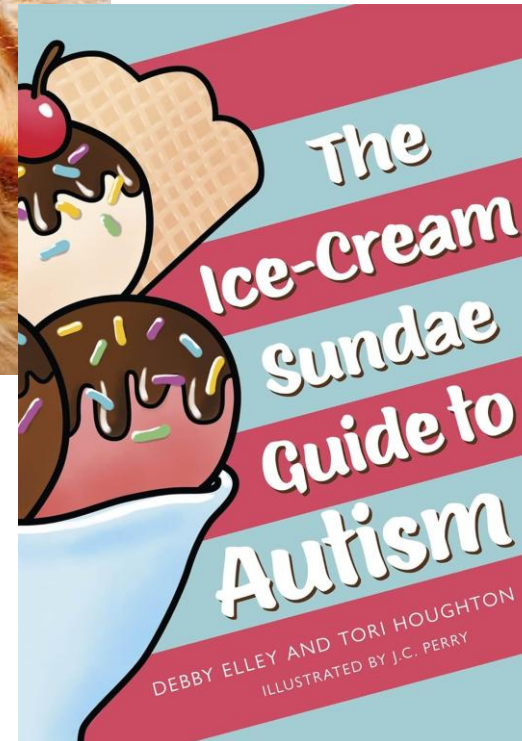
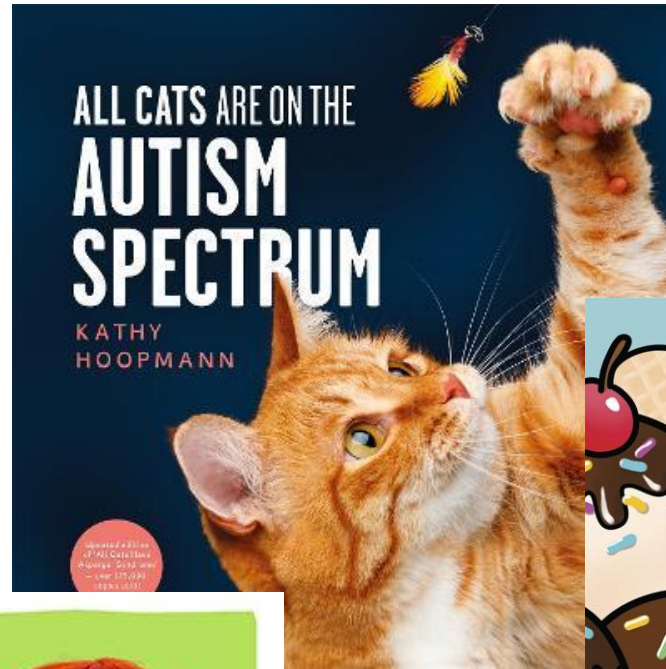
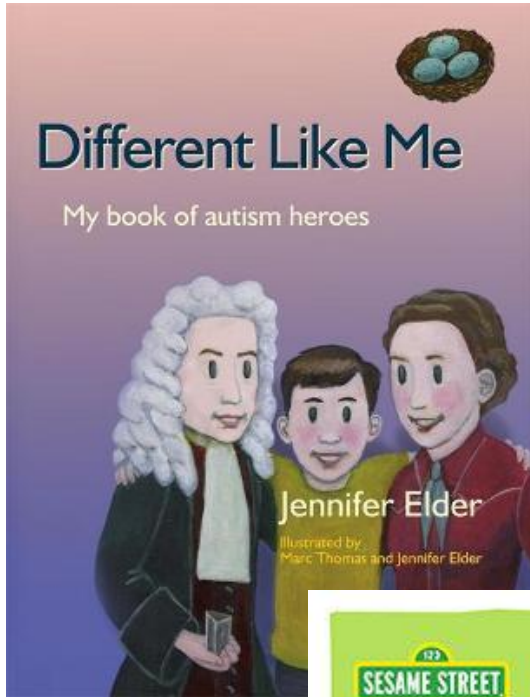
6. Prioritise sleep routines

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

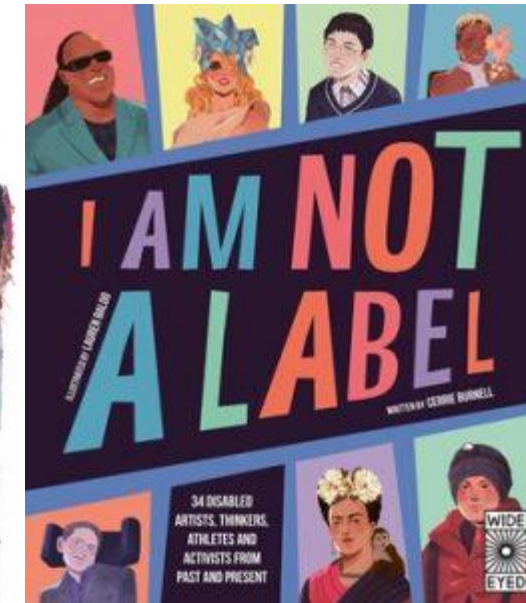
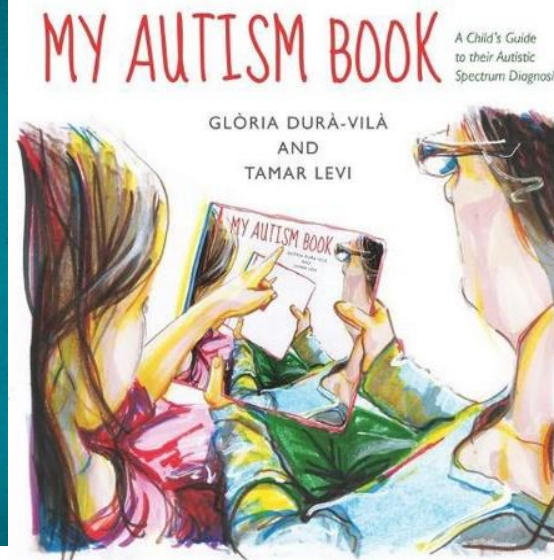
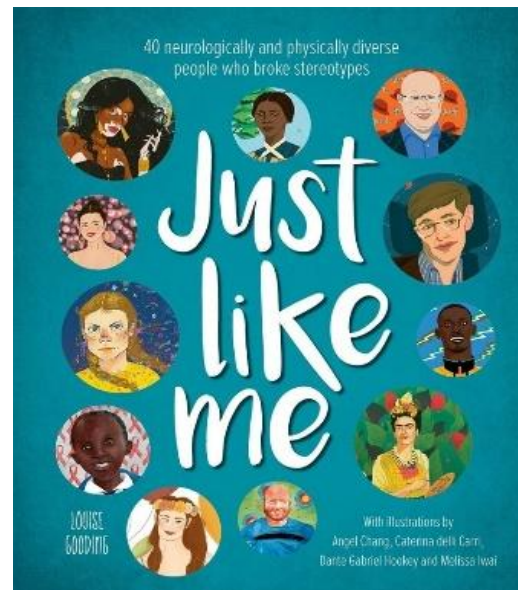
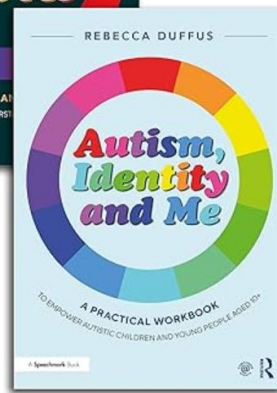
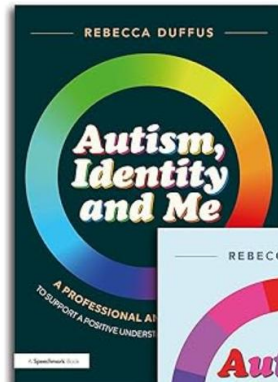
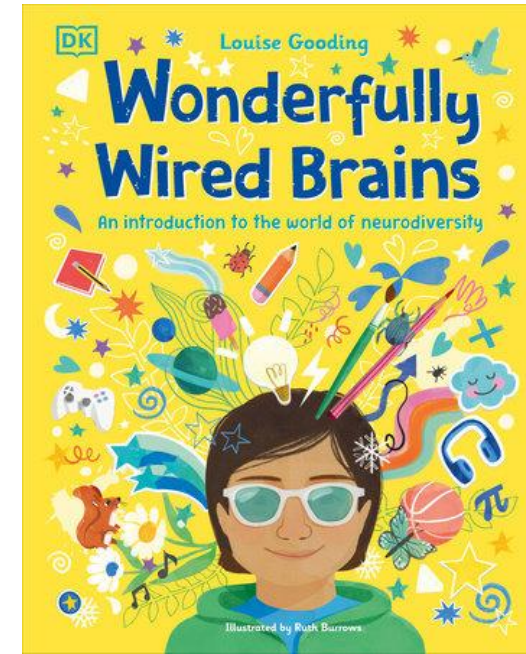
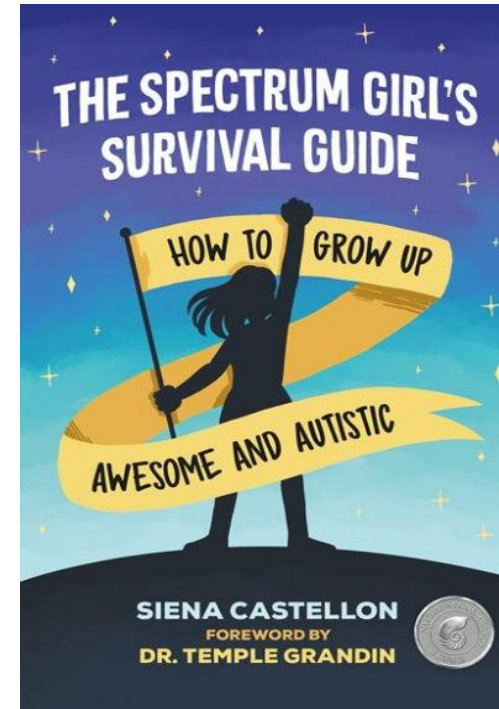
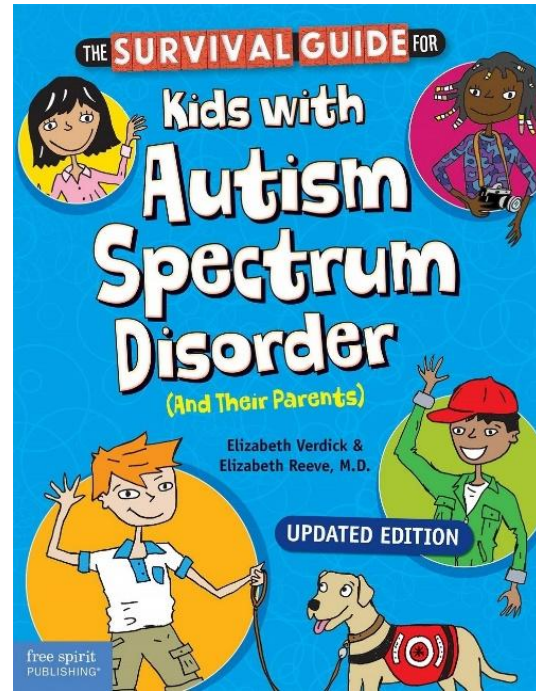
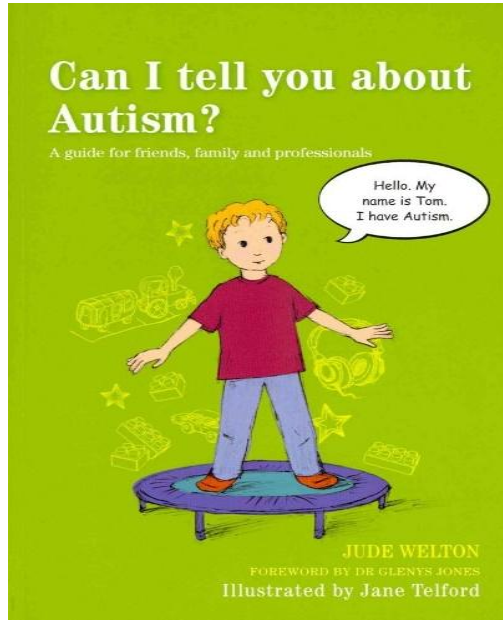
7. Talking about a diagnosis



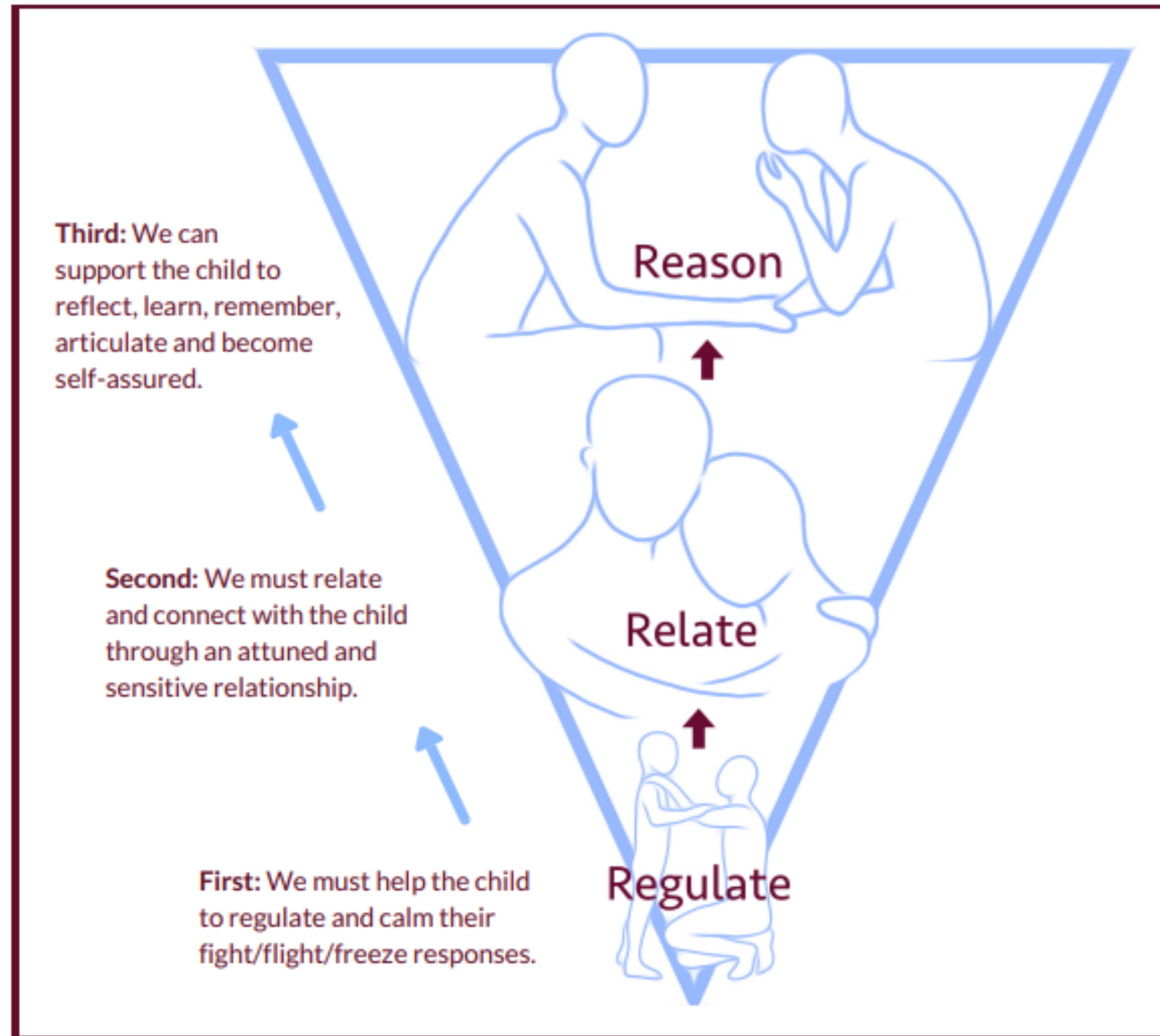
There are lots of successful people with Autism!



Autism Books



8. Managing Meltdowns



9. 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.

WHEN YOUR CHILD STRUGGLES,
YOU'RE ALLOWED TO

-  feel all your feelings, even if they seem wrong
-  listen to the experts but trust your gut
-  love your child yet wish things were easier
-  be polite but advocate like a bear
-  be kind to yourself, even if you feel ineffective
-  put yourself first so you can keep on giving
-  set boundaries even when it's awkward
-  hold joy and sorrow at the same time
-  believe you're a superhero, perfectly imperfect

@WILDPEACE.FORPARENTS

10. 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/>
- Mustard Seed Autism Trust: <https://mustardseedautism.co.uk/>
- Send Advice Surrey: <https://www.sendadvice.surrey.org.uk/>
- Family Voice Surrey: <https://www.familyvoicesurrey.org/>
- Autism Outreach for Schools: <https://www.freeoutreach.org.uk/>



Autism Outreach
for Schools

BARNARDOS

Changing childhoods.
Changing lives.



Cygnet in Surrey

A 6-session support programme for parents and carers of children and young people, aged 5-18, who are autistic.

Where is it being delivered?

A mixture of online and in-person courses are taking place across Surrey.

Who can attend?

Parents, carers or other family members who have responsibility for your child. Your child must be aged between 5-18 and live in Surrey. They may have a diagnosis of autism or be waiting for one.

What does Cygnet involve?

The programme is delivered over six 2 ½ - 3 hour sessions which include:

- Introductory session
- Overview of autism with parent and carer experience
- Thinking & sensory
- Social interaction & communication
- Understanding & supporting behaviour
- Analysing behaviour



Scan me!

Who will deliver the course?

Surrey's Cygnet offer is coordinated through the Autism Outreach team but our team of trainers are made up from professionals working across Surrey in education, health and charity organisations.

Can I ask some questions?

Email us on parenttraining@freemantles.surrey.sch.uk

How do I join a course?

Please register your interest by completing the electronic expression of interest form (accessed through the below link or by scanning the above QR code). You will then be added to our mailing list and contacted each time new courses are available on TryBooking.

<https://forms.office.com/e/wZ82LGt6rC>

<https://www.autismoutreachforschools.uk/>

Resources Home



EY/Nursery



Primary



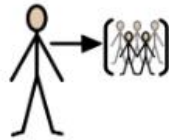
Secondary



Families



PDA



Belonging



Freemantles Training for Parents and Carers



Understanding Autism for Parents

Presented by: Justin Price, Executive Headteacher, Freemantles School

Autumn 2024:

6-8pm	10/10/24	Autism awareness and strategies in the home
6-8pm	17/10/24	Building relationships and communication with your child
6-8pm	24/10/24	Promoting positive emotional wellbeing and understanding your child's behaviour

Summer 2025:

6-8pm	24/04/25	Autism awareness and strategies in the home
6-8pm	01/05/25	Building relationships and communication with your child
6-8pm	08/05/25	Promoting positive emotional wellbeing and understanding your child's behaviour

Sessions are held in the Secondary and FE Building at
Freemantles School, Smarts Heath Road, Mayford, Surrey, GU22 0AN

The cost is £10. To book, visit <https://www.trybooking.co.uk/BNMA>



Walk 5k this April

Fundraise this World Autism Acceptance Month to support autistic people and their families.

[Take part](#)

Family support

Support and advice for parents and carers of autistic children, including support to develop a greater understanding of their child's needs and accessing services that meet the family's needs.

Support programmes for parents and carers

EarlyBird (under five years), EarlyBird Plus (ages four-nine), and Teen Life (ages 10 to 16) are support programmes for parents and carers, offering advice and guidance on strategies and approaches to working with young autistic children. The programmes work on understanding autism, building confidence to encourage interaction and communication, and understanding and supporting behaviour.

EarlyBird



EarlyBird Plus



Teen Life



[Understanding stress and anxiety in autism](#)



[Sensory considerations](#)



[Autism and continence](#)



[Autism and eating challenges](#)



[Social Stories™](#)



