Empowering Autistic Young People to Make Positive Behavioural Choices in the Clinic
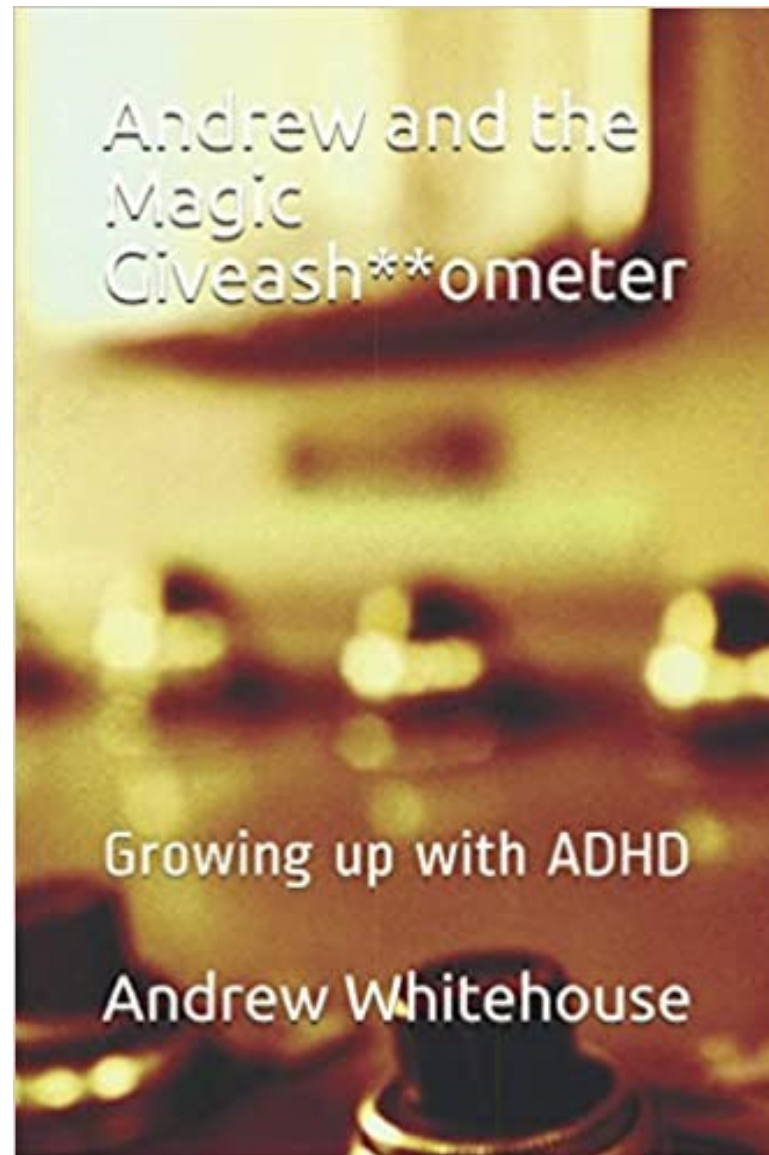
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- TEDx Speaker: From Disability to Superpowers
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Book!

Andrew and the Magic Civeash**ometer

Growing up with ADHD

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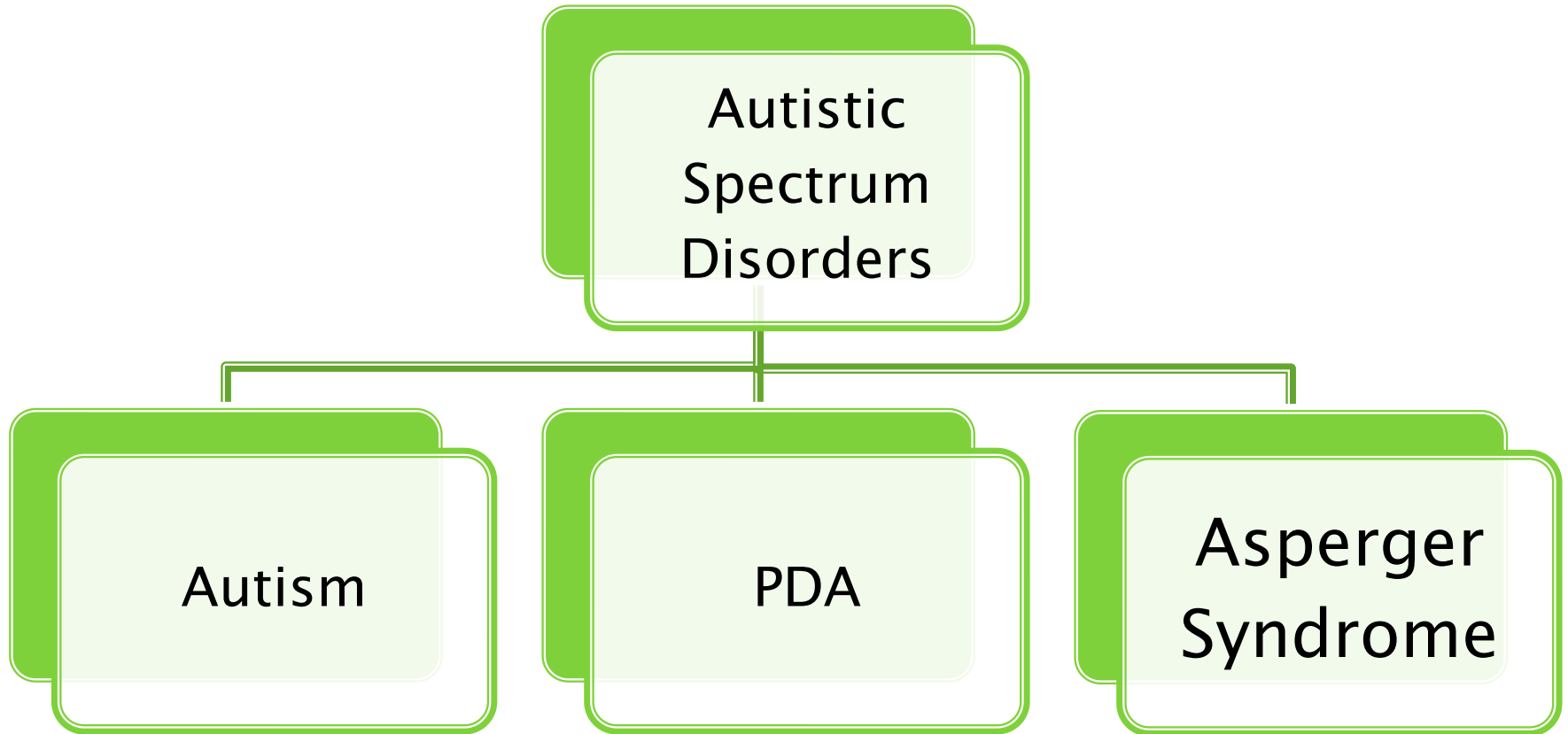- andrew@peoplefirsteducation.com
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What do clinicians need to know?

- You are dealing with a different type of brain which requires a different type of intervention.

What do clinicians need to know?

- It's about shared decisions
- It's about empowerment…
- For the clinician,
- And the Autistic young person

- The clinician gets the results they need
- The Autistic young person gets a positive and fulfilling experience

What is Autism?

Autistic Spectrum Disorders

Autism

PDA

Asperger Syndrome

What is the difference between autism and Asperger syndrome?

▸ Autism and Asperger Syndrome: both ASDs present slightly differently.

▸ Asperger Syndrome present with difficulties in language and its social use.
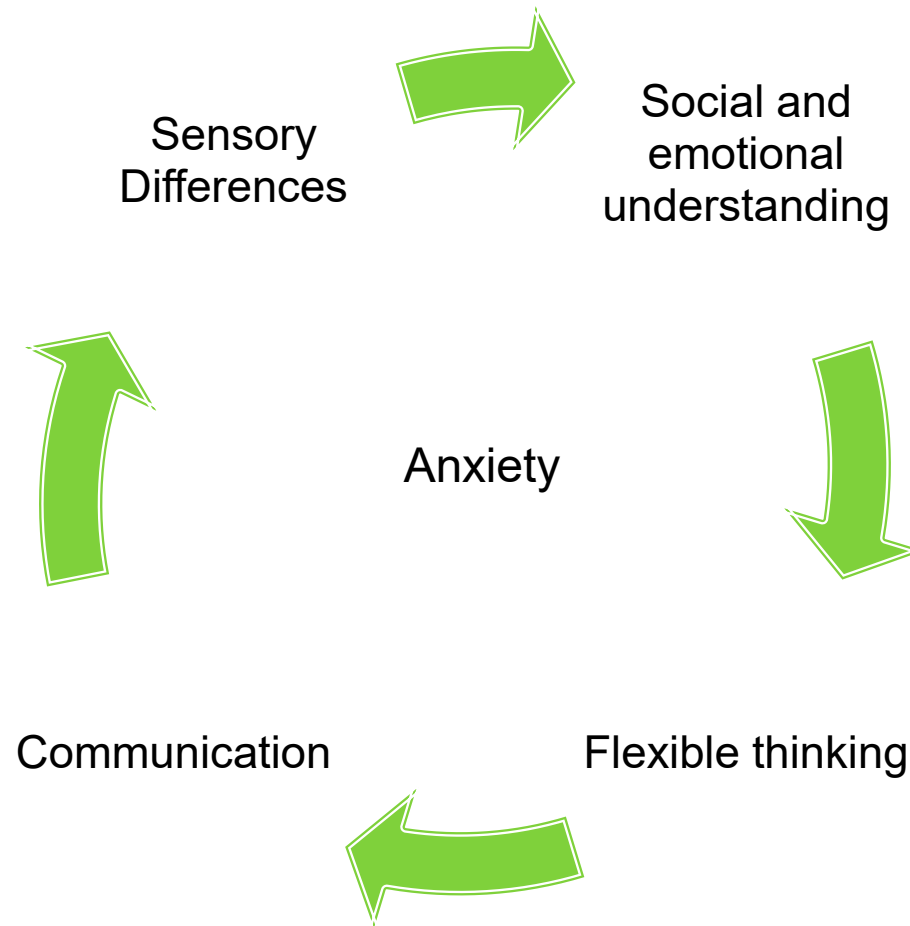
Where does PDA fit in?

▸ Anxiety based control

What is the difference between autism and Asperger syndrome?

- Asperger people seem more aware/interested in the social world than autistic people.
- However, social interaction does not 'come naturally' for Asperger syndrome.
- They must still be explicitly taught social skills.
- autistic people: usually better overall abilities in performance/non-verbal of tasks.
- Asperger people usually have higher overall scores on verbal tasks.

The Five Areas of Diversity in Autism

Sensory Differences

Social and emotional understanding

Anxiety

Communication

Flexible thinking

Anxiety

▸ There is no challenging behaviour, only anxious.

Communication

Communication

- How do you communicate with your Autistic patients?

- Do you communicate clearly?
- Do you use too many words?
- Do you give enough processing time?
- Do you rephrase instead?
- VISUAL?

Minimising verbal communication

- "Of the twenty words you just used, I heard the first three!"
- I could sometimes hear a few words at the beginning but the rest became a blur!"
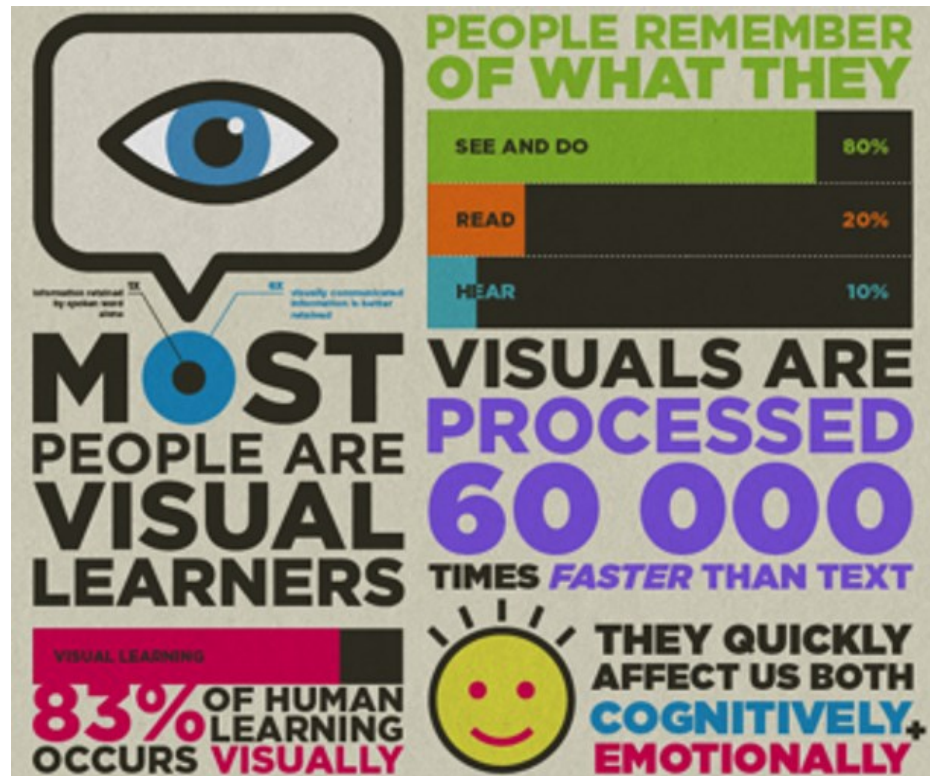
Explicit communication

- ~~No need to state the obvious!~~
- If it's obvious, state it!

Explicit communication

▸ Tell me what to do, not what not to do…

Using visuals

Visual timetable

Clarifying the results...

How do you feel?

CHECK IN

The bespoke version…

5 — I can't stand this and ready to explode.
I want to hit someone, something, or throw something. I need an adult to help me go to a safe place so I can calm down.

4 — I am getting too angry.
My brain isn't working clearly. I might say or do something I will be sorry for later. I need to go to my safe place to calm down.

3 — I am getting really irritated.
I need to walk away from a bad situation. I will tell my teacher that I need a break.

2 — I am doing OK.
I'm not pleased, but I'm not upset. I can stay where I am and keep working. I can control my anger by myself.

1 — I am doing great.
I feel good about myself and about what is going on around me.

Odds and ends

▸ Be aware of special interests (spins)
▸ Make facial expressions match emotions and verbal communication
▸ Remember single attention
▸ Social and emotional understanding does not equate to rudeness – this can feel difficult
▸ Give choices – see story sequencer

Directed task

▸ 5 things you are going to change