



Welcome

**SEND Parental/Carer Drop
Session**

Session Theme - Autism

18/10/22



GFM

Thank You!

- Firstly, we would like start with a thank you for your attendance at today's SEND Parental/Carer Drop In Session, but more importantly for working collaboratively with us to support your child.
- By working effectively together we can ensure that your child has the best opportunity to grow and nurture with us.



Meet the SEND Leadership Team

Primary Phase



Karen Digby
KS2 SEND Leader



Daniel Beck
SEND Leader



Sam Smithbone
SEND Leader



Deanne Coombs
AHT for SEND

Secondary Phase



Sarah Knoll
KS2 SEND Leader



Rebecca Bryant
SENCo



Gemma Patterson
Asst. SEND Leader
(EAA)

Charlotte Hurst
SEND Leader (Lord
Wilson School)

Aim of SEND Parental/Carer Drop In Sessions

The aims of the SEND Parental/Carer Drop In Sessions are:

- For us all to share knowledge and experiences to develop our understanding of SEND.
- Ensure all stakeholders have a better understanding of the SEND offer and provisions across all of our schools
- To recognise that we all work as a SEND community
- To introduce the Inclusion Team and the experts we have across our trust



Structure of SEND Parental/Carer Drop In Sessions

We aim to hold a SEND Parental/Carer Drop In Session each half term

This session's theme is Autism. We are planning to hold sessions on ADHD, Specific Literacy Needs, Gaming/Device Addiction, Sleeping Difficulties, Emotional Based School Avoidance. You do not need a child with these needs to attend a session. Dates TBC

We would like this to be based on the needs of our community. Please let us know if you feel there is an area we should focus on

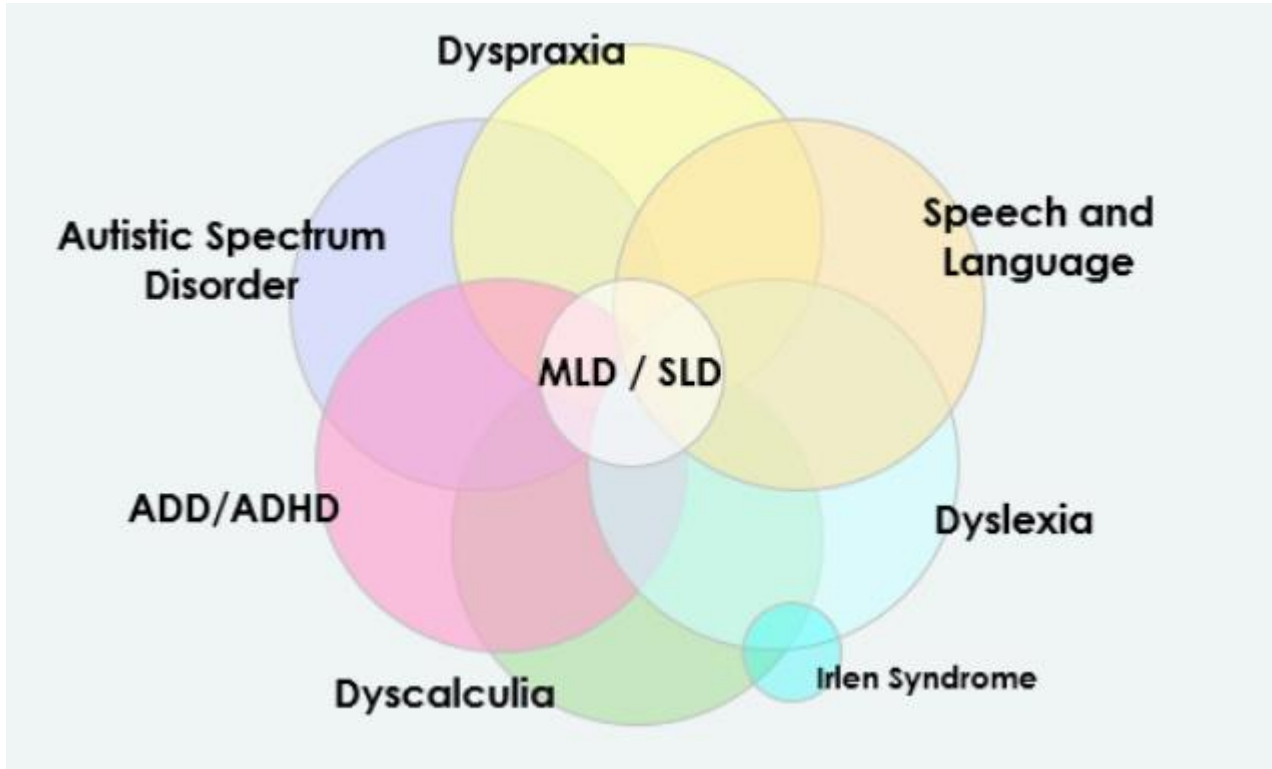


What is Autism?

- Diagnostic category is Autistic Spectrum Disorder (ASD) but we usually refer to Autistic Spectrum Condition (ASC)– they are the same.
- (No longer have Asperger's Syndrome as a diagnosis – but look up the literature! Lots of good books that are about Asperger's). Other previous conditions such as Pathological Demand Avoidance Syndrome, or Oppositional Defiant Disorder are no longer used.



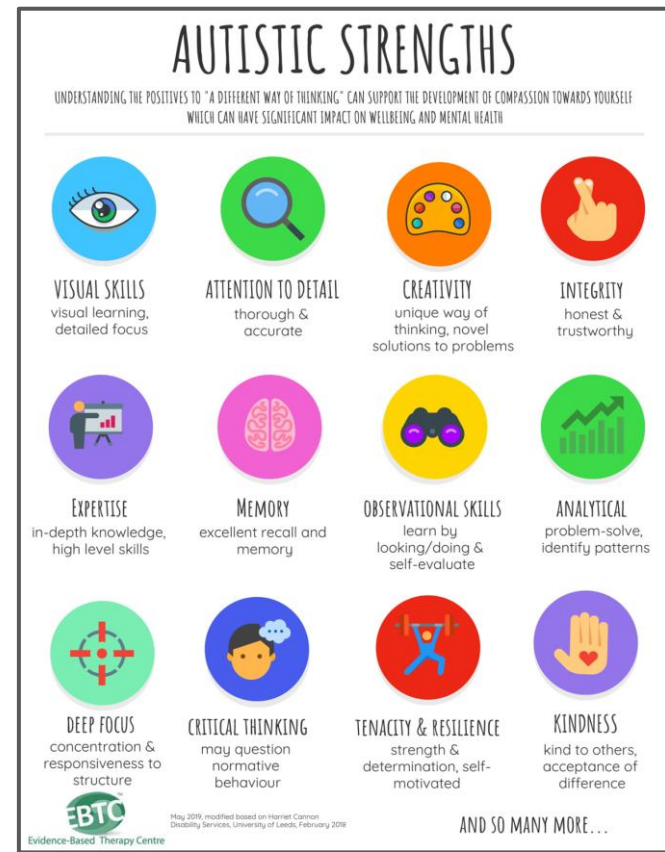
The Neurodevelopmental Brain



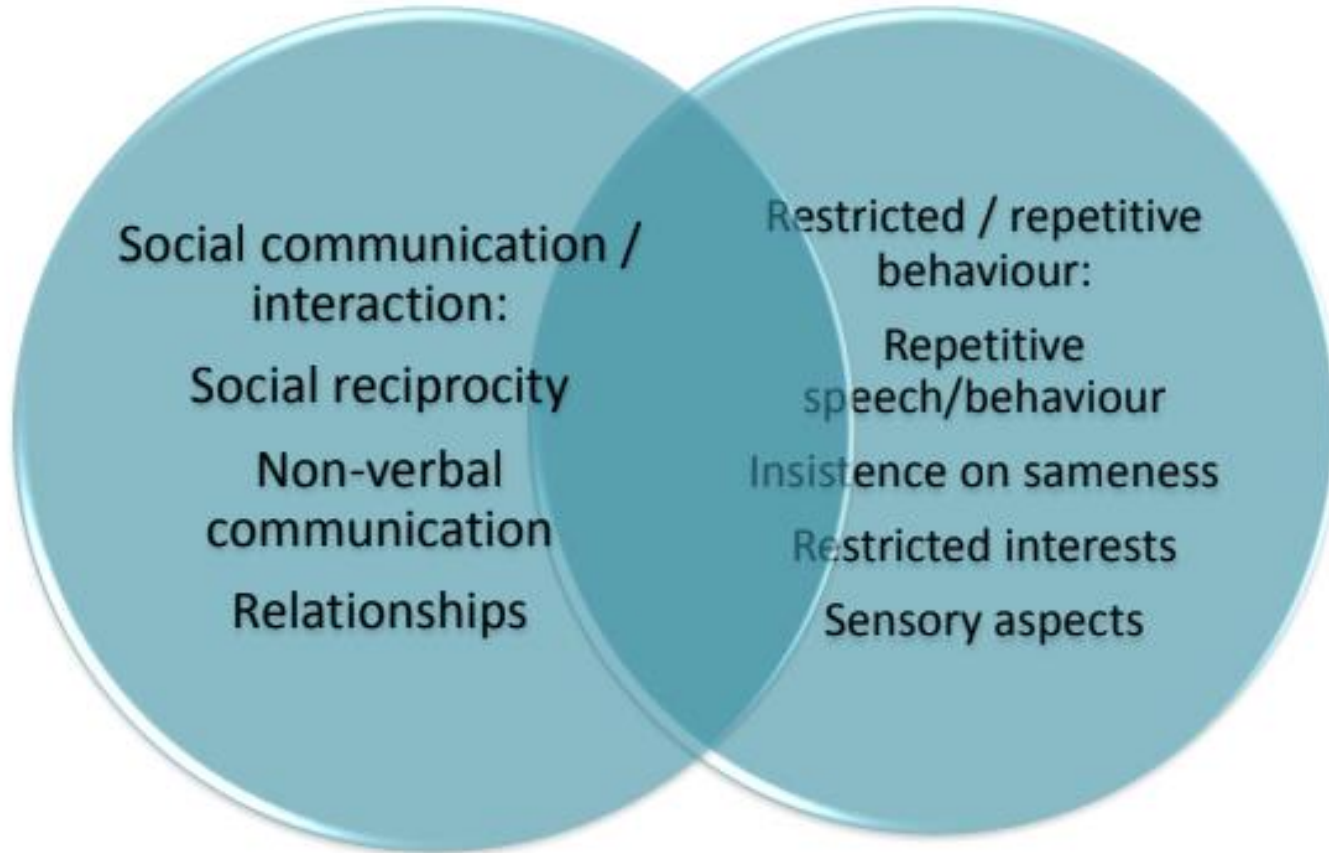
Strengths associated with Autism

Everyone is different, but some common autistic strengths are:

- Attention to detail.
- Visual perception.
- Creative and artistic talents.
- Mathematical and technical abilities.
- Interests or expertise in 'niche' areas.
- Character strengths such as honesty and loyalty.
- Empathy towards the young, vulnerable or animals
- Logical, pragmatic thinkers
- Problem solving skills



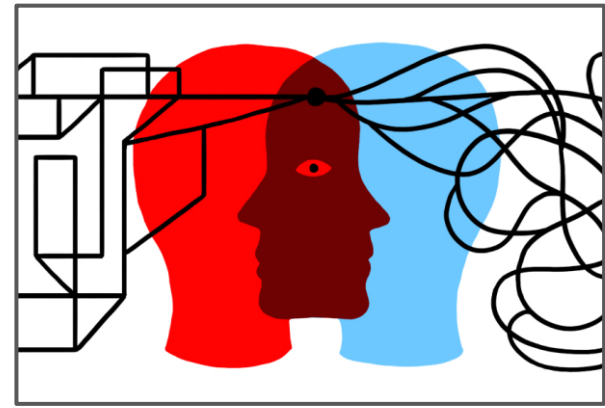
Barriers associated with Autism



What this might look like

Difficulties/Differences in:

- Difficulties with friendships – making, keeping, understanding
- Not “getting the social context”, overwhelmed by social demands, not understanding social rules
- Noticing objects and facts rather than thoughts, feelings, intentions
- Too much/too little talking, unusual ways of talking
- Difficulty listening, taking turns, having conversations, understanding what people mean.
- Use of non-verbal communication e.g. gesture, facial expression
- Understanding and communicating about emotions
- Difficulty predicting what is going to happen, what could happen, what the options are
- Difficulty predicting other people or understanding their intentions; Not understanding how others think or feel
- Unusual, intense or excessive interests
- Fixed routines and ways of doing things; “my way”
- Sensory interests or sensitivities – noises, lighting, feelings of clothes, busy places



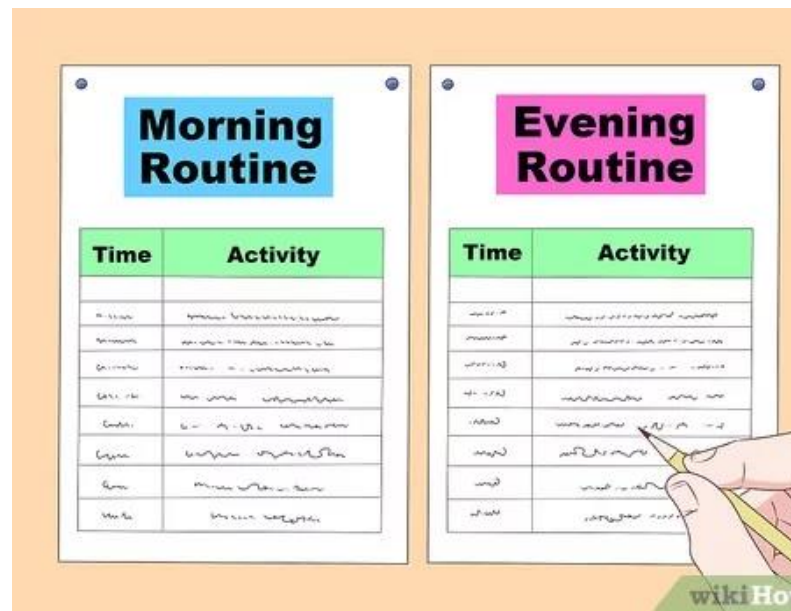
How to support communication difficulties

- Clear and unambiguous
- Concrete, not abstract
- Make sure the words match the tone, facial expression, gesture.
- Short, one instruction at a time
- Tell them what to do, not what not to do
- Use visual means to support – whatever their ability
- Use concrete props
- Allow time for processing
- Books and facts
- Scientific language/metaphors



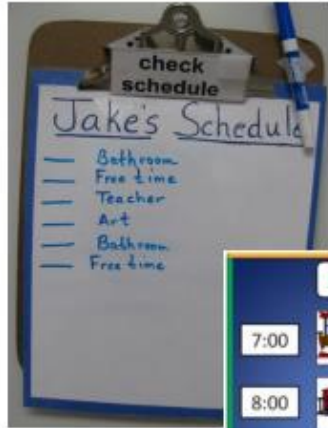
The Need for Routine

- Use visual timetables (calendars, diaries...)
- Daily routine when can look at timetable and plan for changes - daily check in at school
- If something changes, let them know.
- Talk through what they can expect in new situations.
- Plan and prepare – visit, look at pictures, plan coping strategies.
- Keep a notebook with answers to questions – refer back
- Use little normal routines to add security e.g. what happens at mealtimes, bedtimes
- Use timers and countdowns
- Plan for “waiting” – unstructured time can be overwhelming



Routine, timetable, agenda

Arrival at school		
1		Take off coat <small>(coat, uniform, boots and bag)</small>
2		Open Backpack
3		Take out work
4		Take out lunch
5		Hang up coat
6		Hang up backpack



Monday

- Walk dog
- Wash car
- Sports
- Shopping List
- Monthly Accounts
- Open Scrap off
- Tim Gym
- Open Snacker
- Contact

Tuesday

- Walk dog
- Open Will
- Open Colgate
- Open Toilet
- Open Shopping Delivery
- Tim Dog Training

Wednesday

- Walk dog
- Open Books
- Open Dog trim
- Open Shopping
- Tim Books shop
- Open Factory
- Open Agents
- Deliveries

Thursday

- Walk dog
- Open new car service
- Open Car Wash
- Open Dry Cleaning
- Open Gr.
- Open Snacker
- Open Party
- Working with
- Open
- Deliveries

Friday

- Walk dog
- Pay electric
- Open Hair
- Open Hair
- Open Party
- Deliveries

Saturday

- Walk dog
- Open bread
- Open Hat
- Open Holiday
- Open Crown
- Open Basket
- Open Afternoon
- Open A. Gazing
- Open Crown
- Open Cup
- Open Deliveries

Sunday

- Walk dog
- ENJOY A DAY OFF
- Open Cup
- Open Deliveries

Must do this week ...

- Fix back door lock
- Buy Zenny birthday present
- Think Christmas cards

Next week ...

- Research holiday resorts
- Book ferry tickets

Reminders

- Tell Laura about summer school
- Talk to Will about Mum's 80th

Legend: Johnny (blue), Sam (red), Zenny (green), All of us (purple)



Support social understanding and inclusion

- Help them recognise, name and learn about their emotions
- Emotional literacy programs
- Scaling – the Incredible Five Point Scale
- Use their special interests – to find safe social opportunities or to help explain things (e.g. what would Iron Man do? What was he thinking?)
- Seek supportive, structured social spaces - lunchtime clubs? Library?
- Find jobs and tasks to show their skills and help others.
- Allow space for a “social break” - downtime



Example of 5 point scale

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.



Supporting Social Understanding

Social stories – helps a child to understand situations that might be causing them difficulties, and gives them ways of managing it.

- The work of Carol Gray
- www.carolgraysocialstories.com
- Comic Strip Conversations – a visual way to explore situations and what other people might be thinking or feeling
- Can lead to a better understanding of motivations, or the reason something happened the way it did
- May lead to a social story to help deal with a situation
- Talk through real life examples or situations on TV (Big Bang Theory?)
- Get them to ask the perspective or observe a friend

Comic Strip Conversation: Example

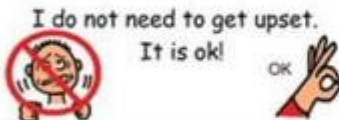


Tom called me kid because he didn't know my name, but wanted to play with me. The next time Tom or someone calls me "Kid," I'll tell them my name and that I don't like to be called "kid." I'll apologize to Tom and tell him my name is A.S. I will also tell him I don't like being called "kid," and please don't call me that again.

Mistakes

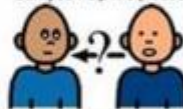
When I am trying something new or when I am doing my work, it's ok to make mistakes.

When I make a mistake, I will stay calm and try again.



If I need help with something, I will ask a friend or my teacher.

Can you help me please?



Everyone makes mistakes.

When something isn't right I can always try again. That is how I learn.



Try it again

Sensory Sensitivities

- Some unusual behaviours can be linked to children trying to manage their sensory sensitivities
- Pay attention to the environment - adjust
- Noise, lighting, busy-ness etc
- Concept of stalling and revving – some children may need more or less stimulation to help them function at their best
- Oral, tactile, olfactory, touch, auditory, proprioceptive, vestibular

Strategies:

- Brushing, therapeutic listening, movement breaks, deep pressure, chews, move n sit cushions, fiddle toys, suck/ blow activities

10 Ways to Help a Sensory Sensitive Child

1. Use a visual schedule
2. Give warnings of transitions
3. Offer sensory breaks throughout the day
4. Use a triggers log to help you identify triggers
5. Give vocabulary for feelings and emotions
6. Teach calming breathing techniques
7. Meet their sensory needs with heavy work
8. Find and allow them to wear clothing that is comfortable
9. Use a vibrating toothbrush
10. Teach your child about the 8 sensory systems!

SENSORY
PROCESSES
EXPLAINED

GFM

Why seek a diagnosis?

We should aim for children and adults with autistic spectrum conditions to be proud and happy with who they are.

A diagnosis can help people become aware of, and make plans for, both their qualities and difficulties

How to diagnose?

Your school or GP can make a direct referral to Psicon if the child is not present with any risks.

If a child is present with a risk, your school or GP can make a referral to CAMHs so they can support the risk and then referral to Psicon

Where to gain further support

Hampshire CAMHs website. Information young people and adults:

<https://hampshirecamhs.nhs.uk/>

National Autistic Society:

<https://www.autism.org.uk/>

Local support - Autism Hampshire:

<https://www.autismhampshire.org.uk/>

In the Spring term we will be running a 6 week Parental/Carer course called TEEN LIFE. This will focus on how Autism is presented in teenagers. Information on this will be shared on the Community Hub FB page.

A person's hands are visible holding a rectangular chalkboard with a light-colored wooden frame. The chalkboard is black and has the words "THANK YOU" written in large, white, hand-drawn capital letters on the top line. Below that, the words "FOR YOUR SUPPORT" are written in smaller, white, hand-drawn capital letters. The background is plain white.

THANK YOU
FOR YOUR SUPPORT