**Autism Assessment Team**

**Directory**



**Introduction to strategies:**

Whilst your child may not have a diagnosis of Autism yet, it will still be helpful to implement some supportive Autism strategies. These strategies are not going to have a negative impact even if your child does not go on to receive a diagnosis of Autism.

Please be mindful when trying out new strategies that it takes 3 weeks or more to change a behaviour. Try and persevere for at least 3 weeks and if you are still struggling please contact the team for more support.

**Disclaimer:**

Children and Family Health Devon make no representations or warranties with regard to the accuracy of the information supplied and cannot accept any liability or responsibility whatsoever for any loss or damage suffered by any user resulting from their use of the information contained on this list. Information held about an organisation does not imply an endorsement of that organisation or its services by Children and Family Health Devon who have not conducted background checks or other forms of due diligence (for example, Disclosure Barring Service checks) against the providers listed. Users are advised to undertake their own checks and verifications prior to engaging the services of any providers listed.

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**Adult Services**

The transition from childhood to post-18 services can be an anxiety-provoking time for young people with Autism and their families. There are many supportive education settings and services available when young people reach 18.

* **Devon Adult Autism Spectrum Conditions & ADHD Service (DAANA):** information and resources for adults with autism and ADHD living in Devon, including information regarding the transition to post 18 services: [Adult Autism and ADHD | DPT](https://www.dpt.nhs.uk/our-services/adult-autism-and-adhd) or email [dpn-tr.ASC@nhs.net](mailto:dpn-tr.ASC@nhs.net)
* **Transition Toolkit from Autism Education Trust:** includes information regarding the transition to further education. Saved on the shared drive.

**Further Education:**

* **Young Devon (across Devon)**: provide free skills training, courses and support for young people aged 16-25. Each learner is provided with regular 1-2-1’s and pastoral support, ensuring a successful completion of the course, and the fulfilment of their next steps: [Skills | Young Devon](https://www.youngdevon.org/what-we-do/the-change-academy)
* **Petroc College (Barnstaple and Tiverton):** Provide adult learner courses, including life-skill courses: [Looking for Supported Learning? - Petroc College](https://www.petroc.ac.uk/courses-search/looking-for-supported-learning)
* **Bicton College (Salterton):** offer courses in animal care. See information on website regarding support for people with additional needs: [Supporting Your Learning - Bicton College](https://www.bicton.ac.uk/supporting-your-learning/)
* **MOTIV-8:** provide coaching and mentoring to help individuals progress into employment, further education or training: [Motiv8 SW – Changing Lives through Coaching and Mentoring (motiv-8sw.com)](https://motiv-8sw.com/)
* **Careers South West:** provide advice for young people and families regarding options for further education and employment: [Home - CSW Group Ltd.](https://cswgroup.co.uk/)
* **Eat that Frog (Paignton):** provide the LEAP (Life skills, employability and progression) programme for people aged 16 – 18: [Eat That Frog – Eat That Frog CIC](https://eatthatfrog.ac.uk/) or email [hannah.rendle@eatthatfrog.ac.uk](mailto:hannah.rendle@eatthatfrog.ac.uk?subject=Leap%20Programme&body=Hi%20-%20following%20the%20email%20from%20marketing%40eatthatfrog.ac.uk%20about%20the%20Leap%20programme%2C%20please%20could%20you%20send%20me%20more%20information%3F) for further information about the LEAP course.

**Also see sections on** [**entitlements**](#Entitlements) **and** [**support for families**](#Supportfamilies)

**Autism friendly services**

**Signpost plus** are very well informed about local services available for young people with Autism and their families. You can access signpost plus by visiting their facebook site: [DISCplus - Home | Facebook](https://www.facebook.com/SIGNPOSTPlus/)

Signpost plus also produce a weekly ‘snippets’ email, which include services, events, courses etc. related to children with additional needs. You can sign up for this by emailing [amandasmithson@nhs.net](mailto:amandasmithson@nhs.net) or [kris.taylor@nhs.net](mailto:kris.taylor@nhs.net) . You can also access an archive of the weekly snippets by visiting: [Signpost Plus - Children and Family Health (childrenandfamilyhealthdevon.nhs.uk)](https://childrenandfamilyhealthdevon.nhs.uk/signpostplus/)

When asked recently for supportive driving instructions for people with Autism, Amanda Smithson (SIGNPOSTplus Locality Information Officer for North Devon) provided the following advice:

* Alan Powell, Bideford based and website says he has years of experience teaching people with Autism to drive: <https://www.alanpowelldrivertraining.co.uk/about>
* Williams Driving is a Newton Abbot Driving School, one of the Instructors has a daughter with Aspergers, and some specialise in anxiety, probably too far away but may be worth a call to see if they have any recommendations? Also some good disability driving info on their website:<https://williamsdrivingschool.net/special-needs-learning-difficulties-devon/>
* Ian Kingdon, South Molton based but covers a larger area including Barnstaple, website states that he has experience of teaching nervous drivers and people with learning difficulties: <http://www.iankingdon.co.uk/>
* Peter Ewing, covers the whole of NDevon website states that he has experience of teaching nervous drivers and people with learning difficulties:  <http://www.peterewing.com/>

**Autism in the media: characters and celebrities with Autism**

Podcasts, books and TV programmes featuring people with Autism can be a helpful way to start conversations with young people about their own Autism or somebody who they know with Autism. The accounts below include an explanation of some of the differences of Autism, as well as many strengths.

**TV programmes for young children:**

* **Pablo**: CBeebies series features a 5 year old boy with Autism.
* **Sesame Street**: features Julia, a 4 year old girl with Autism: [Sesame Street: Meet Julia (Full Clip | 10 Min) - YouTube](https://www.youtube.com/watch?app=desktop&v=dKCdV20zLMs)

**Videos and podcasts for adolescents/teenagers and parents/carers:**

* **Diary of a Young Naturalist by Dara McAnulty (2020):** in this book, Dara chronicles the changes he saw in the nature around him between his 14th and 15th birthday. In this interview, Dara talks about the impact that Autism has upon him and his love of nature: [BBC World Service - Newsday, Dara McAnulty: How nature helped my autism](https://www.bbc.co.uk/programmes/p08jmdk5)
* **Chris Packham: Asperger’s and Me (2017):** documentary featuring Chris Packham, wildlife expert, author, TV presenter and Conservationist. Suitable for older teenagers and parents: [Medical Story: Aspergers And Me (Chris Packham Documentary) | Real Stories - YouTube](https://www.youtube.com/watch?app=desktop&v=x4tLlIzMGjM)
* **Rosie King: “How Autism Freed Me To Be Myself” (2014):** Tedtalk in which Rosie (aged 16) talks about the strengths and challenges of ASD: [How autism freed me to be myself - YouTube](https://www.youtube.com/watch?v=vrQOi_wASnQ)
* **Rosie King: “My Autism and Me” (2011):** Information video made for Newsround on CBBC in which Rosie (aged 13) talks about what Autism means for her and also for her younger brother, who has non-verbal ASD: [Watch My Autism and Me - a Newsround special - CBBC Newsround](https://www.bbc.co.uk/newsround/15655232)
* **Talia Grant: “Don’t Filter Feelings podcast: What is Autism?” (2019):** Talia Grant is an English actress who stars in Hollyoaks. Talia has Autism and plays Brooke, a character with Autism. In this podcast episode, Talia talks about her experience of Autism: [Don't Filter Feelings Podcast Episode 2: What Is Autism? - YouTube](https://www.youtube.com/watch?app=desktop&v=UvTCCUPKAVw&t=192s)
* **Greta Thunberg**
  + **Interview with CBS, American news channel (2019):** Greta Thunberg is a Swedish environmental activist, well-known for challenging world leaders to take action against climate change. From 2 minutes 30 seconds in this video, she talks about how Asperger’s has been her ‘superpower’ in her climate change campaigns: [Greta Thunberg on the "gift" of Asperger's in fighting climate change: "We need people who think … - YouTube](https://www.youtube.com/watch?app=desktop&v=BQ4rBLCpEeM)
  + **Article from the Autism Education Trust:** [Greta Thunberg and autism - Autism Education Trust](https://www.autismeducationtrust.org.uk/greta-thunberg-and-autism/)
* **Sarah Hendrickx:** Sarah Hendrickx is an author and presenter with Autism who explains her experience of living with Autism: [Sarah Hendrickx - YouTube](https://www.youtube.com/user/gloriabumfluff1/videos?app=desktop)
* **Purple Ella:** Ella explains on her youtube channel what it is like to have ADHD and Autism and ways that other people can support her: [Purple Ella - YouTube](https://www.youtube.com/channel/UCzske-KMAJYQn84rz6oD_yA?app=desktop)
* **Agony Autie:** This youtube channel provides a first-hand account of what it is like to have Autism. Advice is provided to people with Autism, families, professionals and society regarding how to support people with Autism: [Agony Autie - YouTube](https://www.youtube.com/channel/UCN9fwImPnx16e8-eThlKCWQ?app=desktop)
* **1800 Seconds on Autism:** BBC podcast presented by two individuals with Autism providing their unique perspective on the world: [BBC Sounds - 1800 Seconds on Autism - Downloads](https://www.bbc.co.uk/programmes/p06sdq0x/episodes/downloads)

**Also see sections on:** [**telling a young person about their diagnosis**](#TellingYP)**,** [**siblings**](#Siblings)**, and** [**what is Autism and where to find out more**](#Whatisautism)

**Behaviour That Challenges**

Young people with Autism can demonstrate behaviour that challenges due to higher levels of stress and anxiety. Behaviour does not happen ‘out of the blue’. There is always an underlying reason why a young person engages in a shutdown (withdrawing) or a meltdown (physical or verbal distress towards themselves or others).

**Specific behaviour**

* **NAS advice leaflet on meltdowns**: [Meltdowns - a guide for all audiences (autism.org.uk)](https://www.autism.org.uk/advice-and-guidance/topics/behaviour/meltdowns/all-audiences)
* **NAS advice leaflet on distressed behaviour**: [Distressed behaviour - a guide for all audiences (autism.org.uk)](https://www.autism.org.uk/advice-and-guidance/topics/behaviour/distressed-behaviour/all-audiences)
* **Video developed by National Autistic Society (2017)**. Young people with ASD discuss their experience of ‘meltdowns’ and what others can do to help them: [Too Much Information and Us | Meltdowns - YouTube](https://www.youtube.com/watch?app=desktop&v=MXKJ33Z7unI)
* **NAS leaflet on self-injurious behaviour**: [Self-injurious behaviour - a guide for all audiences (autism.org.uk)](https://www.autism.org.uk/advice-and-guidance/topics/behaviour/self-injurious-behaviour/all-audiences)

**Tools to analyse behaviour**

* **STAR analysis:** A STAR analysis provides a tool to identify the possible causes of behaviour by considering the setting in which behaviour happens, possible triggers and the results of a behaviour. This youtube video provides an explanation of how to complete a STAR analysis: [STAR Analysis - YouTube](https://www.youtube.com/watch?app=desktop&v=wMbnv6mJE5w)
  + STAR template saved on the shared drive
* **Children and Family Health Devon - The Learning Disabilities Team:** The Learning Disabilities Team have provided a pack for families to keep track of their young person’s behaviour that challenges in order for families to identify possible patterns so that strategies can be implemented: [Devon\_LD\_behavioural\_pack.pdf (childrenandfamilyhealthdevon.nhs.uk)](http://childrenandfamilyhealthdevon.nhs.uk/wp-content/uploads/2015/11/Devon_LD_behavioural_pack.pdf)

**Further information about behaviour**

* **CFHD 1 minute guide to behaviour**: [1-minute-guide-behaviour.pdf (childrenandfamilyhealthdevon.nhs.uk)](https://childrenandfamilyhealthdevon.nhs.uk/wp-content/uploads/2020/04/1-minute-guide-behaviour.pdf)
* **CFHD video regarding how to support behaviour**: [Resources - Children and Family Health (childrenandfamilyhealthdevon.nhs.uk)](https://childrenandfamilyhealthdevon.nhs.uk/autistic-spectrum-disorder/resources/)
* **Behaviour Intervention Support Network (BIS-net):** provide training courses for parents/carers as well as individual sessions with families to manage behaviour that challenges: [CEDA Bis-Net - CEDA, Disability Action (cedaonline.org.uk)](https://www.cedaonline.org.uk/bis-net) Courses available can be viewed at: [CEDA Events | Eventbrite](https://www.eventbrite.co.uk/o/ceda-6400231187)
* **Challenging Behaviour Foundation:** includes strategies and resources for young people with severe learning difficulties: [The Challenging Behaviour Foundation, CBF, UK](https://www.challengingbehaviour.org.uk/)

**Also see sections on** [**comic strip conversations**](#Comicstrip)**,** [**social stories**](#Socialstories)**,** [**sensory differences**](#Sensorydifferences)**,** [**courses for parents**](#Parentcourses) **and** [**emotional regulation**](#Emotionalreg)

**Causes of Autism**

There is ongoing research into the probable causes of ASD. So far, no definitive cause has been identified. There has been some evidence for a genetic link.

**Videos:**

* In this **TED talk (2018),** Wendy Chung, an Autism researcher describes some of the possible causes of Autism: [Wendy Chung: Autism — what we know (and what we don't know yet) | TED Talk](https://www.ted.com/talks/wendy_chung_autism_what_we_know_and_what_we_don_t_know_yet?language=en#t-299403)
* **Professor Tony Attwood and Dr Michelle Garnett** discuss some of the known causes of Autism (2020): [Episode 10: What causes ASD - (attwoodandgarnettevents.com)](https://attwoodandgarnettevents.com/2020/10/26/episode-10-what-causes-asd/)

**National Autistic Society:** provide a webpage regarding the possible causes of ASD[The causes of autism](https://www.autism.org.uk/advice-and-guidance/what-is-autism/the-causes-of-autism)

**Communication**

**Social stories** are short descriptions that allow a child to see what to expect and why, in any given situation. They can provide information on how other people may behave in situations, or introduce a new skill. They are also a helpful tool for introducing unexpected change and how to cope.

* Samples of social stories can be found here: <https://carolgraysocialstories.com/social-stories/social-story-sampler/>
* **The ‘Stories Online for Autism’ app** provides ready-made social stories for different situations: [Download and get started with the Stories Online For Autism (SOFA) app (bath.ac.uk)](https://www.bath.ac.uk/guides/download-and-get-started-with-the-stories-online-for-autism-sofa-app/)
* **National Autistic Society** information on how to write social stories: [Social stories and comic strip conversations (autism.org.uk)](https://www.autism.org.uk/advice-and-guidance/topics/communication/communication-tools/social-stories-and-comic-strip-coversations)
* **A youtube guide to writing your own social stories** (more suitable for primary aged children): [Writing Your Own Social Story - YouTube](https://www.youtube.com/watch?app=desktop&v=x6AU6KbicIc)
* ***The New Social Story Book*** by Carol Gray (2015): this book provides over 180 ready-to-use stories that parents and educators can use to explain social situations in ways young people with autism understand, while teaching social skills.
* **CFHD – one minute guide to social stories**: [social-stories-a-guide.pdf (childrenandfamilyhealthdevon.nhs.uk)](https://childrenandfamilyhealthdevon.nhs.uk/wp-content/uploads/2020/06/social-stories-a-guide.pdf)
* On the shared drive: NAS leaflet on social stories and comic strip conversations

**Comic Strip conversations** help young people to reflect on what has happened in a situation and to identify what people were saying, feeling and thinking. By seeing the different elements of a conversation presented visually, some of the more abstract aspects of social communication (such as recognising the feelings of others) are made more 'concrete' and are therefore easier to understand.

* **National Autistic Society** information on how to write comic strip conversations: [Social stories and comic strip conversations (autism.org.uk)](https://www.autism.org.uk/advice-and-guidance/topics/communication/communication-tools/social-stories-and-comic-strip-coversations)
* **A youtube guide to writing your own comic strip conversations** (more suitable for primary aged children): [Comic Strip Conversations - YouTube](https://www.youtube.com/watch?app=desktop&v=mz7JhQmlC6c)
* ***Comic Strip Conversations*** by Carol Gray (1994): this book explains how to create your own comic strip conversations

**Visual timetables and now and next boards** are made up of pictures, photographs or symbols which represent a sequence of events in the order they will happen. Visual schedules are an effective way for some children to understand the routine for the day. It can also help children who are having difficulties following instructions become more motivated as the ‘next’ activity can be something rewarding. Timetables and schedules also help to create structure and routine which helps reduce uncertainty and help make daily life more predictable. This can help reduce anxiety.

* **Do2Learn:** provides visual picture cards to help you make your own visual timetable: [Do2learn: Educational Resources for Special Needs](https://do2learn.com/picturecards/howtouse/schedule.htm)
* **ASD Bright Ideas:** provide a wide range of bright and colourful visual aids and resources: [ASD Bright Ideas - Autism - Autistic - Special Needs visual resources](https://www.asdbrightideas.co.uk/asd/)
* On the shared drive: example home visual timetable
* On the shared drive: now and next template

**Other visual support**

Presenting information visually rather than explaining things verbally can really help young people with Autism understand. This can help reduce anxiety and frustration.

* **National Autistic Society** webpage on a range of visual supports: [Visual supports (autism.org.uk)](https://www.autism.org.uk/advice-and-guidance/topics/communication/communication-tools/visual-supports)
* **Autism Toolbox**: provides a range of visual resources to support young people with Autism: [Templates and Resources | Autism Toolbox](http://www.autismtoolbox.co.uk/templates-and-resources)
* **Worcester Speech and Language Therapy** team provide a range of visual resources to support social skills:<https://www.hacw.nhs.uk/childrens-speech-and-language-resources/>

**Other ways to support communication differences:**

* **CFHD one minute guide to communication**: [Tips for helping communication (childrenandfamilyhealthdevon.nhs.uk)](https://childrenandfamilyhealthdevon.nhs.uk/wp-content/uploads/2020/04/1-minute-guide-communication.pdf)
* **CFHD video on communication differences**:[Resources - Children and Family Health (childrenandfamilyhealthdevon.nhs.uk)](https://childrenandfamilyhealthdevon.nhs.uk/autistic-spectrum-disorder/resources/)
* **Video developed by National Autistic Society (2017).** Young people with ASD discuss the need that they have for extra time to process spoken information: [Too Much Information and Us | Processing Information - YouTube](https://www.youtube.com/watch?v=WlxXbONMqNc)
* ***Freaks, Geeks and Aspergers Syndrome*** by Luke Jackson (2002):Written by 13 year old Luke, who has a diagnosis of Asperger’s, this books includes topics, such as bullying, dating, friendships, when to disclose your diagnosis and making sense of idioms. Suitable for young people aged 12+.
* ***The Asperkids (Secret) book of Social Rules*** by Jennifer Cook O'Toole (2012) **:** gives young children, aged 10-17 advice regarding ways to communicate. Full of illustrations, logic and practice sessions in comic strip form.

**Coronovirus**

**Support for all young people:**

* **“See, Hear, Respond”** is a campaign led by Barnardos to provide rapid support for children and young people affected by Coronovirus. Professionals and parents can refer young people. They offer an online hub of information, as well as virtual counselling and face to face support sessions: [See, Hear, Respond | Barnardo's](https://www.barnardos.org.uk/see-hear-respond)

**Visual resources:**

* **Social story** about coronavirus: [Microsoft Word - Freddy, school and the corona virus.docx (acamh.org)](https://www.acamh.org/app/uploads/2020/03/Freddy-school-and-the-corona-virus.pdf)
* **Social story** by Carol Gray about coronovirus: <https://search3.openobjects.com/mediamanager/peterborough/fsd/files/pandemics-and-the-coronavirus.pdf>
* **A visual guide developed by Peterborough Autism Education Service for Teachers:** supporting young people with Autism with self-isolation, home schooling and understanding coronavirus: [autism\_self\_isolation\_guidance\_for\_parents\_3\_.pdf (openobjects.com)](https://search3.openobjects.com/mediamanager/peterborough/fsd/files/autism_self_isolation_guidance_for_parents_3_.pdf)

**Advice for parents supporting young people with Autism:**

* **Advice from clinical psychologists** about supporting young people with Autism: [Covid-19-and-Autism.pdf (autismeducationtrust.org.uk)](https://www.autismeducationtrust.org.uk/wp-content/uploads/2020/04/Covid-19-and-Autism.pdf)
* **Association for Child and Adolescent Mental Health (ACAMH) podcast:** Coronavirus, and helping children with autism: [Coronavirus, and helping children with autism – Episode 4 ‘Autism, a parents guide’ by ACAMH (soundcloud.com)](https://soundcloud.com/user-664361280/coronavirus-helping-children-with-autism)

**Eating**

Young people with Autism may experience difficulty with their eating and have a restricted diet for a number of reasons, including sensory sensitivities or rigidity.

**Strategies to support with eating difficulties:**

* **Advice from a Clinical Psychologist** on the NAS website: [Supporting autistic people with eating difficulties (autism.org.uk)](https://www.autism.org.uk/advice-and-guidance/professional-practice/autism-eating)
* **The National Autistic Society** lists when parents/carers should be concerned about their young person’s eating and strategies to try: [Eating - a guide for all audiences (autism.org.uk)](https://www.autism.org.uk/advice-and-guidance/topics/behaviour/eating/all-audiences)
* **The Autism Awareness Centre Inc**. provides advice on cooking with children with Autism. They advise that if a child is involved in the cooking process, they may be more likely to eat the food: [What’s Cooking? Life Skills for Kids with Autism! - Autism Awareness (autismawarenesscentre.com)](https://autismawarenesscentre.com/whats-cooking-life-skills/)
* This information leaflet provides advice regarding PICA: [What are the risks (challengingbehaviour.org.uk)](https://www.challengingbehaviour.org.uk/learning-disability-files/16_Pica.pdf)
* On shared drive: social story about eating and drinking

**Also see section on** [**sensory differences**](#Sensorydifferences)

**Education: information for parents/carers**

**Advocacy for parents/carers:**

* **Devon Information, Advice and Support Service (DIAS):** DIAS provides young people with Special Educational Needs and their families in Devon with easily accessible, legal support around Education, Health and Social Care. They provide a free, confidential and impartial service for families: [Home - Devon Information Advice & Support (devonias.org.uk)](https://devonias.org.uk/)
* **Special Educational Needs and/or Disabilities Information, Advice and Support Service (SENDIAS):** SENDIAS provides young people with Special Educational Needs and their families in Torbay with easily accessible, legal support around Education, Health and Social Care. They provide a free, confidential and impartial service for families: [SENDIASS Torbay - Torbay Council](https://www.torbay.gov.uk/schools-and-learning/send/information-for-parents/sendiass/)
* **The Advisory Centre for Education (ACE):** Provide practical support to parents/carers regarding how to work with their child's school to resolve any concerns. They also offer legal advice when parents/carers do not get their chosen school: [ACE Education Advice CIC & ACE Education Training LLP | Home (ace-ed.org.uk)](http://www.ace-ed.org.uk/)

**Choosing an educational setting:**

* **Devon Special Educational Needs and Disabilities (SEND) Local Offer:** this website outlines the education, health and social care services for children/young people with SEND across Devon: [Special educational needs and disabilities (SEND) Local Offer and vision - Education and Families (devon.gov.uk)](https://www.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer)
* **Autism Education Trust** guide to choosing a school on the shared drive

**School-related anxiety: see also** [**emotional regulation**](#Emotionalreg) **section**

* **Babcock** provide information regarding ways to support anxiety-based school avoidance: [Babcock LDP - Anxiety Based School Avoidance and School Refusal](https://www.babcockldp.co.uk/inclusion-and-ehwb/anxiety-based-school-avoidance)
* **Autism Education Trust** leaflet: school stress and anxiety: how it can lead to school refusal and impact on family life. Saved on shared drive.

**Home schooling:**

* **Devon Elective Home Education Service:** provides information for parents and carers who are considering educating their child(ren) at home, as well as on-going support for existing home educators: [Babcock LDP - Elective Home Education information and guidance](https://www.babcockldp.co.uk/safeguarding-and-compliance/elective-home-education)
* **Home Education in the UK:** provides advice regarding how to get started with home schooling, guidance about taking GCSEs, links to resources and legal information for home educators: [Home education in the UK - Home Education in the UK (home-ed.info)](https://home-ed.info/)
* **Tutoring service**: [Online tutors | EducationNOW](https://www.educationnow.co.uk/)
* **Distance learning courses** in GCSEs, A-Levels and other qualifications: [Academic & School Subject Courses, GCSEs & A Levels - ADLC](https://www.adlc.org.uk/course/academic-school-subject-courses/)

**Exclusion:**

* **DIAS leaflet on exclusions/risk of exclusions** available to download at: [Excluded or at Risk of Exclusion from School? DIAS 15 - Devon Information Advice & Support (devonias.org.uk)](https://devonias.org.uk/leaflets/excluded-or-at-risk-of-exclusion-from-school-dias-15/) Also saved on shared drive.
* **ACE provides a webpage regarding legal advice around exclusions** from school: [ACE Education Advice CIC &amp; ACE Education Training LLP | Exclusion from school | School exclusion (ace-ed.org.uk)](http://www.ace-ed.org.uk/advice-about-education-for-parents/exclusion-from-school?1ce66d2a-3d6d-4bb2-b358-35afa829888f)

**Also see sections on** [**Education: Information for schools**](#Educationschool)**,** [**masking**](#Masking) **and** [**emotional regulation**](#Emotionalreg)

**Education: information for schools**

**Transitions:** people with Autism often require predictability and routine in order to feel safe and calm. Therefore, transitions can be very challenging and anxiety-provoking for young people with Autism as transitions involve change.

* Babcock have provided guides designed for children to supporting with transitions to nursery, primary school, secondary school and higher education: [Babcock LDP - Transition - Early Years to Primary to Secondary to Post-16](https://www.babcockldp.co.uk/disadvantaged-vulnerable-learners/educational-psychology/resources/transition-guidance)
* Transition toolkit from Autism Education Trust saved on shared drive
* Getting ready for secondary school workbook saved on shared drive
* Example of a school passport saved on shared drive
* Transition workbook saved on shared drive
* Supporting children returning to school saved on shared drive

**Social skills interventions:** for some young people with Autism, social skills are not ‘picked up’ easily. However, some social skills can be taught if the student is directly taught the skill.

* **Do2Learn:** this website includes social skills intervention ideas, e.g. to support with starting conversations, waiting for your turn and making friends: [Do2Learn: Educational Resources for Special Needs](https://do2learn.com/organizationtools/SocialSkillsToolbox/index.htm)
* **Lego Therapy** supports young people to develop their turn taking and perspective taking skills. Lego therapy is suitable for children of all ages, as long as you ensure that the models and visual instructions are age-appropriate. This website contains a comprehensive guide and resources needed to run a lego therapy group: <https://www.cornwall.gov.uk/media/34865476/lego-therapy-pack.pdf>
  + *LEGO®-Based Therapy: How to build social competence through LEGO®-based Clubs for children with autism and related conditions* by Simon Baron-Cohen et al (2014). A complete guide to setting up a lego therapy club.

**Workstations:** individuals with Autism often require structure in order to feel calm and be able to concentrate. Workstations help to make classroom tasks accessible and clear.

* This guide explains how to set up and use a workstation: [I-can-do-it-myself.pdf (designhub.it)](http://www.designhub.it/cometa/wp-content/uploads/2017/09/I-can-do-it-myself.pdf)

**Bullying**

* The National Autistic Society has written an article on the experience of bullying for young people with Autism and what education settings can do to prevent bullying: [Layout 1 (aettraininghubs.org.uk)](https://www.aettraininghubs.org.uk/wp-content/uploads/2012/05/4.3-B-is-for-bullied-NAS-booklet.pdf)

**Best practice guidelines**

* **Autism Education Trust:** The AET provide advice and resources regarding ways that families and schools can work together for young people with Autism: [www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk)
* **National Autism Standards (2016):** developed by AET to support young people with Autism across all areas of their school experiences. Saved on shared drive.
* ***Teacher’s Guide to Autistic Behaviour: what, why and how to help*** by Dr Heather McKenzie (2019): a practical guide that helps teachers to identify the underlying reasons for different behaviour and strategies to support young people with Autism regulate their emotions.
* **Mindmap regarding ways to support children with Autism in the classroom** by George Timlin (Warwickshire County Council). Saved on shared drive.

**Also see sections on** [**behaviour,**](#Behaviour)[**communication**](#Communication)**,** [**sensory differences**](#Sensorydifferences)**,** [**Masking**](#Masking)**,** [**PDA**](#PDA) **and** [**emotional regulation**](#Emotionalreg)

**Emotional regulation, including anxiety**

**1:1 emotional support for young people:**

* **Childline offer telephone and webchat counselling for young people:** [1-2-1 counsellor chat | Childline](https://www.childline.org.uk/get-support/1-2-1-counsellor-chat/)
* **Kooth also offer free counselling for young people:** [Home - Kooth](https://www.kooth.com/)
* **Young Devon:** provide individual support for young people struggling with their mental health via counselling and group sessions: [Wellbeing | Young Devon](https://www.youngdevon.org/what-we-do/mental-health-well-being)

**Self-regulation strategies**

* **Mindfulness**
  + **Smiling Mind (free) – aged 7+:** mindfulness for children app: [Smiling Mind](https://www.smilingmind.com.au/)
  + This article outlines 6 mindfulness activities specifically for young people with Autism: [Six Simple Mindfulness Practices for Kids with Autism (stageslearning.com)](https://blog.stageslearning.com/blog/six-simple-mindfulness-practices-for-kids-with-autism)
  + ***The Essential Guide to using Mindfulness with Children & Young*** *People*by Tina Rae, Jody Walshe & Jo Wood (2017). This book provides practical and user-friendly introductions to tried-and-tested mindfulness-based strategies for promoting emotional and mental well-being in young people.
* **CBT**
  + ***Having fun with feelings on the Autism Spectrum: A CBT Activity Book for kids aged 4 – 8*** by Garnett, Attwood et al (2020). This book helps parents to support their children to recognise, express and understand emotions. One activity includes creating a toolbox to reduce anxiety.
  + **Molehill Mountain** (free) – for teenagers and adults. An app developed by Autistica (Autism research charity) to help people with Autism understand and manage their emotions: [The app specially designed to help autistic people understand more about their anxiety | Autistica (en-GB)](https://www.autistica.org.uk/get-involved/molehill-mountain-app)
  + **Positive Penguins** (free) - aged 9 – 11 years: An app designed for children to teach children how to catch their thinking and challenge it to be more optimistic, resilient and mindful: [positivepenguins](http://positivepenguins.com/)
  + ***The Homunculi Approach to Social and Emotional Wellbeing. A flexible CBT programme for young people on the autism spectrum or with emotional and behavioural difficulties*** by Anne Greig & Tommy Mackay (2013). Children aged 7+ are supported to develop their own characters and stories in order to learn to cope with their real-life problems.
* ***Dealing with Feeling*** by Tina Rae (2008): This book provides teachers of children aged 7-14 with structured opportunities to develop their emotional literacy and emotional wellbeing, with a focus on developing an emotional vocabulary, empathy, tolerance, resilience and motivation.

**Videos about emotions:**

* **Inside Out:** the characters from the Disney film, Inside Out demonstrate how each of the main emotions might feel and look like: [Inside Out: Guessing the feelings. - YouTube](https://www.youtube.com/watch?app=desktop&v=dOkyKyVFnSs)
* **Ambitions about Autism:** in this video, young people talk about what it feels like to experience a meltdown and a shutdown: [Meltdowns and shutdowns | Ambitious about Autism](https://www.ambitiousaboutautism.org.uk/information-about-autism/behaviour/meltdowns-and-shutdowns)
* **CAMHS:** the CAMHS resources page contains a range of videos about managing emotions: [VIDEOS | CAMHS Resources (camhs-resources.co.uk)](https://www.camhs-resources.co.uk/videos)

**Visual resources for teaching emotional regulation:**

* **Social story to help with anxiety:** [When-anxiety-feels-overwhelming-2.pdf (acamh.org)](https://www.acamh.org/app/uploads/2020/03/When-anxiety-feels-overwhelming-2.pdf)
* ***When My Worries Get Too Big by Kari Dunn Buron (2013)*:** illustrated children’s book to help children (5 – 10 year olds) recognise their anxiety and learn to manage it.
* ***The Red Beast: Controlling Anger in Children with Asperger's Syndrome*** by K.I.Al-Ghani (2008): illustrated children's storybook is written for children aged 5+, and is an accessible, fun way to talk about anger, with useful tips about how to 'tame the red beast' and guidance for parents on how anger affects children with Asperger's Syndrome
* ***The Zones of Regulation* by Leah M. Kuyper (2011):** uses a cognitive behaviour approach to help children (aged 4+) become more aware of, and independent, in controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts.
  + This video explains how you can teach the zones of regulation to children: [The Zones of Regulation for Children - Activity to do at home or in classroom - YouTube](https://www.youtube.com/watch?v=097K9spIpF0)
  + This website explains the zones in more detail with activities and strategies: [The ZONES of Regulation® (stnicolasmary.w-sussex.sch.uk)](https://www.stnicolasmary.w-sussex.sch.uk/attachments/download.asp?file=7118&type=pdf)
* **The Incredible 5 Point Scale:** provides a visual method of turning the abstract concept of emotions into a more visual and concrete concept. The *Incredible 5 Point Scale* can help children learn to recognise emotion rising in the body and choose to do something to calm down. Free resources and video available at: [THE INCREDIBLE 5-POINT SCALE - Home](https://www.5pointscale.com/)
  + ***The Incredible 5-point Scale* by Kari Dunn Buron & Mitzi Curtis (2012).** A primary goal of the scale is to help autistic children (aged 7 -13) notice and functionally respond to their own and others’ behaviour.
  + This video explains how to use the incredible 5 point scale: [Exploring Stress and Anxiety with Children using Visual Techniques - YouTube](https://www.youtube.com/watch?app=desktop&v=UUCWWu2F_9E&feature=youtu.be)
  + There is a leaflet saved on the shared drive regarding how to use the Incredible 5 point scale.

**Further information about Autism and anxiety**

* In this video developed by the National Autistic Society (2017), young people with ASD discuss the anxiety they experience in social situations and what others can do to help: [Too Much Information and Us | Anxiety in Social Situations - YouTube](https://www.youtube.com/watch?v=11O0VAmU89g)
* **City University: A guide to anxiety in Autism:** a reader-friendly explanation of Autism and anxiety together with book and website recommendations for supporting people with anxiety and Autism. Saved on shared drive.
* **CFHD 1 minute guide to anxiety:** [1-minute-guide-anxiety.pdf (childrenandfamilyhealthdevon.nhs.uk)](https://childrenandfamilyhealthdevon.nhs.uk/wp-content/uploads/2020/04/1-minute-guide-anxiety.pdf)
* **CFHD training on anxiety available at:** [Resources - Children and Family Health (childrenandfamilyhealthdevon.nhs.uk)](https://childrenandfamilyhealthdevon.nhs.uk/autistic-spectrum-disorder/resources/)
* **Signpost Plus:** mental health resources and contacts list: [mental-health-useful-information.pdf (childrenandfamilyhealthdevon.nhs.uk)](https://childrenandfamilyhealthdevon.nhs.uk/wp-content/uploads/2019/06/mental-health-useful-information.pdf)

**Also see section on** [**masking**](#Masking)

**Entitlements**

**Funding applications**

* **Quids for Kids:** this service is funded by Devon County Council and delivered by the Citizens Advice Bureau. The service can carry out a free entitlement check for families and help families to challenge benefit decisions if families do not think they have been treated fairly. You can complete a referral form here [Quids4Kids – Citizens Advice Devon (cabdevon.org.uk)](https://www.cabdevon.org.uk/quids-for-kids/) or call 0300 5000 404.
* **Citizens Advice Bureau:** provide information and advice regarding a range of topics including benefits, debts, employment, housing, etc. Torbay CAB is available at: [Citizens Advice Torbay – Citizens Advice Torbay provides a free, impartial and confidential service to everyone.](http://www.citizensadvicetorbay.org.uk/) and Devon CAB at: [Citizens Advice Devon (cabdevon.org.uk)](https://www.cabdevon.org.uk/)
* **Family Fund**: provide grants for essential items (e.g. washing machine/ sensory toys/ bedding etc.) for families with a child with a disability: [Family Fund](https://www.familyfund.org.uk/)

**Vulnerability identification cards**

* **Devon Autism Alert Card:** a free card for people aged over 11 with an autism diagnosis. The card can be useful in emergency situations. The holder’s name and emergency contact number are embossed on it: [Autism Alert Card. Devon Link-up (devonlink-up.org)](https://www.devonlink-up.org/autism-alert-card/)
* **The Hidden Disabilities Sunflower scheme:** The Hidden Disabilities Sunflower Lanyard has been purposefully designed to act as a discreet sign that the wearer has a hidden disability and requires additional assistance: [www.hiddendisabilitiesstore.com](http://www.hiddendisabilitiesstore.com)

**Discount cards**

* **Devon Carers**: provide information and support for registered carers. Registered members have access to additional support and benefits (e.g. carers card/discounts, free hospital parking etc.): [Devon Carers](https://devoncarers.org.uk/)
* **Torbay Carers:** registered members have access to additional support and benefits (e.g. carers card/discounts, free hospital parking etc.): [Join the Torbay Carers Register - Torbay Carers Service (torbayandsouthdevon.nhs.uk)](https://www.torbayandsouthdevon.nhs.uk/services/carers-service/join-torbay-carers/)
* Max Card (sky badger): provides children with complex needs, friends and family free/discounted access to a range of attractions (e.g. zoos, castles, museums, etc.): [Max Card – Sky Badger](https://skybadger.co.uk/finance/max-card/)

**Girls and Autism**

**Accounts from girls with Autism**

* **Limpsfield Grange:** Girls with Autism (2014): video made by teenage girls at Limpsfield Grange school explaining their experience with Autism and how Autism differs between girls and boys: [Limpsfield Grange Girls with Autism - YouTube](https://www.youtube.com/watch?app=desktop&v=oZhZ0k1lyF8)
  + Channel 4 news (2017) piece on girls with Autism at Limpsfield Grange: [Autism Documentary: Inside the UK’s only school for autistic girls - YouTube](https://www.youtube.com/watch?app=desktop&v=Iy3jYIqRIJg)
  + To watch the entire documentary, ‘Girls with Autism’ from ITV (2017): [Girls With Autism, ITV on Vimeo](https://vimeo.com/199745757?ref=em-share)

**Identification and strategies for girls with Autism**

* **NASEN** have developed a comprehensive guide regarding how to identify and support girls with Autism: Girls and Autism – flying under the radar. [Girls and Autism: Flying under the radar | Nasen](https://nasen.org.uk/resources/girls-and-autism-flying-under-radar)
* **Tony Attwood** explains what Autism can look like in girls and ways that girls can be supported (2018): [Tony Attwood - Aspergers in Girls (Asperger Syndrome) - YouTube](https://www.youtube.com/watch?app=desktop&v=wfOHnt4PMFo)
* **Podcast by Association for Child and Adolescent Mental Health (ACAMH)** entitled: How autism presents differently in girls – a parents’ guide (2020). The presenters are Dr. Ann Ozsivadjian and Dr. Marianna Murin. Available at: [How autism presents differently in girls - Episode 3 'Autism, a parents guide' with Dr. Ann Ozsivadjian and Dr. Marianna Murin - ACAMH](https://www.acamh.org/blog/how-autism-presents-differently-in-girls/)
* **Right Click – Women and Girls Online Support:** The Scottish Autism organisation have compiled a comprehensive guide to Autism in females. Once you have registered for a free account, you can access the videos and resources that they have compiled regarding various topics, including friendships, school and sensory processing differences: [Women and Girls Online Support | Scottish Autism](https://www.scottishautism.org/services-support/family-support/women-and-girls-online-support)
* **National Autistic Society:** online training module on Autism in women and girls. Cost is £30. [Women and girls (autism.org.uk)](https://www.autism.org.uk/what-we-do/professional-development/training-and-conferences/online/women-and-girls)

**Books for young girls with Autism**

* ***The Girl who Thought in Pictures: The Story of Dr. Temple Grandin*** by Julia Finley Mosca (2017) This illustrated book for children aged 5-10 explains how Temple Grandin’s unique mind allowed her to connect with animals and invent groundbreaking improvements for farming across the world.
* ***We’re amazing 1,2,3: A story about friendship and Autism*** by Leslie Kimmelman (2017): A *Sesame Street* book about Julia, a character with Autism. The story illustrates what Autism may be like for children and how they can develop friendships. Suitable for children aged 3 -7.

**Books for adolescent girls with Autism**

* ***How to look for a lost dog*** by Ann M. Martin (2016): this book is told from the point of view of a resilient and honest, 11 year old girl with Autism. Suitable for young people aged between 8 – 12 years.
* ***A Kind of Spark*** by Elle McNicoll (2020): this book reminds audiences that there are ‘many different ways to be Autistic’ by portraying the lives of twins, who both have Autism. The book challenges many myths and stereotypes regarding Autism. Suitable for ages 9 – 11.

**Books for teenage girls with Autism and parents/carers**

* ***The Spectrum Girl’s Survival Guide: How to Grow Up Awesome and Autistic*** by Siena Castellon (2020): Siena uses her own experience to provide practical tips on a range of topics, including, friendship, school and body image.
* ***Sisterhood of the Spectrum: An Asperger Chick's Guide to Life*** by Jennifer Cook O’Toole (2015): A handbook for teenage girls with Autism, covering topics such as body shapes, love interests, bullying and friendships.
* ***Women and Girls with Autism Spectrum Disorder: Understanding Life Experiences from Early Childhood to Old Age*** by Sarah Hendrickx (2015): in this book Sarah Hendrickx has collected both academic research and personal stories about girls and women on the autism spectrum to present a picture of their feelings, thoughts and experiences at each stage of their lives.
* ***Aspergirls: Empowering Females with Asperger Syndrome*** by Rudy Simone (2010): A handbook for females with Autism, offering an explanation and advice around a range of topics, including, friendships, school and employment.
* ***The Independent Woman's Handbook for Super Safe Living on the Autistic Spectrum*** by Robyn Steward (2013): This book provides practical suggestions to support teenagers and women with Autism to stay safe. Topics include, relationships, internet safety, substances and emotions.
* ***Autism and Girls*** by Tony Attwood and Temple Grandin (2019): This book is a compilation of accounts from women and girls with Autism, explaining their unique strengths and challenges.
* ***Explaining Humans: What Science can Teach us about Life, Love and Relationships*** by Dr Camilla Lang (2021): Dr Lang is a scientist with Autism. In this book she discusses her own scientific perspective on life, including decision making, conflict, relationships and etiquette.

**Also see section on** [**masking**](#Masking) **and** [**puberty**](#Puberty)

[**Masking**](#Masking)

**Explanation of masking and strategies**

* **CFHD – 1 minute guide to masking**: [1-minute-guide-masking.pdf (childrenandfamilyhealthdevon.nhs.uk)](https://childrenandfamilyhealthdevon.nhs.uk/wp-content/uploads/2020/04/1-minute-guide-masking.pdf)
* **National Autistic Society:** this information leaflet from NAS describes how masking can contribute to ‘Autistic fatigue’: [Autistic fatigue - a guide for parents and carers (autism.org.uk)](https://www.autism.org.uk/advice-and-guidance/topics/mental-health/autistic-fatigue/parents)
* ***Helping you to identify and understand Autism masking*** by Emma Kendall (2020)Emma is an Autism researcher who also has a diagnosis of Autism. In this book, she shares her own experience of masking, why people mask and the impact of masking.

**Personal accounts of masking:**

* This article written by Ryan, an adult with Autism explains how masking can be exhausting and lead to ‘Autism fatigue’: [Autistic Burnout: The Cost of Masking and Passing – Ryan Boren](https://boren.blog/2017/01/26/autistic-burnout-the-cost-of-coping-and-passing/)
* This article explains a number of ways that one lady masks her Autism and the exhausting effect that this has upon her: [The costs of camouflaging autism | Spectrum | Autism Research News (spectrumnews.org)](https://www.spectrumnews.org/features/deep-dive/costs-camouflaging-autism/)
* In this video, Purple Ella explains what masking means to her and other people with Autism:  [[AUTISM AND MASKING |Purple Ella - YouTube](https://www.youtube.com/watch?app=desktop&v=2gOZFK9H5dQ)](https://www.youtube.com/watch?v=2gOZFK9H5dQ)

**Also see section on** [**girls and Autism**](#Girlsautism)

**Pathological Demand Avoidance**

**Explanation of PDA and strategies for home**

* **CFHD one minute guide to PDA**: [1-minute-guide-pda.pdf (childrenandfamilyhealthdevon.nhs.uk)](https://childrenandfamilyhealthdevon.nhs.uk/wp-content/uploads/2020/04/1-minute-guide-pda.pdf)
* **CFHD training on PDA** available at: [Resources - Children and Family Health (childrenandfamilyhealthdevon.nhs.uk)](https://childrenandfamilyhealthdevon.nhs.uk/autistic-spectrum-disorder/resources/)
* **National Autistic Society**: this webpage explains what PDA is and strategies to help: [PDA - a guide for parents and carers (autism.org.uk)](https://www.autism.org.uk/advice-and-guidance/topics/diagnosis/pda/parents-and-carers)
* **The Association for Child and Adolescent Mental Health (ACAMH)** Challenging Behaviour and Demand Avoidance (2020). The presenter is Dr. Ann Ozsivadjian. Available at: [Challenging Behaviour and Demand Avoidance - Episode 8 'Autism a parents guide' with Dr Ann Ozsivadjian - ACAMH](https://www.acamh.org/blog/demand-avoidance-and-challenging-behaviour/)
* ***Can I tell you about Pathological Demand Avoidance?*** by Ruth Fidler and Phil Christie (2015): this is a book for families and professionals. It is written from the perspective of a young person with PDA and includes strategies that others can use to support the young person.
* **This video made by the PDA society** explains what PDA is and ways to help: [Demand Avoidance of the PDA kind - YouTube](https://www.youtube.com/watch?app=desktop&v=CCsfKxyuH1I)
* **An insight into family life with PDA** – powerpoint presentation by Becky Giles for NAS conference 2019. Saved on shared drive.

**Strategies for PDA in school**

* **Schools’ best practice for PDA** – powerpoint presentation by Natalie Menagh for NAS conference 2019. Saved on shared drive.
* **Mind map of PDA strategies** by George Timlin (Warwickshire County Council). Saved on shared drive.
* **This information leaflet** provides simple strategies for supporting young people who present with PDA in school: [Positive-PDA-booklet.pdf (pdasociety.org.uk)](https://www.pdasociety.org.uk/wp-content/uploads/2020/01/Positive-PDA-booklet.pdf)
* **Ruth Fidler and Phil Christie**: this video (2016) explains what PDA is and strategies to support young people in the classroom: [Pathological demand avoidance: an interview with Ruth Fidler and Phil Christie (full) on Vimeo](https://vimeo.com/161784323)
* ***Collaborative Approaches to Learning for Pupils with PDA: strategies for education professionals*** by Ruth Fidler and Phil Christie (2018): this book is a practical guide to supporting young people with PDA in educational settings.

**Puberty**

* ***The Autism Friendly guide to periods*** by Robyn Steward (2019):This book explains what periods are, how they are part of the menstrual cycle and how you can manage them. The book includes step by step photo instructions
* **In this video**, parents and professionals give advice regarding how to support girls with Autism with their periods:[Autistic girls & learning about periods | Raising Children Network](https://raisingchildren.net.au/autism/teenagers-autism-videos/periods-autistic-girls-parent-tips)
* **In this video**, parents and professionals provide advice regarding how to talk to a young person with Autism about puberty: [Puberty: autistic children & teens | Raising Children Network](https://raisingchildren.net.au/autism/teenagers-autism-videos/puberty-autistic-children)

**Relationships, including friendships and bullying**

**Bullying**

* **The National Autistic Society** provide guidance for parents around how to support young people who are experiencing bullying: [Dealing with bullying - a guide for parents and carers (autism.org.uk)](https://www.autism.org.uk/advice-and-guidance/topics/bullying/bullying/parents)
* **The National Autistic Society** has written an article on the experience of bullying for young people with Autism and what education settings can do to prevent bullying: [Layout 1 (aettraininghubs.org.uk)](https://www.aettraininghubs.org.uk/wp-content/uploads/2012/05/4.3-B-is-for-bullied-NAS-booklet.pdf)
* **In this video**, parents talks about the experience of their teenagers with Autism and strategies to manage bullying: [Autistic teens & secondary school bullying | Raising Children Network](https://raisingchildren.net.au/autism/teenagers-autism-videos/bullying-at-secondary-school-autistic-teens)

**Friendships**

* **In this video**, parents and professionals discuss ways to support teenagers develop friendships: [Friends & socialising: autistic teenagers | Raising Children Network](https://raisingchildren.net.au/autism/teenagers-autism-videos/socialising-teens-autism)
* **Autism Toolbox:** explanation of potential difficulties in friendships and strategies for supporting friendship skills [Friendships | Autism Toolbox](http://www.autismtoolbox.co.uk/friendships)
* **Advice leaflet from Autism West Midlands for older teenagers regarding how to make friends:** [Friendships.pdf (autismwestmidlands.org.uk)](https://www.autismwestmidlands.org.uk/wp-content/uploads/2017/11/Friendships.pdf)
* **Role play videos are available on the UCLA website** designed to support older teenagers with Autism to identify good and bad examples of different social skills. The videos can provide a starting point to discuss and practice social skills: [Role Play Videos | Semel Institute for Neuroscience and Human Behavior (ucla.edu)](https://www.semel.ucla.edu/peers/resources/role-play-videos)

**Romantic relationships**

* **The National Autistic Society** presents the perspective of one lady with Autism on [Developing and maintaining a relationship (autism.org.uk)](https://www.autism.org.uk/advice-and-guidance/professional-practice/maintaining-relationships)
* **In this video**, parents talk about how to talk with their teenagers with Autism about sexuality and relationships: [Autistic teens: sexuality & relationships | Raising Children Network](https://raisingchildren.net.au/autism/teenagers-autism-videos/sexuality-autistic-teens-tips)

**Also see sections on** [**social skills interventions**](#Socialskillsinterventions)**,** [**comic strip conversations**](#Comicstrip) **and** [**social stories**](#Socialstories)

**Selective Mutism**

It will be important for ASD strategies to be implemented sensitively and alongside Selective Mutism strategies / confident communication strategies. Strategies in autism are often to make expectations very clear (e.g. social stories) but pressure linked to specific expectations (particularly around talking to others/how to respond) may trigger anxiety responses for children and young people with difficulties in consistently using their voice. It will be important that the young person continues to be supported through the use of a low-pressure communication environment where the young person is not expected to use their voice unless they are ready and able to.

* ***Can I tell you about selective mutism*** by Maggie Johnson and Alison Wintgens. This book for families and professionals explains selective mutism from the point of view of the young person, including ways to help.
* **Ensuring an anxiety free environment leaflet** from the Selective Mutism Resource Manual. Saved on the shared drive. Provides strategies for home and school to support young people with selective mutism.
* **“Pep Talk” leaflet** from the Selective Mutism Resource Manual.Saved on the shared drive. This leaflet provides four key ideas for the adult to speak with the young person about to provide reassurance, e.g. acknowledge the child’s fear of speaking and let them know they are not alone.

**Sensory differences**

**Strategies to support sensory differences**

* **The CFHD Occupational Therapy Service** have a range of resources and activity ideas for use at home: [helpful-links-for-ot-resources-and-activities-ideas-for-home-ii.pdf (childrenandfamilyhealthdevon.nhs.uk)](https://childrenandfamilyhealthdevon.nhs.uk/wp-content/uploads/2020/04/helpful-links-for-ot-resources-and-activities-ideas-for-home-ii.pdf)
* **CFHD one minute guide to sensory differences:** [1-minute-guide-sensory.pdf (childrenandfamilyhealthdevon.nhs.uk)](https://childrenandfamilyhealthdevon.nhs.uk/wp-content/uploads/2020/04/1-minute-guide-sensory.pdf)
* **CFHD training on sensory differences, available at:** [Resources - Children and Family Health (childrenandfamilyhealthdevon.nhs.uk)](https://childrenandfamilyhealthdevon.nhs.uk/autistic-spectrum-disorder/resources/)
* **Making Sense of Sensory Behaviour**: this booklet was created by Falkirk Occupational Therapy team. It explains what sensory differences might look like and how sensory aversions and sensory seeking behaviour can be supported: [a5 booklet (falkirk.gov.uk)](https://www.falkirk.gov.uk/services/social-care/disabilities/docs/young-people/Making%20Sense%20of%20Sensory%20Behaviour.pdf?v=201906271131)
* **Sensory Integration Network:** free to join and provides members with resources and up to date information about sensory differences: [Sensory Integration Education - Home](https://www.sensoryintegration.org.uk/)
* **National Autistic Society:** strategies to support sensory differences in the classroom: [Sensory challenges for autistic pupils (autism.org.uk)](https://www.autism.org.uk/advice-and-guidance/professional-practice/sensory-classroom)
* ***Understanding your Child’s Sensory Signals: A practical daily use*** by Angie Voss (2011): this book explains what different sensory seeking/avoiding behaviour may look like in your child and ways to support your child’s sensory needs.

**Personal accounts of sensory differences**

* **Sensory processing disorder** explained from a child’s point of view: [A Child's View of Sensory Processing - YouTube](https://www.youtube.com/watch?v=D1G5ssZlVUw&feature=player_embedded)
* **A video** **produced by the National Autistic Society (2016)** which shows what it is like to experience sensory overload in a shopping centre: [Can you make it to the end? - YouTube](https://www.youtube.com/watch?app=desktop&v=Lr4_dOorquQ)
* **Video developed by National Autistic Society (2017).** Young people with ASD discuss sensory overload and what others can do to help: [Too Much Information and Us | Sensory Overloads - YouTube](https://www.youtube.com/watch?v=zWPL3QPD4p0)

**Sensory checklist**

* **A checklist** to gauge a young person’s sensory aversions and preferences. This information will help to determine how to support a young person’s sensory differences: [NEW\_Sensory\_Toolkit.pdf (westsussex-local-offer.s3.amazonaws.com)](https://westsussex-local-offer.s3.amazonaws.com/public/system/attachments/1116/original/NEW_Sensory_Toolkit.pdf)

**Further information about sensory differences**

* **Interoception:** this youtube video provides a clear explanation of what differences in interoception may look like: [Interoception: The New Topic in Autism - YouTube](https://www.youtube.com/watch?v=A0zbCiakjaA)
* **Positive Sensory Plan:** developed by Positive About Autism organisation. This plan supports education settings to identify how a young person’s sensory needs/aversions can be supported throughout the school day. Example sensory plans are included in the document. Saved on shared drive.
* **Sensory audit for the classroom:** Autism Education Trust. This document supports education settings to audit the environment and identify changes that may support a pupil’s sensory needs. Saved on the shared drive.

**Siblings**

Having a sibling with Autism can be challenging. The resources below will help to support the siblings of your child with additional needs.

**Strategies to support siblings**

* **CFHD one minute guide to siblings:** [1-minute-guide-siblings-final.pdf (childrenandfamilyhealthdevon.nhs.uk)](https://childrenandfamilyhealthdevon.nhs.uk/wp-content/uploads/2020/08/1-minute-guide-siblings-final.pdf)
* **Advice leaflet from Ambitious About Autism for siblings:** [right-from-the-start-tips-for-brothers-and-sisters.pdf (ambitiousaboutautism.org.uk)](https://www.ambitiousaboutautism.org.uk/sites/default/files/resources-and-downloads/right-from-the-start-tips-for-brothers-and-sisters.pdf)
* **Sibs:** Sibs is a charity to support siblings of people with a disability. The website includes lots of strategies and activities to support siblings with their wellbeing: [Home - Sibs](https://www.sibs.org.uk/)
* **National Autistic Society:** this webpage offers ideas of how to support siblings of young people with Autism: [Family relationships - a guide for siblings of autistic people (autism.org.uk)](https://www.autism.org.uk/advice-and-guidance/topics/family-life-and-relationships/family-life/siblings)

**Books and videos for younger children to support understanding and acceptance of a sibling with Autism**

* ***Me and My sister*** by Rose Robbins (2019): for children aged 2 – 6. Through the eyes of the brother, we find out how the siblings are both very different, but also very similar in other ways. They have lots of fun together and love each other just the same.
* ***My Brother Sammy*** by Becky and David Armitage (2000): this book is a gentle, honest and ultimately positive look at living with a child with autism for children aged 5+.
* ***My Brother Charlie*** by Hollie Robinson Peete (2010): this book describes the strengths and differences of people with Autism for children aged 7 – 10.
* **Sesame Street**: this episode introduces Julia, a 4 year old character with Autism: [Sesame Street: Meet Julia (Full Clip | 10 Min) - YouTube](https://www.youtube.com/watch?app=desktop&v=dKCdV20zLMs)
* **Pablo**: CBeebies series features a 5 year old boy with Autism.
* **Amazing Things Happen**: an introduction to autism that aims to raise awareness among young non-autistic audiences, to stimulate understanding and acceptance: [Amazing Things Happen! - YouTube](https://www.youtube.com/watch?app=desktop&v=Ezv85LMFx2E)

**Books and videos for older children with a sibling with Autism**

* **What is Autism?** This video made by the National Autistic Society provides an explanation of Autism, which may be helpful for a young person’s understand of their sibling with Autism: [What is autism](https://www.autism.org.uk/advice-and-guidance/what-is-autism)

**Also see sections on** [**Autism in the media**](#Autisminthemedia) **and** [**telling a young person about their diagnosis**](#TellingYP)

**Sleep**

**Explanation of the link between Autism and sleep**

* This video helps to explain the link between Autism and sleep:[What’s the connection between autism and sleep? | Spectrum | Autism Research News (spectrumnews.org)](https://www.spectrumnews.org/features/whats-the-connection-between-autism-and-sleep/)

**Strategies for sleep**

* **Cerebra:** the Cerebra website provides lots of tips regarding ways to support young people with their sleep. They also have Sleep Practitioners who can offer tailored advice and support: [Sleep Advice Service - Cerebra](https://cerebra.org.uk/get-advice-support/sleep-advice-service/?gclid=CjwKCAiAsOmABhAwEiwAEBR0Zj-2vruZZn7B_SFUhlUvxfOXnM2jPwE8Qx24b7KMp26H2rQWiskc2RoCZo0QAvD_BwE)
  + These sleep cards provide detailed advice regarding strategies to try to support your young person’s sleep. Suitable for all ages: [Sleep-cards-Cerebra-charity-for-children-with-brain-conditions.pdf](https://cerebra.org.uk/wp-content/uploads/2019/07/Sleep-cards-Cerebra-charity-for-children-with-brain-conditions.pdf)
* **CFHD Learning Disabilities Team**: the learning disabilities team have resources and advice on their website. Referrals can be made for support with sleep problems [Sleep problems for a child with learning disabilities - Children and Family Health (childrenandfamilyhealthdevon.nhs.uk)](http://childrenandfamilyhealthdevon.nhs.uk/learning-disability-nursing/parentcarer/sleep-problems-for-a-child-with-learning-disabilities/)
* **Action for Children:** provide strategies to support children of all ages with their sleep: [Sleep — Action for Children](https://minds.actionforchildren.org.uk/sleep)

**Strengths of Autism**

* **[Podcast episode](https://www.acamh.org/blog/autism-parents-guide-empower-your-autistic-child/)** [from Association for Child and Adolescent Mental Health (ACAMH) regarding the many strengths of Autism: Autism, a parents guide with Dr. Ann Ozsivadjian and Dr. Marianna Murin. Episode 2 'Discovering Strengths - how to empower your autistic child' - ACAMH](https://www.acamh.org/blog/autism-parents-guide-empower-your-autistic-child/)
* **This article outlines many strengths related to Autism**: [The Positives of Autism - Autism Awareness (autismawarenesscentre.com)](https://autismawarenesscentre.com/the-positives-of-autism/)

**Also see section on** [**Autism in the media**](#Autisminthemedia) **and** [**telling a young person about their diagnosis**](#TellingYP)

**Social media and internet safety**

**Strategies for parents/carers**

* **Leaflet from Autism-at-a-glance** publication regarding internet safety for young people with Autism: [Internet Safety for Adolescents with Autism.pdf (unc.edu)](https://csesa.fpg.unc.edu/sites/csesa.fpg.unc.edu/files/Internet%20Safety%20for%20Adolescents%20with%20Autism.pdf)
* **Learning disabilities, Autism and the internet fact sheet** for parents. Saved on the shared drive

**Information for young people**

* **Ambitious about Autism**: visual leaflet for young people talking about internet safety [staying-safe-online.pdf (theriseschool.com)](http://www.theriseschool.com/sites/default/files/letters-and-downloads/files/staying-safe-online.pdf)
* **Childnet Toolkit:** “S is for safe sharing”. Information regarding what information to share with others online [S for Safe - Childnet](https://www.childnet.com/resources/star-send-toolkit/s-for-safe)

**Support for families**

**Emotional support for parents/carers**

* **Navigate course** provided by Scope : Navigate is a national mentoring service, that provides online emotional support for parents and carers of disabled children who are finding out about their child’s additional needs. The service provides 6 weekly phone call appointments with a personal adviser who will talk to you about your feelings and concerns: [Navigate: emotional support for parents | Disability charity Scope UK](https://www.scope.org.uk/family-services/navigate/)
* **HOPE programme**: Hope programme is running throughout Torbay and South Devon, with courses aimed at helping people who are carers, parents of children with learning disabilities or challenging behaviour. The HOPE programme uses techniques such as Cognitive Behavioural Therapy (CBT) to support people to develop the knowledge, skills and confidence to manage: [HOPE Programme - Torbay and South Devon NHS Foundation Trust](https://www.torbayandsouthdevon.nhs.uk/services/hope-programme/)
* **National Autistic Society:** provide an Autism helpline for parents: 0808 800 4104 as well as a *Parent to Parent service*, which is a confidential telephone support service: 0808 800 4106 [Help and support (autism.org.uk)](https://www.autism.org.uk/what-we-do/help-and-support)
* **Young Minds:** a place for parents/carers to discuss concerns that they have regarding their child’s mental health: [Parents Helpline - YoungMinds](https://youngminds.org.uk/find-help/for-parents/parents-helpline/)

**Facebook groups**

* CFHD Autism Assessment [CFHD Autism Assessment Team - Home | Facebook](https://www.facebook.com/CFHDAutism/)
* Autistic Children in Devon [Autistic Children In Devon | Facebook](https://www.facebook.com/groups/1547235805366233/)
* Autism in the Private school [Autism in the Private School - Home | Facebook](https://m.facebook.com/AutismInThePrivateSchool/)
* Devon Autism Centre [Devon Autism Centre - Bideford, Devon | Facebook](https://www.facebook.com/theautisticrainbow/)

**Devon-wide support**

* **Pinpoint:** A searchable database of activities, services and support groups in Devon. Search by keyword and/or area [Pinpoint thousands of services and community groups across Devon (pinpointdevon.co.uk)](https://www.pinpointdevon.co.uk/)
* **Signpost Plus:** Devon’s family information service for children with additional needs. They provide information about local and national services and support available to families: [Signpost Plus - Children and Family Health (childrenandfamilyhealthdevon.nhs.uk)](https://childrenandfamilyhealthdevon.nhs.uk/signpostplus/) Signpost plus also produce a weekly ‘snippets’ email, which include services, events, courses etc. related to children with additional needs. You can sign up for this by emailing [amandasmithson@nhs.net](mailto:amandasmithson@nhs.net) or [kris.taylor@nhs.net](mailto:kris.taylor@nhs.net) .
* **Devon Parent Carers Voice (DPCV):** A charity run by parent/carers, for parent/carers of children or young people aged 0-25 with additional needs. A chance to meet with others to share ideas, keep up-to-date with the latest legislation and feed back into the Devon Health, Social Care and Education sectors through forums and events: [Devon Parent Carers Voice (dpcv.org.uk)](https://www.dpcv.org.uk/)or call 07794 233249.
* **Devon Carers:** a free information, advice and support service for carers. They have a regular newsletter online and run Carewise – a support service for young carers, providing trips and drop-ins at various centres throughout Devon. Call 03456 434 435 or go to: [Devon Carers](https://devoncarers.org.uk/)
* **Go Beyond:** Provide short breaks for children and young people following a referral from a professional. Following discussion with the short break providers, it will be decided whether the needs of the individual can be met, enabling them to attend. This is also available to siblings [Home - Go Beyond](https://www.gobeyond.org.uk/)

**Exeter and central Devon groups**

* **Affinity Support Group:** supporting parents of school age children with Autism (formal diagnosis not required). Meetings are held twice a month in Tiverton. For more details, visit [HOME | affinitysupportgroup](https://www.affinitysupportgroup.org/) or join their facebook group: [Affinity Support Group - Home | Facebook](https://m.facebook.com/affinitysupportgroup/)
* **The Donkey Sanctuary – Sidmouth:** offer donkey assisted therapy to children with additional needs: [What we do to protect donkeys worldwide | The Donkey Sanctuary](https://www.thedonkeysanctuary.org.uk/what-we-do)
* **South West Autism Support Services:** support groups for families and children with an autistic spectrum disorder (formal diagnosis not required). Call 07582 608641 or visit: [SOUTH WEST AUTISM DEVON - South West Autism CIC Devon UK (southwestautismsupport.com)](https://www.southwestautismsupport.com/)
* **CEDA**: provides opportunities to children and their families who have disabilities aged between 5-21 years living in Devon. They run youth services and activity groups: [CEDA- Community Equality Disability Action - CEDA, Disability Action (cedaonline.org.uk)](https://www.cedaonline.org.uk/)
* **Crediton-Area Parent Carer Support Group: drop in sessions** for carers of children or young people with additional needs [Crediton Area Children's Centre | Pinpoint Devon](https://services.pinpointdevon.co.uk/kb5/devon/services/service.page?id=Enm5bvHcH0g)
* **National Autistic Society (NAS) Exeter and East Devon Branch:** A monthly parent support group for mutual support, the group has bi-monthly speakers. For more details contact: Penny Palmer or Ursula Easton-Pool by email: [exeter@nas.org.uk](mailto:exeter@nas.org.uk)
* **Okehampton Autism/ADHD support group:** a support group for parents and carers of school aged children with Autism/ADHD (no formal diagnosis required): [Events organised by Community Links South West (communitylinks-sw.co.uk)](https://www.communitylinks-sw.co.uk/events/) or telephone: 07808 523111.
* **Parents United:** a Tiverton group set up to support Parent/Carers with children either on the Autistic spectrum and/or with ADHD (no formal diagnosis required). To find out more visit their Facebook page: [Parents United - Home | Facebook](https://m.facebook.com/momanddadunited/)
* **SOCOPS:** Social Opportunities (SOCOPS) is a registered charity providing support for children from 8-23 years of age with an Autistic Spectrum Condition (formal diagnosis not required) and their families. They run activity sessions, including activities to work on independence: [SOCOPS Exeter | Help for Children with Autism](https://socops.org.uk/)
* **The Exeter Parent Carer Network:** the aim of the group is to provide information, support and resources for families of a child with additional needs. They also provide inclusion training for local services: [The Exeter Parent Carer Network](http://exeterparentcarer.co.uk/)

**Torbay and South Devon groups**

* **Asperations:** a weekly, term time group for children with Autism, Aspergers or ADHD aged 5 to 18 years and their families. Covers the Teignbridge, Torbay and South Hams areas email. Call 07719 414729 or visit their facebook page: [Asperations Group - Home | Facebook](https://www.facebook.com/asperationsgroup/)
* **The Donkey Sanctuary – Ivybridge:**Offer donkey assisted therapy to children with additional needs: [What we do to protect donkeys worldwide | The Donkey Sanctuary](https://www.thedonkeysanctuary.org.uk/what-we-do)
* **AIMS:** An activity and support group based in Dawlish for children with additional needs and their families. Siblings are also welcome. [Home - AIMS Families](https://www.aimsfamilies.org/)
* **South Devon Autism Forum:** A forum to develop support for parents, links for professionals and opportunities to share and gain information. Contact [positivelyautistic@gmail.com](mailto:positivelyautistic@gmail.com) or visit their facebook page: [South Devon Autism Forum - Events Page - Home | Facebook](https://m.facebook.com/southdevonautismforumevents/)
* **Play Torbay:** provide adventure playgrounds and play packs for young people with additional needs, as well as support groups for parents:[Play Torbay](https://www.playtorbay.org.uk/)
* **Tissues and Issues – Torbay:** A group for parents, carers, grandparents and friends to have a relaxed chat about their young person with additional needs. Coffee mornings take place twice a week in Newton Abbott with a crèche provided: [Tissues and Issues | Facebook](https://www.facebook.com/groups/1998466853749511/)

**North Devon groups**

* **Care Farming at Julian’s Farm:** Offer sessions to school aged children to have the opportunity to rear calves, prepare logs and tend to vegetable plots amongst much more. Based in Holsworthy: [Care Farming - Julians Farm](http://www.juliansfarm.com/care-farming)
* **Ilfracombe Parent/Carer Support Group:** A support group run by and for parents and carers of children with additional needs: [Ilfracombe Parent/Carer Support Group - Home | Facebook](https://www.facebook.com/ilfracombesupport)
* **North Devon Forum for Autistic Spectrum Conditions and ADHD:** a parent/carer led support group for parents, carers and people with ASC/ADHD, although diagnosis is not essential. Membership is free and you will receive a regular newsletter, access to events and use of their specialist ASC library: [North Devon Forum for Autistic Spectrum Conditions and ADHD - Home | Facebook](https://m.facebook.com/ndfautism)
* **Side by Side Parent Carers Support Group – Barnstaple:** For parents/carers of children and young adults with additional needs. A friendly informal support group to connect with other parents and share advice and information: [Side By Side Taw & Torridge | Pinpoint Devon](https://services.pinpointdevon.co.uk/kb5/devon/services/service.page?id=V_gaCIDHoNY&communitychannel=11_4)

**Telling a young person about their diagnosis**

**Advice on telling a young person about their diagnosis**

* **CFHD one minute guide to telling my child about their diagnosis:** saved on shared drive.
* **Tony Attwood: Should you explain the diagnosis to your child (2005).** Saved on shared drive.

**Videos to support telling young children**

* **Amazing Things Happen**: an introduction to autism that aims to raise awareness among young non-autistic audiences, to stimulate understanding and acceptance: [Amazing Things Happen! - YouTube](https://www.youtube.com/watch?app=desktop&v=Ezv85LMFx2E)
* **Marvellous Max:** An animated video that explains the differences and strengths of Autism to primary school aged children: [Marvelous Max - Autism Awareness for Kids - YouTube](https://www.youtube.com/watch?app=desktop&v=wc77MksM_2c)
* This video shows a 10 year old boy telling his class about his Autism diagnosis and receiving a very positive response: [4th graders have amazing reaction to classmate revealing he has autism (facebook.com)](https://www.facebook.com/Delawareonline/videos/6817119098426269/UzpfSTExNjQwNTM0OTA0MTg4NzU6MTQwNzA5NzY3NjExNDQ1NA/)

**Books to support telling young children**

* ***My Amazing Autism*** by Nikki Saunders (2019): this colourful illustrated book helps children learn about their Autism diagnosis and “how we are all different.”
* ***Hello Roar Little Dinosaur*** by Hazel Reeves (2013): Just like Roar, children with autism think in a different way. This storybook invites children, parents, carers and teachers to celebrate the strengths of children with Asperger's.
* ***Different Like me*** (2005) by Jennifer Elder: Eight-year-old Quinn, a young boy with Asperger's Syndrome, tells young readers (aged 8+) about the achievements and characteristics of his autism heroes, from Albert Einstein, Dian Fossey and Wassily Kandinsky to Lewis Carroll, Benjamin Banneker and Julia Bowman Robinson, among others.

**Books and videos to support telling older young people**

* **National Autistic Society** information video about what Autism is: [What is autism](https://www.autism.org.uk/advice-and-guidance/what-is-autism?gclid=CjwKCAiA65iBBhB-EiwAW253W8iwD0Jhu5APGqo0ZeY1rILkr_f8T09f85ZRjhMoVA9VC-UcgwTTjxoCMxAQAvD_BwE)
* **In this video, Hollyoaks actor, Talia Grant** explains her experience of Autism and strategies that she has found helpful, especially for coping in school: [Hollyoaks: Coping With Autism In School (facebook.com)](https://www.facebook.com/hollyoaks/videos/1303051560060521/)
* **Ambitious about Autism:** in this video, young people describe their experiences of Autism: [What is autism? | Ambitious about Autism](https://www.ambitiousaboutautism.org.uk/information-about-autism/understanding-autism/what-is-autism)
* ***The Reason I Jump*** by Naoki Higashida (2014): In this book, 13 year old, Naoki, who has Autism share his thoughts and feelings about time, life, beauty and nature. This book is written by Naoki, a 13 year old boy with Autism.

**Also see section on** [**Autism in the media**](#Autisminthemedia) **and** [**strengths**](#Strengths)

**Tics**

Tics may increase as a result of negative emotions such as stress, tiredness or anxiety. But they may increase due to positive emotions as well, such as excitement or anticipation. Whenever young people with ASD focus their energy on something else (e.g. their particular interest/ watching TV etc), their tics often decrease due to relaxation and/or distraction.

It's perfectly normal to worry that a tic may never go away. Most tics are temporary and are known as transient tics. In rarer instances, children have tics that persist for an extended period of time. Young people may have exaggerated thoughts about their tics and this can cause feelings of embarrassment or worry and may make the tic worse.

Nobody wants to make tics worse. We can take some easy steps to lessen their impact:

* Try not to draw attention to the tic. Pointing it out will only make your young person more aware of it.
* Avoid stress-filled situations as much as you can — stress only makes tics worse. For instance, you could suggest that your young person tries to complete their homework early to avoid the stress that comes with procrastination and last-minute studying.
* Don't focus on it. Encourage your young person to try to forget about it by focusing on something else instead. Concentrating on it is likely to make it worse.
* Get enough sleep. Being tired can makes tics worse. Try to help your young person get a full night's rest.
* Let it out! Holding back a tic can just turn it into a ticking bomb, waiting to explode. Have you ever felt a cough coming on and tried to avoid it? Chances are your cough was then worse. Tics are very similar.
* Educate others, for example school, about tics to minimize the risk of others saying or doing something that may not help.
* No specific test can diagnose tics, but sometimes doctors will run tests to rule out other conditions that might have symptoms similar to tics.

**Strategies**

* **Tourette’s Action:** this information leaflet is written specifically for young people who experiences tics: [1487860486\_TS--the-simple-truth---A-guide-to-TS-for-children-and-young-people.pdf (tourettes-action.org.uk)](https://www.tourettes-action.org.uk/storage/downloads/1487860486_TS--the-simple-truth---A-guide-to-TS-for-children-and-young-people.pdf)
* **This leaflet from the Tourette’s Action** organisation provides strategies to manage tics: [1374586633\_Tic-tips---managing-your-TS.pdf (tourettes-action.org.uk)](https://www.tourettes-action.org.uk/storage/downloads/1374586633_Tic-tips---managing-your-TS.pdf)
* **This information leaflet** explains to teachers about Tourette’s Syndrome and how they can help students in the classroom: [1583409432\_tourettes-action-key-facts-for-teachers\_Feb2020.pdf (tourettes-action.org.uk)](https://www.tourettes-action.org.uk/storage/downloads/1583409432_tourettes-action-key-facts-for-teachers_Feb2020.pdf)
* **This information leaflet** is designed for parents/carers and older young people with tics. It explains the causes of tics and helpful strategies: [1499766563\_TA-What-Makes-Us-Tic-Brochure-2017.pdf (tourettes-action.org.uk)](https://www.tourettes-action.org.uk/storage/downloads/1499766563_TA-What-Makes-Us-Tic-Brochure-2017.pdf)

**Also see section on** [**emotional regulation**](#Emotionalreg)

**Toileting**

**Toileting advice**

* **National Autistic Society:** this webpage provides information regarding how to support a young person with Autism toilet training: [Toileting - a guide for parents and carers (autism.org.uk)](https://www.autism.org.uk/advice-and-guidance/topics/behaviour/toileting/parents)
* **Cerebra:** This webpage provides information regarding how to support a young person with Autism to toilet train: [toilet-training-jan20-low-res.pdf (cerebra.org.uk)](https://cerebra.org.uk/wp-content/uploads/2020/02/toilet-training-jan20-low-res.pdf)

**Toileting visuals**

* **ICommunicate:** This document provides visual sequencing pictures to support children in learning to use the toilet: [Toilet Story (icommunicatetherapy.com)](https://www.icommunicatetherapy.com/wp-content/uploads/2012/09/Toilet-Story1.pdf)

**What is Autism and where to find out more**

**Helpful websites**

* **Children and Family Health Devon:** includes a range of helpful toolkits and information relating to Autism, Speech and Language Therapy and Occupational Therapy: [home - Children and Family Health (childrenandfamilyhealthdevon.nhs.uk)](https://childrenandfamilyhealthdevon.nhs.uk/)
* **Babcock:** Babcock Education provide intervention, workshops and information for parents, schools and the Local Authority. They have a section on their website dedicated to supporting young people with Autism: [Babcock LDP - Devon Enhanced Autism Programme](https://www.babcockldp.co.uk/disadvantaged-vulnerable-learners/send/communication-and-interaction/deap)
* **National Autistic Society:** NAS provide lots of helpful information for families relating to a broad range of topics, e.g. anxiety, sleeping, behaviour: [National Autistic Society - Autism support - leading UK charity](https://www.autism.org.uk/)
* **Tony Attwood: “Could it be Autism?”:** In this youtube video (2016), Tony Attwood, a leading Autism researcher and clinician explains the early and later signs of Autism, together with ways to support young people with Autism: [Could It Be Autism? - YouTube](https://www.youtube.com/watch?app=desktop&v=HIrxgD3oqYc)
* **The Birthday Party: a training film for professionals (2018)** This video developed by Autism Wales demonstrates different presentations of Autism: [The Birthday Party - Awtistiaeth Cymru | Autism Wales | National Autism Team](https://autismwales.org/en/community-services/i-work-with-children-in-health-social-care/the-birthday-party/)
* **NHS Choices:** this website contains information about Autism diagnosis, symptoms and interventions: [Autism - NHS (www.nhs.uk)](https://www.nhs.uk/conditions/autism/)
* **Research Autism:** this website provides up-to-date research on Autism, including information about the challenges and strengths of people on the Autism spectrum. A wide range of treatments, therapies and services are discussed: [Organization for Autism Research | Helping Families Today (researchautism.org)](https://researchautism.org/)
* **Autistica:** A charity which funds and campaigns for research to understand the causes of autism, improve diagnosis, and develop evidence-based interventions. They also have a podcast covering different topics, e.g. employment, relationships: [Home - Autism | Autistica (en-GB)](https://www.autistica.org.uk/)
* **Positive about Autism:** this is a training company who provide workshops on Autism. They also have a range of useful information, resources and research updates on their website: [Positive About Autism™ - Home](https://positiveaboutautism.co.uk/index.html)
* **Autism Education Trust:** The AET provide advice and resources regarding ways that families and schools can work together for young people with Autism: [Autism Education Trust - Autism Education Trust](https://www.autismeducationtrust.org.uk/)
* **Cerebra:** Cerebra are a charity for children with developmental conditions, including Autism. They provide advice on a range of topics, including toileting, sleep and legal help. They also have a postal lending library.Anyone in the UK/NI can borrow books on neurological conditions, media and sensory equipment for one month at a time: [Cerebra - Working with you and your amazing child](https://cerebra.org.uk/)
* **Autism Speaks:** An American charitable organisation who carry out research into Autism and develop resources for families and young people with Autism:[Home | Autism Speaks](https://www.autismspeaks.org/)
* **BIS-net:** Provides several services for parents and carers of any individual with behaviour support needs, including those on the Autistic Spectrum. There are parent/carer workshops running throughout the year, as well as direct services for parents in the form of behavioural support for challenging or distressing situations in the home, family therapy and support for developing an individual’s social and emotional abilities using a programme called RDI [Relationship Development Intervention.]: [CEDA Events | Eventbrite](https://www.eventbrite.co.uk/o/ceda-6400231187)

**Courses for parents**

* **Cygnet programme:** Barnados have developed the cygnet programme for parents of young people aged between 7 – 18 with Autism. Babcock are currently offering free access to the cygnet programme resources. Visit Babcock’s website to apply access to the course materials: [Babcock LDP - Cygnet Online Parent Autism Programme - June-July 2020](https://www.babcockldp.co.uk/disadvantaged-vulnerable-learners/send/communication-and-interaction/parents-and-carers/cygnet-online-programme)
* **South Devon College:** Children and young people- “Understanding Autism Level 2 Certificate in Understanding Autism”. This course is free: [Understanding Autism Certificate (Online) | South Devon College](https://www.southdevon.ac.uk/course/understanding-autism-certificate-online-level-2)
* **Incredible Years for Autism:** Parenting course specifically for families with a child under 8 presenting with behaviour related to Autism. You can self-refer to this course via your local children’s centre on the website: [Action For Children | Children's charity | For safe and happy childhoods](https://www.actionforchildren.org.uk/)

**Books**

* **Ten Things Every Child with Autism Wishes You Knew** by [Ellen Notbohm](https://www.amazon.co.uk/Ellen-Notbohm/e/B00365IQKW/ref=dp_byline_cont_book_1) (2012):A positive and practical guide to supporting young people with Autism. Suitable for parents and education staff.
* **The Complete Guide to Asperger’s Syndrome** by Tony Attwood (2008)**:** A comprehensive and accessible guide to Autism, dealing with topics such as, causes of Autism, relatiionships, mental health and sensory differences.

**Also see sections on** [**Autism in the media**](#Autisminthemedia)**,** [**girls and Autism**](#Girlsautism) **and** [**support for families**](#Supportfamilies)