

Appendices

Appendix 1: Example day planner

Day Planner		
NB: Allocate some time for relaxation		Date:
Before 8am		Main tasks
8-9am		
9-10am		
10-11am		
11am-12pm		To do if there's time
12-1pm		
1-2pm		
2-3pm		
3-4pm		Notes
4-5pm		
5-6pm		
After 6pm		

Appendix 2: Example weekly planner

Week Planner	For week beginning:						
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Before 8am							
8-9am							
9-10am							
10-11am							
11am-12pm							
12-1pm							
1-2pm							
2-3pm							
3-4pm							
4-5pm							
5-6pm							
After 6pm							

Appendix 3: Characteristics of a good friend

Really important	Would be interesting	Would not like

Some suggestions that you may add to your lists are below. You could discuss this with your mentor.

- Co-operative
- Good listener
- Likes to talk to people
- Helpful
- Shares possessions
- Shares time with others
- Polite
- Trustworthy
- Likes to cook
- Would support me if I had a problem
- Similar interests
- Would give advice sensitively if asked
- Interesting conversationalist
- Likes to visit galleries/cinema
- Plays a sport
- Goes to a club/society

Appendix 4: Interests and activities

Rating your activities in terms of 1 (your favourite), with the highest number you allocate being your least favourite. You may add to and change the list according to your preferences.

	Rating
Attending a place of worship	
Bike riding	
ComicCon	
Computer time/internet	
Cooking for friends	
Eating out	
Pets	
Playing sports	
Playing video/computer games	
Reading	
Swimming	
Walking	
Watching movies/TV	
Watching sports	
Writing	
Other	

Appendix 5: Drawing your worries (an example)

Course work

- Do I understand it?
- Am I doing it right?
- My tutors don't understand me

Sensory sensitivity

- Overload
- Lights
- Rest breaks
- Finding a quiet area

Friends

- Feeling isolated
- Starting conversations
- Joining a group

Gender questioning

- Who can I talk to?
- Family response
- Am I normal?
- LGBTQ+ resources

Independent living

- Sharing a flat/house
- Money management
- Travel
- Cooking

Appendix 6: Intersectionality: some key terms

You may wish to add to these.

Accessibility

This is when an environment is open and available to people regardless of (dis)abilities. For example, equipment for people with hearing impairments in a conference room, availability of braille translations for people with visual impairments, or different lighting for those with light sensitivities (e.g. many people with epilepsy or who are autistic).

Cis (gender)

Someone whose self-identity matches with the gender that corresponds to their assigned gender; not trans.

Disability

This term covers both impairment and difference, and barriers to inclusion are highlighted by these. Often guided by negative language, conjuring up images of 'normality', the medical model of disability is a 'top down', 'expert-professional led' approach with an emphasis on the dysfunctional nature of disabled or differently abled individuals. The social model of disability places expertise within the individual, separating out impairments from services that are required by all.

Gender identity

Gender identity is a person's individual sense and experience of their own gender, for example male, female or non-binary.

Intersectionality

This entails the understanding that inequalities and oppression cross different identity categories, and a recognition that social identities are multi-dimensional. An example of how this may be seen is where sexual orientation and gender identity may be judged differently in relation to a number of other social subjectivities, such as age, ethnicity, region or country of origin.

Multiple discrimination

Discrimination based on two or more identities/intersections, such as religion or belief, race, disability, age, gender, gender identity and/or sexual orientation.

Power/privilege

A societal structure that provides people with more or less influence and conditions for influencing society and their own lives. An example of this is where the opportunities and conditions a person has are related to financial standing, sex and ethnicity.

Racial and ethnic identity

Racial and ethnic identity concerns membership of a particular cultural, national, or racial group that may share some of the following elements: culture, religion, race, language, or place of origin. Two people can share the same race but have different ethnicities.

Reasonable adjustments

A reasonable adjustment is made in a system to accommodate or make fair the same system for an individual based on a proven need, for example using lamps rather than fluorescent lighting.

Safe space

Safe space is a term for an area or forum where either a marginalised group are not supposed to face standard mainstream stereotypes and marginalisation, or in which a shared political or social viewpoint is required to participate in the space.

Sex

Sex refers to a person's biological status and is typically categorised as male, female, or intersex. There are a number of indicators of biological sex, including sex chromosomes, gonads, internal reproductive organs, and external genitalia.

Sexual orientation

Sexual orientation describes to whom someone is attracted. This includes attraction to the same gender (homosexual), opposite gender (heterosexual), and both genders (bisexual). Other orientations, often grouped under the term queer can include attraction to non-binary genders or genders which do not fit under traditional concepts of male or female.

Social model

The social model of (dis)ability is a reaction to the dominant medical model of (dis)ability which in itself is a functional analysis of the body as a machine to be fixed in order to conform with normative values. The social model is based on the premise that sensory, physical, intellectual, psychosocial and other impairments are met with physical, attitudinal, and institutional barriers in society and it is these barriers that hinder the full and effective participation of people with (dis)abilities.

Socio-economic status

Socioeconomic status is a societal construct that indicates an individual or group's social standing or class in respect to others in society. It is commonly measured by taking into consideration an individual or groups' education, income and occupation. There are three major categories referred to when allocating a socioeconomic status: high, middle, and low socioeconomic status.

Tokenism

This concerns situations where only a symbolic or the minimum effort to do a particular thing is carried out. This is often in relation to including a small number of people from under-represented, or disenfranchised, groups in order to give the appearance of full inclusion or diversity.

Trans

An umbrella term for people whose gender identity and/or gender expression differs from the sex assigned to them at birth. This term can include many gender identities such as: transsexual, transgender, crossdresser, drag performer, androgynous, genderqueer, gender variant or differently gendered people.

Appendix 7: Setting your agenda

Points for agenda	Feelings	Discussion/activity agreed
<p>Past difficulties and experiences</p>	<ul style="list-style-type: none"> ■ Isolation ■ Confusion ■ Alienation ■ Rejection ■ Dysphoria 	
<p>Current encounters</p>	<ul style="list-style-type: none"> ■ Dysphoria ■ Relationships ■ Lack of confidence ■ Hateful comments ■ Discrimination 	

Other relevant resources from Pavilion

A Mismatch of Salience: Explorations of the nature of autism from theory to practice

By Damian Milton

A Mismatch of Salience brings together a range of Damian Milton's writings that span more than a decade. The book explores the communication and understanding difficulties that can create barriers between people on the autism spectrum and neurotypical people. It celebrates diversity in communication styles and human experience by re framing the view that autistic people represent a 'disordered other' not as an impairment, but a two-way mismatch of salience. It also looks at how our current knowledge has been created by non-autistic people on the 'outside', looking in. *A Mismatch of Salience* attempts to redress this balance.

Available at: <https://www.pavpub.com/a-mismatch-of-salience/>

The Anger Box: Sensory turmoil and pain in autism

By Phoebe Caldwell

Shifting attention away from presentation and symptoms of autism alone, Phoebe explores and attempts to understand the sensory issues experienced by those on the autistic spectrum and their neurobiological roots in an effort to find new ways of alleviating the distress that can characterise people on the autistic spectrum.

Available at: <https://www.pavpub.com/the-anger-box/>

Hall of Mirrors - Shards of Clarity: Autism, neuroscience and finding a sense of self

By Phoebe Caldwell

Drawing on Phoebe Caldwell's 40 years of experience and expert knowledge of autism and Intensive Interaction, *Hall of Mirrors – Shards of Clarity* marries recent neuroscience research evidence and practical approaches used in care to cover a wide range of vital subjects. Sense of self, confirmation, sensory issues, case studies and neuroscience findings are explored and weaved together in an inspired way which brings aims to bring theory into practice and vice versa, while at the same time listening to the voices of people with autism. The result is to allow everyone in the autism field to take a few steps forward with how they interact and support autistic people.

Available at: <https://www.pavpub.com/hall-of-mirrors/>

Responsive Communication: Combining attention to sensory issues with using body language (intensive interaction) to interact with autistic adults and children

By Phoebe Caldwell, Elspeth Bradley, Janet Gurney, Jennifer Heath, Hope Lightowler, Kate Richardson and Jemma Swales

Responsive Communication is a groundbreaking book which has been put together by a team of authors led by Phoebe Caldwell, who during her long-time practice in this field has found some unique paths to achieving deep and meaningful engagement with autistic people and people with profound and multiple learning disabilities. The book explains how to communicate with children and adults who are struggling to understand and articulate speech using Responsive Communication. Responsive Communication combines Intensive Interaction (using people's body language to communicate) with attention to sensory issues, to encourage effective emotional engagement and reduce behavioural distress.

The authors offer a range of fascinating and informative perspectives on the approach and application of responsive communication, from backgrounds including expert by experience, communication, service management, occupational therapy, neuroscience and psychiatry. What this range of contributors has in common is a sense that before we can address communication, we need to attend to the sensory features of autism and reduce the information processing distress that may be hindering our ability to get in touch with our autistic partners.

Available at: <https://www.pavpub.com/learning-disability/autism/responsive-communication>

Understanding and Responding to Autism: The SPELL Framework (2nd edition)

by Julie Beadle-Brown and Richard Mills

A fully revised, new edition of *Understanding and Responding to Autism: The SPELL Framework (2nd edition)* including new video, self-study guide and learner workbook.

These new training and self-study resources reflect the changes in the autism context in the UK as well as in many other countries, and the valuable experience the authors have gained from many years of using the original resources for training in many different settings.

Available at: <https://www.pavpub.com/learning-disability/autism/understanding-and-responding-autism-spell-framework-2nd-edition>

10 Rules for Ensuring People with Learning Disabilities and those who are on the Autism Spectrum Develop 'Challenging Behaviour' ... And maybe what we can do about it

By Damian Milton, Richard Mills and Simon Jones

Written in the voice of someone with autism, this pocket sized booklet directly addresses the many practices and assumptions that cause so many problems for children and adults with autism and learning difficulties and their family, friends and carers.

Available at: <https://www.pavpub.com/10-rules-for-challenging-behaviour/>

Understanding Autism: A training pack for support staff and professionals based on 'Postcards from Aspie World'

By Dan Redfearn, Holly Turton, Helen Larder and Hayden Larder

This unique training pack is based on the premise that learning from the experience of someone on the autism spectrum can help those who support individuals to understand and to adapt their approach and therefore achieve better outcomes. Each pack comes with a set of postcards created by a young woman with Asperger's syndrome. The postcards are also available to buy separately and are a valuable resource to prompt and aid discussion.

Available at: <https://www.pavpub.com/understanding-autism/>

Choosing Autism Interventions: A research-based guide

By Bernard Fleming, Elisabeth Hurley and The Goth

This best-selling book provides an accessible evidence-based overview of the most commonly used interventions for children and adults on the autism spectrum. It summarises best clinical practice from the National Institute for Health and Care Excellence (NICE) and gives a set of tools to help you evaluate interventions for yourself. It is the first guide of its kind to meet the requirements of the NHS Information Standard.

Available at: <https://www.pavpub.com/choosing-autism-interventions/>

Autism Spectrum Conditions: A guide

by Eddie Chaplin, Steve Hardy and Lisa Underwood

Published in association with the Estia Centre, this guide provides a comprehensive introduction to working with people who have autism spectrum conditions.

Available at: <https://www.pavpub.com/autism-spectrum-conditions/>

Autism and Intellectual Disability in Adults Volume 1 & 2

Edited by Damian Milton & Nicola Martin

Autism and Intellectual Disability in Adults: Volumes 1 & 2 explore issues and practice affecting the support of adults with intellectual disabilities who are on the autism spectrum. This volumes explore potential key moments in the lives of adults with intellectual disabilities who are on the autism spectrum, covering a breadth of subjects including; policy, health, economics, wellbeing and equality, as well as a wealth of practical information and advocacy-related material. The focus of this series is not on the causes of autism; our interest instead lies in considering ways in which autistic people (focusing here on those with additional intellectual impairments) can have the best possible quality of life, on their own terms. Common themes emerge between authors, including the fundamental requirement to acknowledge, respect and facilitate autistic expertise as being central to the production of research, policy and practice.

Available at: <https://www.pavpub.com/autism-and-intellectual-disability-in-adults-volume-1/> and <https://www.pavpub.com/autism-and-intellectual-disability-volume-2/>