

2nd edition

Fully revised
and extended

Understanding and Responding to Autism: The SPELL framework

Learner's workbook

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TIZARD
University of Kent



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

Learner's workbook

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Produced by:

Pavilion Publishing and Media Ltd
Rayford House
School Road
Hove
BN3 5HX
UK

Tel: 01273 434943

Fax: 01273 2027308

Email: info@pavpub.com

First published 2018.

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A catalogue record for this book is available from the British Library.

ISBN: 978-1-911028-68-0

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Production editor: Ruth Chalmers, Pavilion Publishing and Media Ltd



Cover design: Emma Dawe, Pavilion Publishing and Media Ltd

Page layout and typesetting: Emma Dawe, Pavilion Publishing and Media Ltd

Part 1: Understanding autism

Introduction

This booklet gives you the slides the trainer will use during the *Understanding and Responding to Autism* training. It also give you space to make notes and to respond to any exercises during the training. At the end of Part 1 and Part 2 you will find some further reading you might like to look at.

<p>Slide 1</p> <p>Understanding and Responding to Autism: The SPELL Framework (2nd edition)</p> <p>Part 1: Understanding autism</p> <p> </p> <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	<h3>Your notes</h3>	
<p>Slide 2</p> <p>Introduction</p> <ul style="list-style-type: none">▪ Outline for workshop:<ul style="list-style-type: none">▪ Terminology.▪ Context.▪ Cause, prevalence and diagnosis.▪ Core characteristics of autism.▪ The sensory world of autism.▪ Other features and the strengths of autism.▪ Underlying mechanisms.▪ Personal experiences.▪ Introduction to the SPELL framework.▪ Introduction of participants <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>		
<p>Slide 3</p> <p>SPELL</p> <ul style="list-style-type: none">▪ The framework provides a context for other approaches and a way of organising help through the environment and interactions:<ul style="list-style-type: none">▪ Structure – helping us to predict events.▪ Positive approaches and expectations– helping us to achieve our potential.▪ Empathy – helping to share the others point of view and experience.▪ Low arousal – promoting good stress and avoiding bad.▪ Links – helping us to be consistent. <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>		
<p>Slide 4</p> <p>Quiz</p> <ul style="list-style-type: none">▪ Write down your responses to each question – don't worry if you don't know – you'll learn it as we go through the day!▪ Keep these with you as we will come back to this at the end of the workshop. <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>		

Quiz

1. Autism affects more males than females	YES	NO	MAYBE
2. Autism is caused by the MMR vaccine.	YES	NO	MAYBE
3. Most people on the autism spectrum are of average or above average IQ.	YES	NO	MAYBE
4. Reported prevalence rate of autism in the UK is approximately.	1 IN 60	1 IN 100	1 IN 200
5. If a family has one autistic child the other children will also be on the autism spectrum.	YES	NO	MAYBE
6. The number of people on the autism spectrum are entering higher education (university) is on the increase.	YES	NO	MAYBE
7. The proportion of autistic people who have at least one co-occurring condition is:	20%	50%	70%
8. Autistic individuals are more likely to come into contact with the law.	YES	NO	MAYBE
9. Autistic individuals all have sensory sensitivities and/or difficulties or differences in sensory processing.	YES	NO	MAYBE
10. The proportion of autistic individuals who show exceptional skills (e.g. in music, drawing, maths) is:	10%	25%	50%
11. Autistic individuals are generally better at understanding the bigger picture (e.g. the wider context, the gist of a message) than understanding details.	YES	NO	MAYBE
12. Difficulties with executive functioning (e.g. planning and organising, processing sequences, inhibiting inappropriate behaviour) are unique to autistic individuals.	YES	NO	MAYBE
13. The number of children and adults reported as on the autism spectrum is pretty much the same the world over.	YES	NO	MAYBE
14. Autistic individuals experience higher levels of stress and anxiety than those without autism.	YES	NO	MAYBE

Context

Slide 5	Your notes
<p style="text-align: center;">Context</p> <p style="font-size: small; margin-top: 100px;">Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</p>	
<p style="text-align: center;">Slide 6</p> <p style="text-align: center;">Neurodiversity</p> <p>The notion of 'neurodiversity' is:</p> <ul style="list-style-type: none"> ▪ Some of us are better at knowing how other people work. ▪ Some of us are better at knowing how things work. ▪ Some of us are better at working with the 'big picture'. ▪ Some of us are better at detail. ▪ Some of us are a bit of both or in between. <p style="font-size: small; margin-top: 10px;">Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</p>	
<p style="text-align: center;">Slide 7</p> <p style="text-align: center;">Context</p> <ul style="list-style-type: none"> ▪ Autism is not 'new'. ▪ It's been described in one form another for many centuries but scientifically in 1943 by Leo Kanner and in 1944 by Hans Asperger. ▪ It is also called a 'developmental disability' and the core features are said to be lifelong. ▪ It can manifest differently at different ages and in different people – it is at one extreme end of the neurodiverse spectrum. ▪ Most people show autistic traits but are not autistic. <p style="font-size: small; margin-top: 10px;">Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</p>	
<p style="text-align: center;">Slide 8</p> <p style="text-align: center;">Context contd.</p> <ul style="list-style-type: none"> ▪ Diagnosis is currently based on observed behaviours and characteristics not on any blood or genetic test or brain scan. ▪ Criteria constantly changing. ▪ Autistic people are much more prominent in driving forward the autism agenda. <p style="font-size: small; margin-top: 10px;">Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</p>	

Causes, prevalence and diagnosis

<p>Slide 5</p> <h2>Context</h2> <p>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</p>	<p>Your notes</p>
<p>Slide 6</p> <h2>Neurodiversity</h2> <p>The notion of 'neurodiversity' is:</p> <ul style="list-style-type: none">▪ Some of us are better at knowing how other people work.▪ Some of us are better at knowing how things work.▪ Some of us are better at working with the 'big picture'.▪ Some of us are better at detail.▪ Some of us are a bit of both or in between. <p>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</p>	
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<p>Slide 9</p> <h2>Cause, prevalence and diagnosis</h2> <p>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</p>	

Slide 10

Causes of autism

- No single cause or trajectory.
- Many possible causes explored.
- The brain works differently – autistic intelligence or way of thinking.
- Genetic factors are important but research has not identified specific genes responsible.
- Diagnosed on the basis of behaviour and not brain differences or genes.
- Varying degrees of impact on the individual.
- Not caused by poor parenting!
- No evidence for environmental factors e.g. MMR or pesticides.

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Slide 11

How many people are on the autism spectrum?

- Depends on where you live – differences between different countries and within countries.
- One factor is the availability of diagnostic services another is awareness.
- In UK approximately 1 in 100 (children and adults).
- More males than females (4:1 classic autism; 15:1 Asperger) BUT this is thought to be an underestimate of the number of women due to a different presentation of the core characteristics.

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Slide 12

Diagnosis of autism

- Core features
 - Presence of unusual developmental and behavioural features.
 - Absence of usual developmental and behavioural features.
- Co-occurring problems such as anxiety, epilepsy, learning difficulties.


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Slide 13

Characteristics of autism

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Your notes

<p>Slide 14</p> <h2><i>A is for Autism</i> film</h2> <ul style="list-style-type: none">▪ As you watch the film, note down what you think are important points and the impact of the film on you.  <p>https://www.youtube.com/watch?v=zxt3FBVq8Jg</p> <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	<h2>Your notes</h2>
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A is for Autism film

Use this space to reflect on the A is for Autism film.

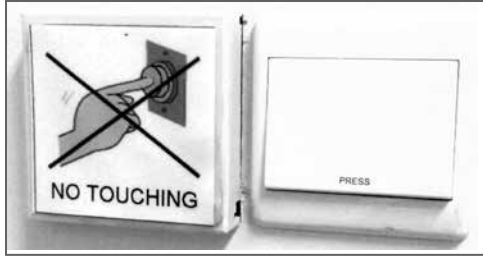
Impact of autism and social and communication difficulties (Part 1)

Slide 16	Your notes
<p>Impact of autism on the individual</p> <ul style="list-style-type: none">▪ Communication difficulties.▪ Intense interests.▪ High order skills in specific areas.▪ Repetitiveness.▪ Hypo- and/or hyper-sensitivity/sensory processing difficulties.▪ High levels of personal stress and anxiety.▪ Denial of opportunities and rights due to perception as 'different' – being bullied.▪ Risk of being misunderstood – treated as mentally ill.▪ Risk of social isolation. <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	
<p>Slide 17</p> <p>Social and communication difficulties</p> <ul style="list-style-type: none">▪ Communication is not the same as speech.▪ For many reasons some autistic people may not speak but this does not mean they are unable to communicate.▪ Where speech exists it may be unusual – often in the 'social' use of speech.▪ There can be a marked difference between expressive language (what is said) and receptive language (what is understood).▪ Processing of language may be slower – spoken language abstract and temporary and vocabulary needed – difficult for autistic people. <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	
<p>Slide 18</p> <p>Social and communication difficulties (contd)</p> <ul style="list-style-type: none">▪ Difficulty initiating interactions and keeping conversations going; difficulty making small talk.▪ Difficulty using and understanding facial expressions, gestures and tone of voice.▪ Difficulty with understanding social context and regulating behaviour and responses accordingly.▪ Difficulty understanding jokes and sarcasm.▪ Difficulties with pronouns and abstract concepts.▪ Difficulty with common phrases and sayings unless 'literally' understood. <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	
<p>Slide 19</p> <p>Social and communication difficulties (contd)</p> <ul style="list-style-type: none">▪ Literal understanding.▪ BUT – doesn't just apply to metaphors, which many people do eventually 'get'.▪ Literal understanding also extends to precision of language.▪ For example, 'I'll do it in a minute'▪ Response: '1, 2, 3, 4,....58, 59, 60...' <p>Can you think of examples of expressions of speech that could be problematic ?</p> <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	

Literal understanding

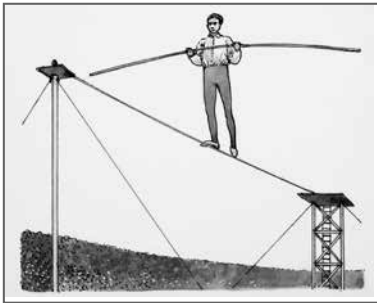
Use this space to write down your examples of phrases that are difficult to understand if you only have a literal understanding.

Social and communication difficulties (Parts 2 and 3)

<p>Slide 20</p> <p>Literal understanding extends to written not just spoken word</p>  <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	<p>Your notes</p>
<p>Slide 21</p> <p>Social and communication difficulties (contd)</p> <p>A wide variety in social presentation, which may change with age and experience:</p> <ul style="list-style-type: none">▪ May appear sociable but attempts at social behaviour can be seen as 'strange', naïve or inappropriate; unaware of impact of behaviour on others.▪ May be passive in their social interactions – responding to physical or even social contact but not initiating contact.▪ May find social contact unpredictable and stressful.▪ May lose confidence when social approaches are rebuffed and withdraw. <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	

<p>Slide 22</p> <h3>Social and communication difficulties (contd)</h3> <ul style="list-style-type: none">▪ May find one-to-one social situations easier – groups can be very stressful but interestingly presenting at conferences to large audiences may not – why is this?▪ Problems with unwritten social rules – e.g. how close to stand to another person – context.▪ Rules are important as give clarity and control to the person – absence of rules may be highly stressful but▪ Not always possible to have rules for life – this can be highly stressful. <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	<p>Your notes</p>
<p>Slide 23</p> <h3>How far can you go....</h3> <ul style="list-style-type: none">▪ Demonstration <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	
<p>Slide 24</p> <h3>Social and communication difficulties (contd)</h3> <ul style="list-style-type: none">▪ 'Instinctive empathy' may be impaired; intellectual empathy heightened – can lead to additional stress and anxiety.▪ Empathy a two way street – we need empathy for the autistic view.▪ Joint or shared attention or play may be difficult, especially pretend play.▪ Problems with gaze:<ul style="list-style-type: none">▪ May be perceived by others as too intense (staring).▪ May instinctively avoid gaze.▪ Eye contact may be aversive.▪ Eye contact is not related to paying attention. <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	
<p>Slide 25</p> <h3>Special interests and repetitive behaviour</h3> <ul style="list-style-type: none">▪ Special interests may be intense (e.g. dinosaurs, railway timetables, coding, buses, recycling, street names, historical figures, fashion, make-up, celebrities).▪ Special interests may be absorbing – sometimes to the exclusion of everything else. This can be both good and bad.▪ Preference for sameness and predictability – may have difficulties with unexpected changes.▪ Find it difficult to shift attention to a new task.▪ Perfectionism: find it difficult to cope when they are not able to finish a task or routine to their satisfaction.▪ Range of repetitive behaviours including speech patterns. <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	

Special interests and sensory issues

<p>Slide 26</p> <p>The sensory world of autism</p> <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	<p>Your notes</p>
<p>Slide 27</p> <p>Achieving sensory equilibrium</p>  <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	
<p>Slide 28</p> <p>Sensory processing difficulties</p> <ul style="list-style-type: none">▪ Hyper (over) sensitivity to sensory stimuli:<ul style="list-style-type: none">▪ May seek to avoid sensory stimulation▪ Sensory sensitive (painful hearing, touch, reaction to smells)▪ May result in overload.▪ Hypo (under) sensitivity to sensory stimuli:<ul style="list-style-type: none">▪ May seek sensory stimulation.▪ May be at risk of injury as insensitive to pain may engage in self-injurious behaviours.▪ Low registration (e.g. not being able to feel heat, cold, pain, touch). <p>Remember there are 7 senses (touch, movement, smell, taste, sight, hearing, balance).</p> <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	
<p>Slide 29</p> <p>Sensory processing difficulties (contd)</p> <ul style="list-style-type: none">▪ Problems with processing information coming into the senses – might be slow or distorted.▪ Difficulty screening out unwanted, distracting stimuli. <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	

Slide 30

'Behaviours' that may linked to sensory processing

- Sniffing.
- Running away.
- Refusal to wear clothes.
- Covering ears.
- Screaming.
- Humming.
- Eating inedible stuff (PICA).
- Spinning.
- Rocking.
- Pacing.
- Smearing.
- Regurgitation.
- Tiptoe walking.
- Self-slapping/biting.

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Your notes

Slide 31

A coping strategy



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Slide 32

Video

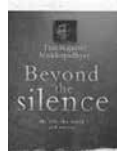
- <http://www.youtube.com/watch?v=X78Zt-ehfKU> – 'Mason on an autistic stimming bender'.
- Donna Williams '*You must escape because you hear the roar of "tidal" waves (it is the sound of blood rushing through the contracting muscles in your own ears)*'
- Stephen Shore's excellent descriptions of impact of sensory processing difficulties.

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Slide 33

Tito Mukopadhyay

*'When you are trying to think blue
And end up thinking black
You can be sure to be frustrated
Time and again it happens to me
And I get quite helpless
Otherwise why should I get up and spin myself
Spinning my body
Brings some sort of harmony to my thoughts
So that I can centrifuge away all of the black thoughts
I realise that the faster I spin
The faster I drive away the black
When I am sure that even the last speck of black
Has gone away from me'*



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Slide 34

Tito Mukopadhyay (contd)

*'.....Then I spin back in the opposite direction
And pull the blue thoughts into myself
It depends on how much blue I want
If I want more blue I have to spin faster
Otherwise not so fast
It's just like being a fan
The trouble is when I stop spinning
My body scatters
And it's so difficult to collect it together again'*



(Beyond the Silence, 2000)

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Slide 35

Tito Mukopadhyay (contd)

'When I participate in a dialogue my senses shatter so it becomes very difficult to continue writing. Writing the next word is like rowing a canoe upstream when all the pressures and forces are working against you, against my hand holding the pencil.'

'What would I do then? I would get up in the middle of a sentence, which I began, walk away, recharge my senses with some environmental distraction, and then come back.'

'I would pick up my pencil again and continue with my sentence, thus completing it.'

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Slide 36

Coping with distraction and stimulation – group exercise

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Your notes

Other features and strengths and underlying mechanisms

<p>Slide 37</p> <p>Other features and the strengths of autism</p> <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	<p>Your notes</p>	
<p>Slide 38</p> <p>Co-occurring conditions</p> <ul style="list-style-type: none">Other conditions will frequently occur alongside autism, for example:<ul style="list-style-type: none">Neuropsychological conditions, e.g. ADHD, dyspraxia, synaesthesia.Learning disabilities and difficulties.Neurological disorders, seizure disorders.Health problems, e.g. bowel, skin, allergies.Sleep difficulties.Psychiatric disorders, e.g. anxiety, depression, bipolar disorder, Tourette's. <p>Core features tend to be stable, co-occurring conditions are responsive to intervention.</p> <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>		
<p>Slide 39</p> <p>Other features and strengths</p> <ul style="list-style-type: none">Uneven profile – strengths alongside difficulties.Exceptional or 'savant' skills in some subjects (drawing, music, calculus).Good visual and factual memory.Ability to focus on detail.Strong preference for the logical and the accurate 'comfort in exactness'.Presence or absence of speech is not indicator of ability. <p>'In my language' video.</p> <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>		
<p>Slide 40</p> <p>Underlying mechanisms</p> <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>		

Slide 41

‘Autistic intelligence’

- Spiky profile.
- IQ tests based on verbal reasoning discriminate against autistic children and adults (e.g. Weschler Intelligence Scale for Children (WISC) vs Raven’s Progressive matrices).

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Slide 42

‘Autistic thinking’

- Cognitive theories:
 - Theory of mind/mindblindness.
 - Executive function/dysfunction.
 - Central coherence weakness.

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Slide 43

Autistic intelligence and thinking: implications

‘In order to understand a person, you must understand what that person understands.’
(Sören Kierkegaard)

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Slide 44

What is theory of mind?

- The innate ability to understand what other people think, believe, feel and to predict behaviour on the basis of those thoughts, beliefs, feelings.
- Individuals can learn theory of mind intellectually but may have problems in doing this through instinct or emotion.
- In many instances the person understands that others have their own feelings and beliefs that are different to theirs – but find it hard to identify this.

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Your notes

Slide 45

Impact of difficulties in theory of mind

- Difficulties in attributing mental states to others – ‘mind reading’ – reading facial expressions and gesture.
- Good at following rules and systems but not at understanding events caused by human behaviour i.e. unpredictable.

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Slide 46

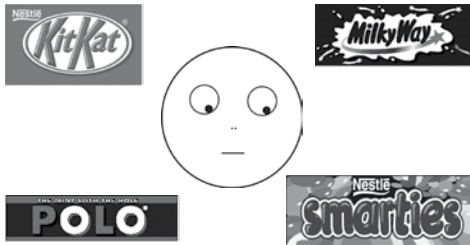
Importance of the eyes

- The eyes tell us a lot about what people are thinking, feeling, wanting etc.
 - People with autism are often ‘blind’ to the importance of the eyes.
 - Some people with autism report that looking in people’s eyes is scary as they don’t see what we see.
- ‘mindblindness’

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Slide 47

Which candy does Charlie want?



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Slide 48

What is executive functioning?

A set of skills controlled by the front part of the brain (frontal lobe) which allow us to:

- pay attention
- switch our focus to something else
- plan and organise
- remember details
- inhibit instinctive or automatic actions responses
- do several things at once (multi-task)
- act on the basis of previous experience.

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Your notes

Slide 49

Impact of impaired executive functioning

- Problems with sequencing.
- Problems organising and planning ahead.
- Problems with overriding automatic responses and inhibiting inappropriate actions.
- Lack of flexibility – a resistance to change.
- Slow processing speed.
- Difficulties in reflection.
- 'Shutdown'.

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Slide 50

What is central coherence?

- Helps us to differentiate the most salient information.
- Understanding cause and effect.
- Helps us to generalise information learnt in one context to another.

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Slide 51

Impact of weak central coherence

- Problems linking parts to make a whole.
- Good on detail – weak on big picture.
- Difficulty in understanding cause and effect.
- Difficulty in generalising what has been learnt in one situation to another – 'context blindness'.
- Difficulty in knowing where to focus attention.
- Literal understanding of language.
- 'Shutdown'.

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Slide 52

How do you deliver a telephone message?

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Your notes

Stress, anxiety and personal experiences

<p>Slide 53</p> <p>Stress, anxiety and personal experiences</p> <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	<p>Your notes</p>
<p>Slide 54</p> <p>Stress and autism</p> <ul style="list-style-type: none">▪ Autistic children and adults are more stressed and anxious than their neurotypical counterparts – higher residual levels of stress demonstrated by research into cortisol levels.▪ Sometimes the cause of stress is not obvious.▪ Stress is reduced by structure and predictability – clear rules.▪ Stress is reduced by managing over-arousal caused by e.g. 'toxic' sensory environments; known aversive or phobic events.▪ Stress reduced by increasing the level of control the person has and by increasing choice making.▪ Anxiety associated with reduced self-efficacy. <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	
<p>Slide 55</p> <p>Stressors experienced by families with an autistic child</p> <ul style="list-style-type: none">▪ Diagnostic confusion.▪ Uneven and unusual course of development.▪ Attractive appearance.▪ Behaviour in public.▪ Professional 'turfism'.▪ Fads and unproven theories (<i>Marcus; Kuncz and Schopler, 1997</i>).▪ Fear of the future (<i>Research Autism, 2013</i>) <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	
<p>Slide 56</p> <p>Parents' experience</p> <ul style="list-style-type: none">▪ Extremely variable but research suggests that professionals listening to parents' concerns and ideas can prevent an escalation in difficulties for the family and the child, e.g. in terms of:<ul style="list-style-type: none">▪ first concerns▪ diagnosis▪ education▪ health▪ transitions. <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	

Slide 57	Your notes	
<p style="text-align: center;">Sibling experience</p> <ul style="list-style-type: none"> ▪ Important not to forget other children in the family – the impact on having a sibling with autism can be enormous and variable. ▪ Very little sibling support available. ▪ And don't forget the autistic person's experience of their neurotypical sibling! <p style="font-size: small;">Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</p>		
<p style="text-align: center;">Slide 58</p> <p style="text-align: center;">Films – personal accounts</p> <ul style="list-style-type: none"> ▪ http://www.youtube.com/watch?v=8BD-OvikW3s - Jo Powell ▪ http://www.youtube.com/watch?v=LC0JytWaQZM - Dean Beadle <p style="font-size: small;">Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</p>		<p style="text-align: center;">Slide 59</p> <p style="text-align: center;">Summary</p> <ul style="list-style-type: none"> ▪ Neurodiversity extends across the population. ▪ For a diagnosis of autism core features must be present but each person will be unique. ▪ Autism comes with many strengths but the nature of the difficulties can make people very vulnerable. ▪ Importance of individualisation of approaches based on the person's needs. ▪ Approaches used should be inclusive – what is good for autistic people is good for everyone. <p style="font-size: small;">Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</p>
<p style="text-align: center;">Slide 60</p> <p style="text-align: center;">Quiz – revisited</p> <ul style="list-style-type: none"> ▪ What would you answer now? <p style="font-size: small;">Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</p>		<p style="text-align: center;">Slide 61</p> <p style="text-align: center;">Introduction to helpful approaches</p> <ul style="list-style-type: none"> ▪ The SPELL framework provides a context for other approaches and a way of organising help through the environment and interactions. It is a socially valid mechanism for understanding and responding to autism: <ul style="list-style-type: none"> ▪ Structure: we all need structure in our lives to organise and predict future events. ▪ Positive approaches and expectations: we all need to be seen positively, valued and allowed to pursue our interests and supported to achieve our potential. ▪ Empathy: we all need other people to have empathy for our point of view and us theirs. ▪ Low arousal: we all need to reduce unhealthy, stress and confrontation in our lives and enjoy peaceful times. ▪ Links: we all need to be treated fairly and consistently and have help with any problems. <p style="font-size: small;">Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</p>

Further reading

Attwood T (2007) *The Complete Guide to Asperger Syndrome*. London: Jessica Kingsley Publishers.

Baron-Cohen S (2008) *Autism and Asperger Syndrome: The facts*. Oxford: Oxford University Press.

Frith U (2008) *Autism: A very short introduction*. Oxford: Oxford University Press.

Kutscher ML (2005) *Kids in the Syndrome Mix of ADHD, LD, Asperger, Tourette's, Bipolar, and More! The one stop guide for parents, teachers, and other professionals*. London: Jessica Kingsley Publishers.

Shore S (2003) *Beyond the Walls: Personal experiences with autism and Asperger syndrome*. Overland Park: Autism Asperger Publishing Company.

Simone R (2010) *Asperger's On the Job: Must-Have Advice for People with Asperger's or High Functioning Autism and their Employers, Educators and Advocates*. Arlington, USA: Future Horizons.

Useful websites for further information

Autism Research Centre, University of Cambridge: www.autismresearchcentre.com

Research Autism: www.researchautism.net

Steven Shore's website: www.autismasperger.net

The National Autistic Society: www.autism.org.uk

The Tizard Centre's website: www.kent.ac.uk/tizard (information on further study related to Autism)

Christopher Gillberg's webpage at University of Gothenburg (useful source of relevant research): https://www.gu.se/english/about_the_university/staff/?selectedTab=2&userId=xgilch&languageId=100001&siteNodeId=587114&contentId=-1&originalRequestURI=/english/about_the_university/staff/&publicationsPerPage=500

Autism Society of America: www.autism-society.org


Temple Grandin's website: <http://www.templegrandin.com>

Website set up by Rudy Simone: Aspergirl Society – this page talks about female traits. <http://aspergirlsociety.org/female-as-traits/>

Part 2: Supporting children and adults on the autism spectrum

This booklet gives you the slides the trainer will use during Part 2 of the training. It also give you space to make notes and to respond to any exercises during the training. At the end you will find some further reading you might like to look at.

The SPELL framework

<p>Slide 62</p> <p>Understanding and Responding to Autism: The SPELL Framework</p> <p>(2nd edition)</p> <p>Part 2: Supporting children and adults on the autistic spectrum</p> <p>TIZARD University of Hertfordshire</p>  <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	<p>Your notes</p>
<p>Slide 63</p> <p>Approaches to supporting people on the autism spectrum</p> <p>The SPELL framework:</p> <ul style="list-style-type: none">▪ Developed by The National Autistic Society (NAS) through practice since 1964.▪ Provides a context for other approaches and specific interventions (TEACCH, PECS etc).▪ Dynamic – builds on input from autistic people, their families and professionals. <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	
<p>Slide 64</p> <p>SPELL values</p> <ul style="list-style-type: none">▪ Individual▪ Hopeful▪ Honest▪ Respectful▪ Ethical <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	

<p>Slide 65</p> <h3>Goals of intervention in autism</h3> <ul style="list-style-type: none">▪ Improve (enhance) quality of life by:<ul style="list-style-type: none">▪ understanding the nature of autism and its impact on the individual▪ reducing anxiety and stress▪ increasing opportunities by:<ul style="list-style-type: none">▪ playing to strengths▪ enhancing motivation and concentration▪ addressing behaviours that limit quality of life:<ul style="list-style-type: none">▪ understanding the nature and causes of behaviour▪ treatment of other conditions. <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	<p>Your notes</p>
<p>Slide 66</p> <h3>The SPELL framework</h3> <ul style="list-style-type: none">▪ Structure▪ Positive approaches and expectations▪ Empathy▪ Low arousal▪ Links <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	
<p>Slide 67</p> <h3>Assess approach in terms of autism friendliness</h3> <ul style="list-style-type: none">● Violation: ignores or opposes the SPELL principle.● Misunderstanding: mis-application due to partial understanding or misunderstanding of the SPELL principle.● Good practice: complies with SPELL principle and shows good understanding. <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	

Structure

Slide 68	Your notes
<p style="text-align: center;">Structure</p> <ul style="list-style-type: none">▪ Should enable the individual to predict events.▪ Should modify the environment, processes, routines and programmes to enhance understanding, choice, learning and communication.▪ Should recognise that lack of structure and open choices may create anxiety.▪ Should facilitate choice, control and autonomous/independent action. <p style="text-align: center;"><i>'I liked the game because it was safe – I knew the rules and the outcomes.'</i> Gunilla Gerland</p> <small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small>	
<p style="text-align: center;">What structure do you use in your everyday life?</p> <small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small>	
<p style="text-align: center;">Morning routine exercise</p> <ul style="list-style-type: none">▪ Write down on a piece of paper your morning routine from the time you get up until you leave the house on an average working morning.▪ After five minutes swap your written routine with someone else.▪ Think about how it would feel to have to live the other person's routine for one week, for one month, for one year... <small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small>	
<p style="text-align: center;">Benefits of structure</p> <ul style="list-style-type: none">▪ Makes the world more predictable.▪ Plays to visual strengths.▪ Concrete not abstract.▪ Helps to overcome problems of sequencing.▪ Speeds up processing.▪ Reduces anxiety.▪ Gives control to the person.▪ Reduces dependence on other people (e.g. prompting). <small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small>	

Examples of structure you use:

Morning routine exercise

Write down the steps you go through on an average morning from when you wake up until you leave the house to go to work/college.

<p>Slide 72</p> <h2>Structure</h2> <p>Examples of good practice</p> <ul style="list-style-type: none">▪ Schedule, timetable or programme which clearly depicts:<ul style="list-style-type: none">▪ what will happen and when▪ where to get help or materials.▪ Programme facilitates change and how to manage unforeseen events.▪ Activities reflect the seasons of the year. <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	<h2>Your notes</h2>
<p>Slide 73</p> <h2>Structure</h2> <p>Examples of misunderstanding</p> <ul style="list-style-type: none">▪ Everyone follows same schedule or routine.▪ Routines become fixed.▪ Activities always follow same pattern. <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	
<p>Slide 74</p> <h2>Structure</h2> <p>Examples of violation</p> <ul style="list-style-type: none">▪ No pre-planned activity.▪ Environment chaotic or disorganised.▪ Absence of visual signs, schedules.▪ Activity dependent on unpredictable factors (e.g. weather, availability of staff).▪ Person becomes over-dependent on verbal prompts (due to lack of visual cues). <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	

Use this space for any notes you want to make about the photos and videos you see related to structure.

Slide 110




Scenario: Harry, Jim & John

- Harry, Jim and John all attend the day centre in the local town three days a week. They all travel together and when they come in from the day centre, staff show them their visual timetable for the evening, which consists of the same activities for all three – snack, TV, craft activity, eating dinner, making a hot drink, TV, bath or shower, and bed.

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Reflections on Harry, Jim and John scenario

Positive approaches and expectations

Slide 111	Your notes
<p data-bbox="347 324 687 398">Positive approaches and expectations</p> <ul data-bbox="295 421 751 607" style="list-style-type: none">▪ Not simply leaving the person to their own devices.▪ Sensitively and actively intervening to enhance opportunity and quality of life.▪ Reducing associated difficulties.▪ Providing physical, emotional and educational support.▪ Enhancing self-confidence and self-esteem. <p data-bbox="311 629 703 645"><i>'They must be prevented from shutting out the world.'</i> Temple Grandin</p> <p data-bbox="236 674 799 685"><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	
<p data-bbox="247 705 347 734">Slide 112</p> <p data-bbox="347 757 687 831">Positive approaches and expectations</p> <p data-bbox="268 840 320 891"></p> <p data-bbox="336 853 568 875">Examples of good practice</p> <ul data-bbox="336 882 786 1088" style="list-style-type: none">▪ Assessment of skills, interests and areas of difficulty.▪ Sensitive but persistent support – to increase engagement, motivation, choice and control.▪ Utilise interests and skills.▪ Intervene when behaviours likely to reduce quality of life.▪ A directory of resources is maintained and includes range of opportunities for recreation, leisure and development. <p data-bbox="236 1106 799 1117"><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	
<p data-bbox="247 1137 347 1167">Slide 113</p> <p data-bbox="347 1189 687 1263">Positive approaches and expectations</p> <p data-bbox="268 1272 320 1323"></p> <p data-bbox="336 1285 632 1308">Examples of misunderstanding</p> <ul data-bbox="336 1314 711 1408" style="list-style-type: none">▪ Person left to pursue activities of choice exclusively or without boundaries.▪ Person not encouraged or supported to try new activities. <p data-bbox="236 1541 799 1552"><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	
<p data-bbox="247 1574 347 1603">Slide 114</p> <p data-bbox="347 1626 687 1700">Positive approaches and expectations</p> <p data-bbox="268 1709 320 1760"></p> <p data-bbox="336 1727 552 1749">Examples of violation</p> <ul data-bbox="336 1756 719 1939" style="list-style-type: none">▪ Expectations too low = tasks too easy = not interesting = boredom.▪ Expectations too high = tasks too hard = frustration/panic, tantrum/withdrawal.▪ Person referred to in demeaning or insensitive terms.▪ Environment contains negative imagery or is poorly maintained or appointed. <p data-bbox="236 1973 799 1984"><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	

Use this space for any notes you want to make about the photos and videos you see related to positive approaches and expectations.

Slide 126

Achieving positive approaches

- Needs more than just an understanding of autism.
- Those providing support need to have the skills to facilitate people to be engaged in meaningful activities and interactions.
- Those providing support need to be willing to try new things with people and to learn from the experience.

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Your notes

Slide 127




Scenario: Mary

Mary has always loved watching the show jumping on TV and loves looking at pictures of horses. Staff at the day centre start to explore the possibilities for Mary to try riding. First, however, they have to see whether she actually likes horses 'in the flesh'. They arrange for her to go to local riding stables, initially to look at the horses from a distance. Mary seems keen to get closer so they arrange for someone to bring a horse close to the other side of a fence from where Mary is standing. Staff show her how to touch and stroke the horse's nose. Over a three-week period they visit the horses twice a week. It is clear that Mary loves the horses and having watched others riding, she emerges one day from the stable tack room with a riding hat on. Mary had her first riding lesson that week and continues to enjoy it. She is now supported to groom some of the horses and even does some mucking out.

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Your reflections on Mary's scenario

Empathy

Slide 128	Your notes
<p style="text-align: center;">Empathy</p> <ul style="list-style-type: none">▪ Understanding of how the person thinks, communicates, learns and experiences the world.▪ Careful assessment based on knowledge of the person.▪ Respect the individual and their right to hold a different view and be different.▪ Often it is our inability to empathise with the autistic person that causes difficulties. <p><i>'Go stand with them in the rain.'</i> Donna Williams</p> <p><i>'Being autistic, I have every right not to talk.'</i> Tito</p> <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	
<p style="text-align: center;">Empathy</p> <p> Examples of good practice</p> <ul style="list-style-type: none">▪ Assessing and recording aversive events or stressors.▪ Eliminating known stressors where possible, otherwise, sensitively and carefully managing these.▪ Carrying out a regular environmental audit for potential stressors.▪ Individual assessment to include a sensory profile.▪ Checking what has been understood – e.g. when teaching, frequently check attention and comprehension. <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	
<p style="text-align: center;">Empathy</p> <p> Examples of misunderstanding</p> <ul style="list-style-type: none">▪ Blanket attribution of 'autism' characteristics.▪ No application of individualised solutions or strategies.▪ Person left to engage in preferred activity exclusively. <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	
<p style="text-align: center;">Empathy</p> <p> Examples of violation</p> <ul style="list-style-type: none">▪ Person repeatedly confronted by aversive event or stressor.▪ Assumptions made on the basis of vocabulary (level of ability); over- or under-estimated.▪ Worker 'personalises' and projects own preferences. <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	

<p>Slide 132</p> <h3>Why reduce language?</h3> <p>Language is a code:</p> <ul style="list-style-type: none">▪ Requires knowledge and processing.▪ Spoken words and sentences are auditory and abstract.▪ Written words and sentences are visual and concrete.▪ Signs, symbols and photographs are visual and more concrete.▪ Objects are concrete. <p>Play to strengths!</p> <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	<h2>Your notes</h2>
<p>Slide 133</p> <h3>Visiting foreign places</h3> <ul style="list-style-type: none">▪ How do you navigate when on holiday in a foreign country?▪ How do you communicate if you don't speak the language? <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	
<p>Slide 145</p> <h3>Don't throw your words about exercise</h3> <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	




Space to make notes for 'Don't throw your words about' activity

Good communication support

<p>Slide 146</p> <h3>Good communication support</h3> <ul style="list-style-type: none">▪ Should be:<ul style="list-style-type: none">▪ quiet▪ clear and direct – as few words as are possible▪ accompanied by non-verbal cues where possible and appropriate for individual▪ accompanied by opportunities for choice.▪ Might have to 'experiment' a bit to find out what works and what doesn't work for each individual. <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	<p>Your notes</p>
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<p>Slide 147</p> <h3>Scenario</h3> <ul style="list-style-type: none">▪ Staff working with Joshua are convinced that he is over-sensitive to something in the environment but they don't know how to go about finding out what it is. They ask the local clinical psychologist for help but are told not to worry – it is just the autism that is making him difficult and they should just keep giving him his medication. <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	<p>Your notes on the Joshua scenario</p>
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Low arousal

<p>Slide 148</p> <h3>Low arousal</h3> <ul style="list-style-type: none">▪ Calm, focused, planned intervention.▪ Awareness of environmental/sensory impact.▪ Management of aversive or distracting stimuli.▪ Non-confrontational style of interaction.▪ Helping people to rehearse and prepare for potentially difficult situations. <p><i>To be lightly touched made my nervous system whimper.</i> Gunilla Gerland</p> <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	<h3>Your notes</h3>	
<p>Slide 149</p> <h3>Low arousal</h3> <p> Examples of good practice</p> <ul style="list-style-type: none">▪ Audit of environment to eliminate or reduce undesired stimuli, eg. noise, heat, light, smell, touch, visual conditions, clutter etc.▪ Assess sensory profile.▪ Supporters being aware of the impact of their presence and actions.▪ Supporters communicate clearly and work calmly and quietly. <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>		
<p>Slide 150</p> <h3>Low arousal</h3> <p> Examples of misunderstanding</p> <ul style="list-style-type: none">▪ Environment 'spartan' or austere.▪ Low arousal approach is interpreted as 'no arousal'.▪ "Behaviours of concern" are not dealt with, e.g. interactions avoided. <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>		
<p>Slide 151</p> <h3>Low arousal</h3> <p> Examples of violation</p> <ul style="list-style-type: none">▪ Confrontation.▪ Unplanned physical interventions.▪ Environment maintains known stressors, e.g:<ul style="list-style-type: none">▪ loud or indiscriminate TV/music etc▪ banging/squeaking doors▪ odours (including perfumes and air-fresheners)▪ background noise▪ harsh (especially fluorescent) lighting▪ distractions. <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>		

Use this space for any notes you want to make about the photos and videos you see related to low arousal.

Slide 165

Scenario: School hall

When building the new hall at a school that had a unit providing support for 20 children on the autism spectrum, the head teacher insisted that it was essential to spend a little bit more money to use special bricks that had sound-proofing qualities to reduce the echo, lots of windows around the roof with blinds that could be used to adjust the level of light and a special floor that was quieter and 'softer' to run on.

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Your notes on the school hall scenario

Links

<p>Slide 168</p> <h3>Links</h3> <ul style="list-style-type: none">▪ Partnership with the individual, relatives, mainstream and other agencies to ensure consistency and continuity.▪ Initiatives for accessing inclusive activities.▪ Very high level of consistency. <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	<h2>Your notes</h2>
<p>Slide 169</p> <h3>Links</h3> <p>Examples of good practice</p> <ul style="list-style-type: none">▪ Effective communication between agencies and individuals – written and other.▪ Close collaboration between schools, services and families.▪ Regular opportunities and events for sharing views and information.▪ Individual plan includes a long-term perspective.▪ High level of consistency and a shared approach. <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	
<p>Slide 170</p> <h3>Links</h3> <p>Examples of misunderstanding</p> <ul style="list-style-type: none">▪ Efforts to be consistent lead to rigidity.▪ Reliance on formal systems of communication exclusively.▪ Reliance on informal systems of communication exclusively. <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	
<p>Slide 171</p> <h3>Links</h3> <p>Examples of violation</p> <ul style="list-style-type: none">▪ Professionals ignore or act in isolation from parents and each other.▪ Changes to programme are undertaken arbitrarily without consultation.▪ No life planning systems, or these are short term only.▪ Autistic person excluded from planning process – seen as inhibiting or passive.▪ Parent/carers excluded from decision-making because son or daughter is an adult. <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	
<p>Slide 172</p> <h3>Remember...</h3> <ul style="list-style-type: none">▪ SPELL is a framework – a foundation on which to build other approaches and develop practice.▪ By implementing the framework you can achieve a lot in terms of enhancing quality of life.▪ However, it might not be the only course of action needed – you may need to deal with co-occurring conditions.▪ Don't be afraid to ask for help. <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	

Slide 173

Links with other professionals

For example:

- speech and language therapist
- ADHD specialist clinic
- behaviour specialist/psychologist
- GP/paediatrician/psychiatrist
- dietician.

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Use this space for any notes you want to make about the examples you heard related to links.

Slide 174

Scenario: Jamie

- Jamie requires a special diet to help to keep her weight down and to help control some food intolerances. The diet has been agreed between her parents and the specialist dietician. A copy of the diet is sent to the respite home and to the day centre. Jamie usually takes a packed lunch to the day centre and during cookery sessions she is supported to make something nice from her list of allowed foods. At the respite centre staff do not follow the diet most of the time as it usually requires that they prepare separate food for Jamie. They say that it is unfair that other people in the home should be allowed to eat nice things and that Jamie can't. They say that Jamie is an adult and should be allowed to choose what she eats even if that isn't always what is best for her health.

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Your notes on the Jamie scenario

Summary

<p>Slide 176</p> <h3>Conclusion</h3> <p>The SPELL framework:</p> <ul style="list-style-type: none">▪ attempts to understand and respond to the unique needs of the individual with autism by applying holistic principles of what is understood to be best practice in autism▪ is the foundation or essential companion for all other interventions or approaches▪ creates an autism-friendly environment – if it is friendly to autistic people then it will generally be helpful to everyone. <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	<h3>Your notes</h3>
<p>Slide 177</p> <h3>Conclusion</h3> <ul style="list-style-type: none">▪ The SPELL framework is a socially valid mechanism for understanding and responding to autism:<ul style="list-style-type: none">▪ We all need structure in our lives.▪ We all need to be seen positively, valued and allowed to pursue our interests and develop our strengths.▪ We all need other people to have empathy for our point of view and us for theirs.▪ We all need to reduce unhealthy stress and confrontation in our lives.▪ We all need to be treated fairly and consistently. <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	
<p>Slide 178</p> <h3>Questions and recap</h3> <p><small>Understanding and Responding to Autism: The SPELL Framework (2nd edition) © Pavilion Publishing and Media Ltd and its licensors 2018.</small></p>	

Further reading

Attwood T (2007) *The Complete Guide to Asperger Syndrome*. London: Jessica Kingsley Publishers.

Baron-Cohen S (2008) *Autism and Asperger Syndrome: The facts*. Oxford: Oxford University Press.

Frith U (2008) *Autism: A very short introduction*. Oxford: Oxford University Press.

Kutscher ML (2005) *Kids in the Syndrome Mix of ADHD, LD, Asperger, Tourette's, Bipolar, and More! The one stop guide for parents, teachers, and other professionals*. London: Jessica Kingsley Publishers.

Shore S (2003) *Beyond the Walls: Personal experiences with autism and Asperger syndrome*. Overland Park: Autism Asperger Publishing Company.

Simone R (2010) *Asperger's On the Job: Must-Have Advice for People with Asperger's or High Functioning Autism and their Employers, Educators and Advocates*. Arlington, USA: Future Horizons.

Useful websites for further information

Autism Research Centre, University of Cambridge: www.autismresearchcentre.com

Research Autism: www.researchautism.net

Steven Shore's website: www.autismasperger.net

The National Autistic Society: www.autism.org.uk

The Tizard Centre's website: www.kent.ac.uk/tizard (information on further study related to Autism)

Christopher Gillberg's webpage at University of Gothenburg (useful source of relevant research): https://www.gu.se/english/about_the_university/staff/?selectedTab=2&userId=xgilch&languageId=100001&siteNodeId=587114&contentId=-1&originalRequestURI=/english/about_the_university/staff/&publicationsPerPage=500

Autism Society of America: www.autism-society.org

Temple Grandin's website: <http://www.templegrandin.com>

Website set up by Rudy Simone: Aspergirl Society – this page talks about female traits. <http://aspergirlsociety.org/female-as-traits/>