



# INCLUDING CHILDREN WITH AUTISM

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**Inclusive  
Solutions**

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# Welcome and LISTEN!



# What is Autism?

**Medical perspective**

**BUT**

**Schools are not  
'Treatment Centres'**

# Triad of impairments

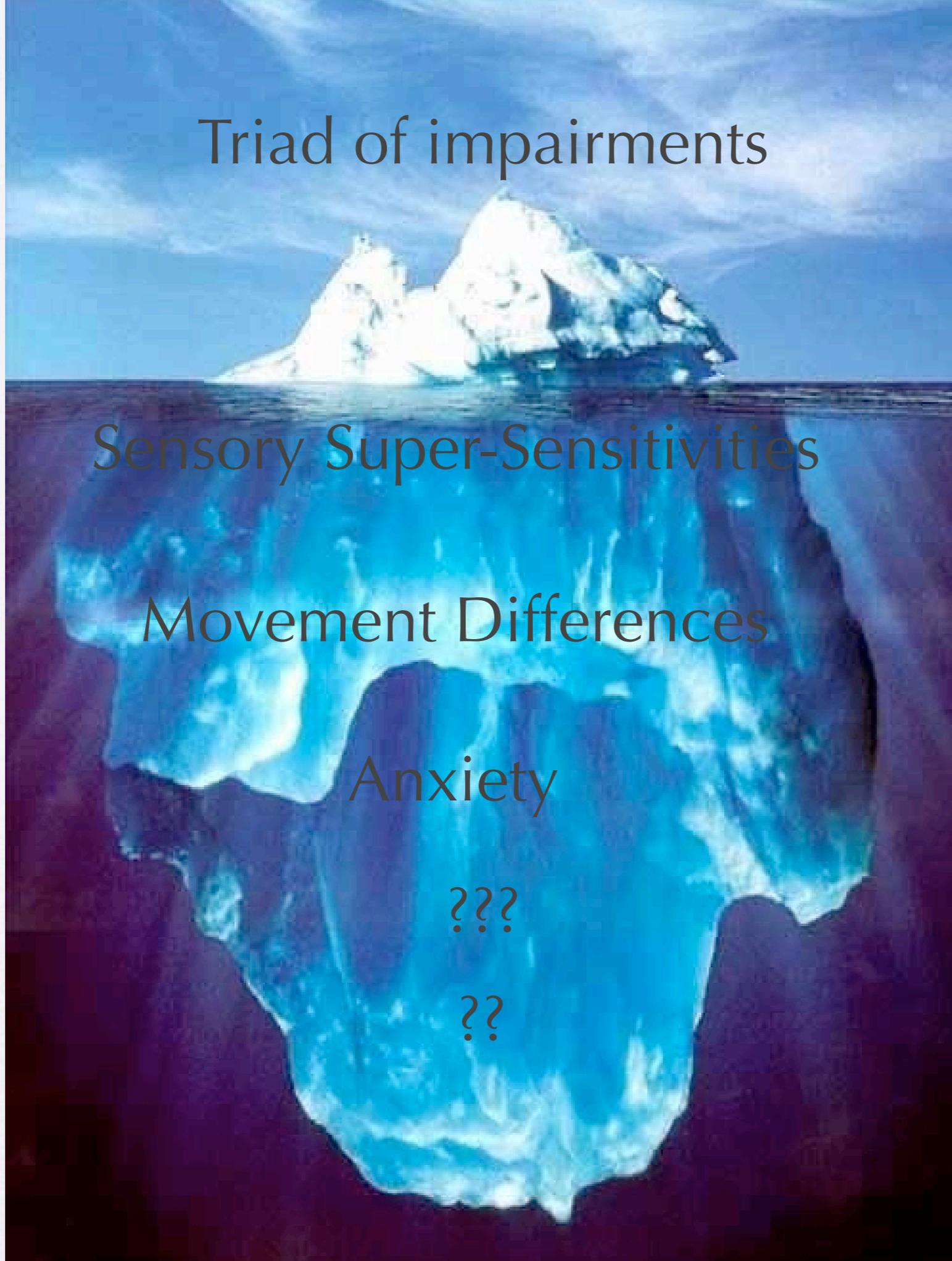
Sensory Super-Sensitivities

Movement Differences

Anxiety

???

??



# A DEFINITION OF AUTISM

Learning about autism from people who experience autism

People with autism are first and foremost individuals with unique personalities, interests and needs

Triad of impairments

Sensory Super-Sensitivities



# SMELL SENSITIVITY

I still have trouble with the smell of people and of dogs and cats. And smells like deodorant and after shave lotion, they smell so strong to me I can't stand it and perfume drives me nuts. I can't understand why people wear perfume, and I can smell hand lotion from the next room.

# AUDITORY SENSITIVITY

Why do you think I have so much trouble paying attention in the classroom? I hear everything that goes on - every phone call that is made in the office, people talking outside the school. There are so many noises in my head that I can't concentrate on what Mrs Weaver has to say, I'm too distracted, it takes so much energy to pay attention that I am worn out. I try so hard and I just can't do it! (Nicholas Bober)



# TOUCH SENSITIVITY

I never used to like being picked up and cuddled. I screamed as though I was on a roller coaster if anyone tried to pick me up. I also hated it when my teacher tried to make me hold my pencil properly or my parents tried to make me do up my laces or shirt buttons. They had no idea what was wrong with me at the time. And since I thought it happened to everyone, I didn't tell anyone. Nevertheless I found such treatment excruciating.....Darren White

# Touch

- Deep Pressure
- Light Pressure
- Safer hug

# TASTE SENSITIVITY

I remember sitting at the table and hating dinner time - staring at my food knowing it would make me gag if I tried to eat it. Other people constantly teased me about how I ate my food. Kids are supposed to like chocolate, whipped cream and maple syrup; I didn't. I don't like vegetables either. Cheese, creams sauces salads - nothing. People keep telling me I would grow to like other foods - I'm still waiting

# VISUAL SENSITIVITY



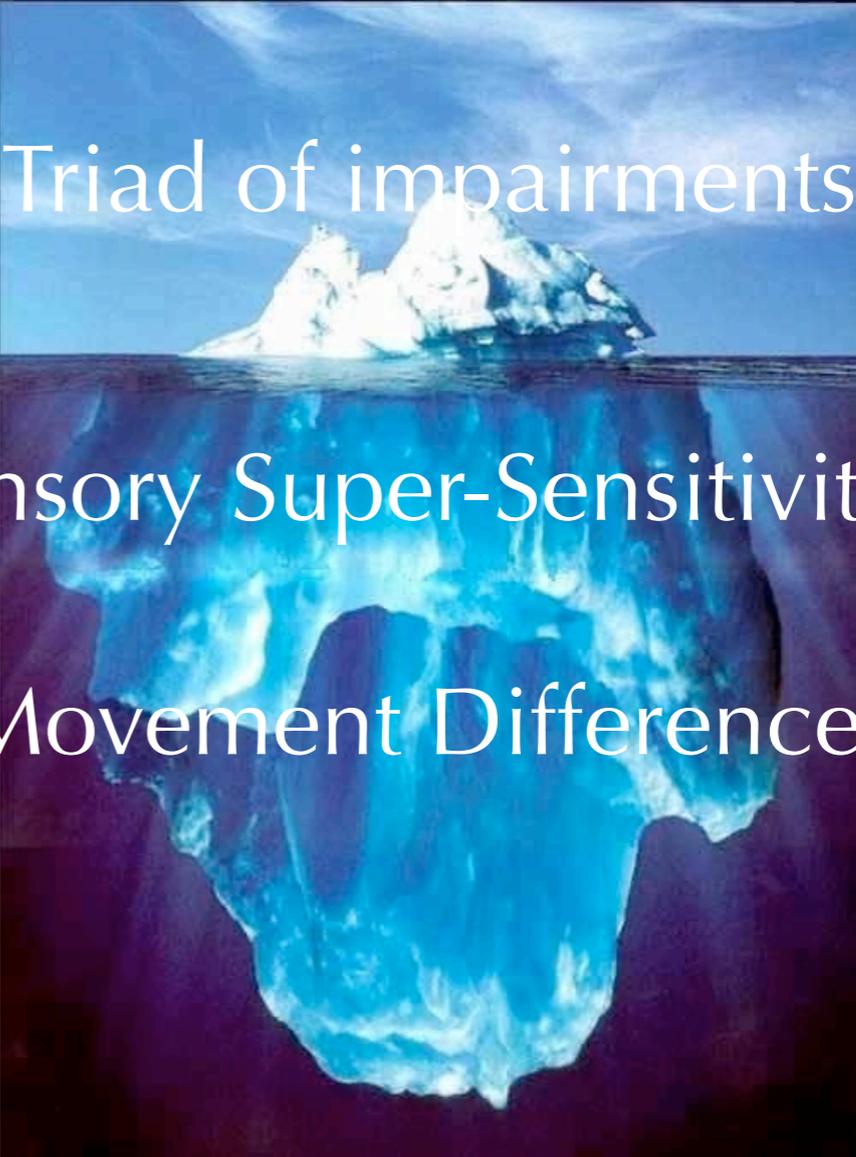
Dr. Marek's kitchen was a nightmare. The kitchen had fluorescent lights and yellow walls, the worst combinations ever. Even from the doorway I could see light bouncing off everything. In my tense state everything climbed to hyper, vision included. There were no whole objects in that room, just shiny edges and things that jumped off the yellow walls like sunshine on water. Dr. Marek wanted to go in there and be blind. Forget it!

# **ACCOMODATING TO SUPER SENSITIVITY**

- **CHANGE THE ENVIRONMENT**
- **FIND WAYS TO COMPENSATE**
- **GET AWAY FROM IT**

# Emotional Sensitivity

- Love and Fear...main emotions
- Over stimulation from within
- Anxiety
- Absorbing emotions from others

An iceberg floating in the ocean. The tip of the iceberg is visible above the water surface, while the much larger, submerged part is visible below. The water is a deep blue, and the sky is a lighter blue with some clouds. The iceberg is white and jagged.

Triad of impairments

Sensory Super-Sensitivities

Movement Differences

# Facilitated Communication

# Least dangerous assumption

? Hidden competencies

# Movement Differences

Can involve difficulties in:

STARTING

STOPPING

EXECUTING –speed, intensity, rhythm,  
timing, direction, duration

CONTINUING

COMBINING

SWITCHING



# YOUR PARKING PERFORMANCE

Your task is to parallel park a family sized saloon car in  
a space only one and a half times the length of the car  
...at the first attempt

In pairs

Discuss the factors that might make you more or less  
likely to succeed

# Communication

- Whispering
- Signs and symbols
- ICT: augmentative
- Communication partners

# Supporting students with echolalia

- Reassure
- Go to the movies
- Make a key
- Switch to writing
- Whisper

# Triad of impairments

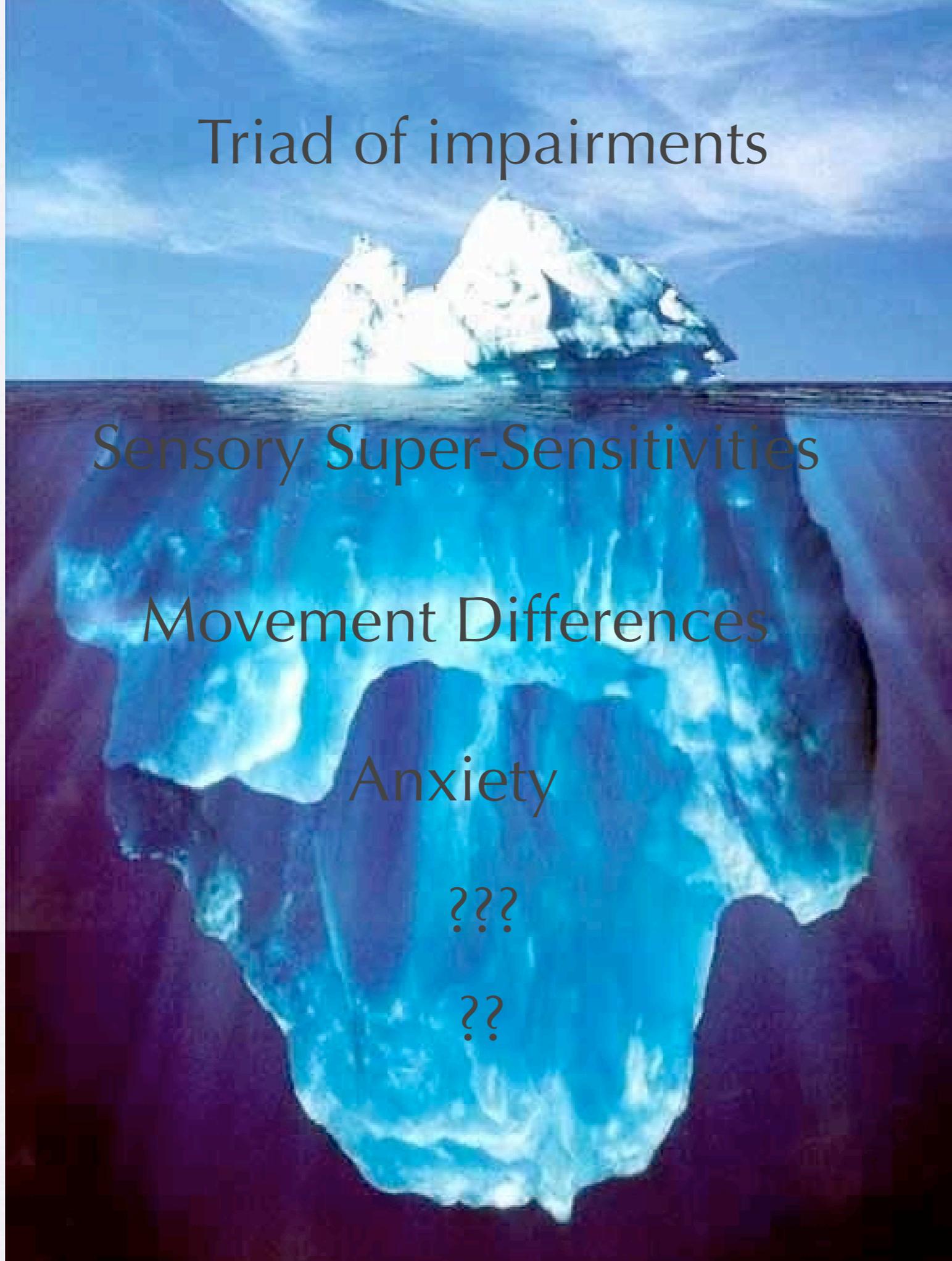
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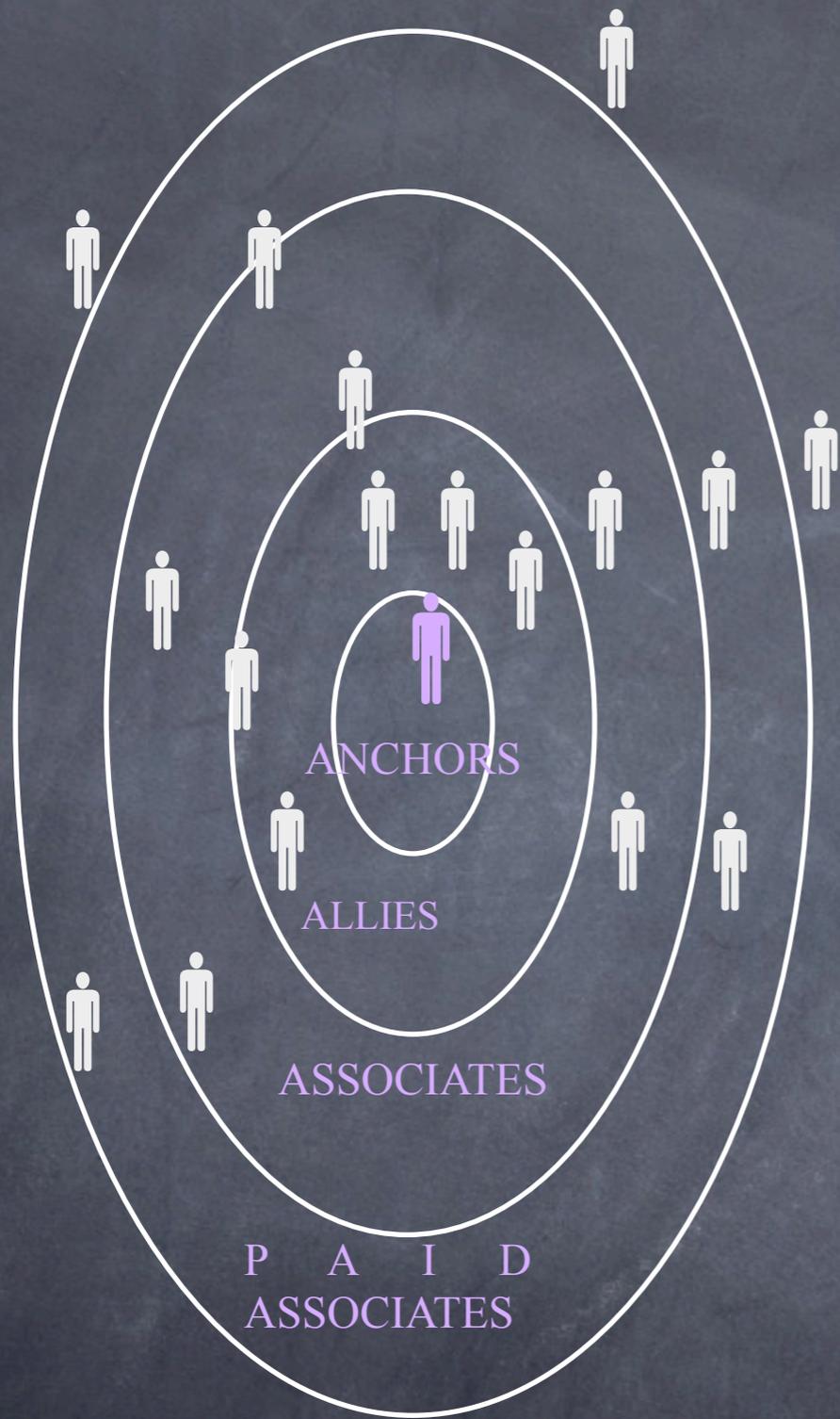
# ANXIETY

- No stress/anxiety
- Build up
- Survival Mode
- Shut down
- Melt down

# Sources of anxiety

- Too much stimulation from outside
- Too much stimulation from within
- Boredom

Understand autistic behaviours as a clear communication of the current levels of anxiety



# Circles of Support

# Triad of impairments

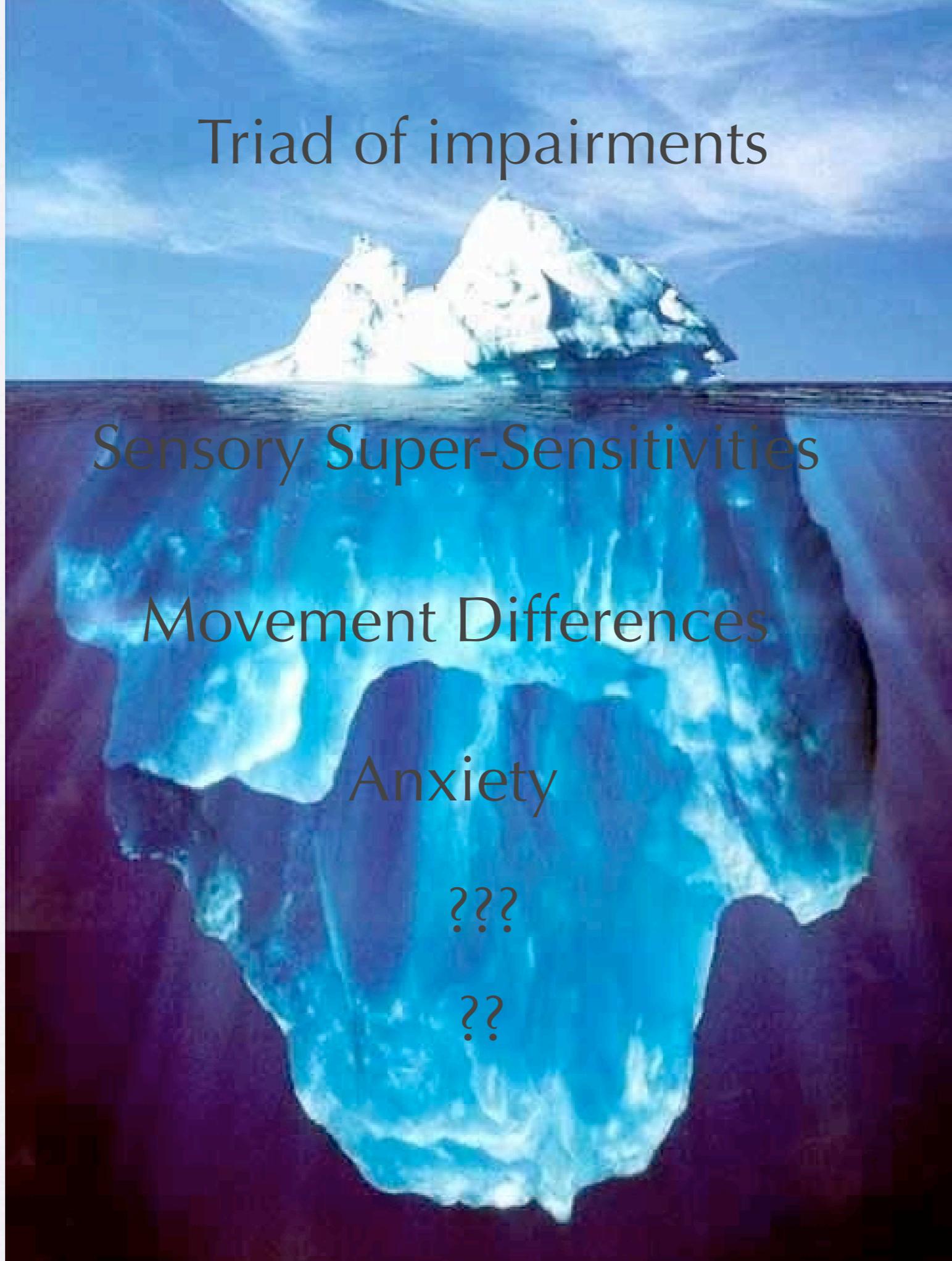
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# Social Stories



# CLASSMATES NEED



- education on Aaron's disability/differences, including having a forum to discuss what they know about Aaron and to ask any questions
- involvement wherever possible, in decisions about supports for Aaron's participation in classroom activities
- involvement in forming a Circle of Friends

DESIRED OUTCOMES  
FOR CLASSMATES  
some IEP possibilities

Classmates will develop an understanding of who Aaron is

Classmates will see and treat Aaron as a contributing member of the classroom

Classmates will support Aaron within classroom activities

Classmates will form a Circle of Friends with Aaron

# What do Teams need?

- Allies
- Essential Supports?
- Desired outcomes?
- When in doubt, build a team!!

# Parent Power

- SPACE is a parents' 'safe space'
- Professionals only attend when they have been invited by the group

## Why?

- To create a stronger identity
- To feel in control
- To develop strategies to allow parents to become part of their child's 'Education Team'
- To relax and recharge
- To reduce feelings of isolation

# What Does SPACE Feel Like?

- Sometimes like an underground movement.....

BUT

- We are not anti-professional and have a good relationship and often work with the local LEA's

And

- We're in touch with at least 70 families in Notts and the East Midlands with a strong core group of about 20 families

# Write a Statement for a team

- Team Needs
- Team Supports/provision
- Team objectives/desired outcomes



ACTION WITHOUT THOUGHT IS  
LIKE SHOOTING WITHOUT AIM.  
AMERICAN PROVERB



We make the PATH  
by walking it.....

