

## Quotes about Autism

- “Research demonstrates that autistic traits are distributed in the non-autistic population; some people have more of them, some have fewer. History suggests that many individuals whom we would today diagnose as autistic - some severely so — contributed profoundly to our art, or math's, our science, our literature”
- “Autism to me says that I accept my child wholly. I celebrate his differences and his quirkiness. I advocate diversity. I try to empower him. I am proud of his successes, no matter how small they seem.... I do not think he needs 'fixing'. I am proud that he is my son and sometimes I am humbled by that very same thought.”
- “Someone with Asperger's' really is like you, just more extreme”  
Dr Winnie Dunn [www.rcpsych.ac.uk](http://www.rcpsych.ac.uk)

For more information you can contact:

The National Autistic Society - South Hampshire

Branch - [www.shantsnas.org.uk](http://www.shantsnas.org.uk)

Autism Hampshire - [www.autismhampshire.org.uk](http://www.autismhampshire.org.uk)

Southern Health NHS Foundation Trust -

[www.southernhealth.nhs.uk/services/autism](http://www.southernhealth.nhs.uk/services/autism)

There are many other good sites you could access!

You can contact the Parent Support Advisor  
for the Wavell cluster via:

[Linda.parry@wavell.hants.sch.uk](mailto:Linda.parry@wavell.hants.sch.uk)

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## Hints and Tips

This leaflet has been produced by :Linda Parry, Parent Support Advisor for the Wavell Cluster of schools, using materials from the Hampshire Autistic Society and quotes about autism from Hampshire Autistic Society and the world wide web.

Information correct at time of update - April

2018 (c)



## Top Tips For supporting children and young people on the Autistic Spectrum



## What is Autism which includes (Asperger syndrome)?

There are lots of different terms used by different individuals and groups, such as Autistic Spectrum Condition (ASC), Autistic Spectrum Condition, Autistic Spectrum Disorder and neuro diversity. Hampshire Autistic Society uses the term autism and describes it as '**a life-long condition that affects how a person communicates with, and relates, to, other people**'.

[www.autismhampshire.org.uk/about-autism/what-is-autism](http://www.autismhampshire.org.uk/about-autism/what-is-autism). It also affects how a person makes sense of the world around them. The word 'spectrum' is used because the characteristics or 'traits' of the condition vary from one person to another.

The three main areas of difficulty are known as the 'triad of impairments' and all people with autism share them. These are;

- Difficulties with social communication—such as problem recognising and understanding verbal and non-verbal language such as facial expressions, gestures, tone of voice
- Difficulties with social interaction—such as problem understanding and/or recognising other people's feelings, or managing their own feelings
- Social imagination—for example problems in understanding and predicting other people's intentions and behaviour, or problems imagining situations outside of their own routine

Many people with autism may also experience some form of sensory sensitivity or under-sensitivity, for example to light, touch, tastes, smells or colours.

People with autism often prefer to have a fixed routine and can be averse to change. Some people with autism may also have other conditions such as attention deficit hyperactivity disorder (ADHD) or dyspraxia.

## What about Asperger syndrome?

Asperger's syndrome is a form of autism and sits within ASC. People with Asperger syndrome can have fewer problems with speaking than others on the spectrum. They can be of average or above average intelligence and are sometimes described as 'high-functioning'. However people with Aspergers may struggle in social situations.

## Why the Top Tips advice?

This leaflet has been put together by the Wavell Cluster Parent Support Advisor using information provided by Hampshire Autistic Society. It is simply designed to give parents, and adults who may support children/young people with autism, some hints and tips that may help on a day-to-day basis. It is not a definitive guide and it does not provide lengthy detail— but it may help.

## Hints and Tips

1. Say the person's name FIRST to get their attention
2. Keep language SHORT and SIMPLE
3. Be CLEAR and SPECIFIC - Say what you mean, and mean what you say!
4. Avoid inferred meaning, or ambiguity
5. Avoid irony, sarcasm and turns of phrase - Or explain them if you do
6. Give instructions in the correct order of action and break them down into small steps
7. Be positive! Avoid 'no' and 'don't' - Say what you WANT to happen, not what you don't (ie: Please walk instead of don't run)
8. Provide a clear structure to the day/session so that the person knows what to expect and when
9. Keep to predictable routines whenever possible
10. Explain any changes in advance whenever possible to minimise anxiety
11. Allow more time for the child/young person to process information (this includes instructions)
12. Provide visual support to make your communication clearer
13. Be aware that the ability to talk is not the same as the ability to understand