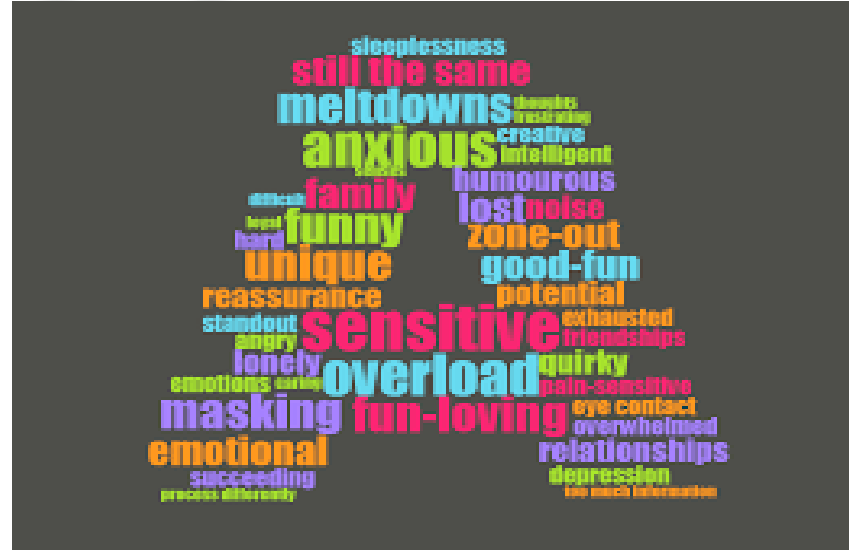


# ASD & T1D

# maximizing engagement







# Understanding autism: exploring the triad of impairments and sensory differences

## Social communication:

- Difficulties with understanding and using verbal & non verbal (facial expression, body language, tone of voice) communication
- Literal interpretation: Tend to think people always mean exactly what they say
- Jokes & sarcasm and figures of speech difficult to interpret

## Social Interaction:

- Difficulty recognising emotions in self and others
- May struggle to understand the 'unwritten rules' most of us do without thinking e.g. Stand too close to others
- Difficulties managing unstructured time e.g. break times
- Friendships can be difficult to initiate and maintain

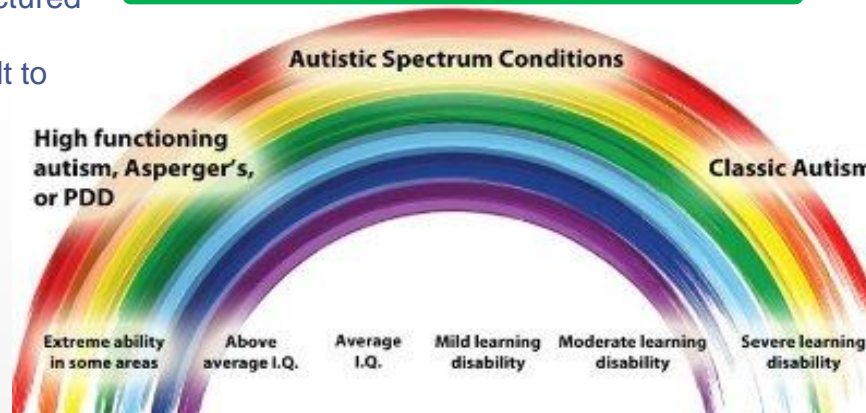
## Sensory:

- Sight
- Touch
- Taste
- Smell
- Hearing
- Balance
- Body awareness (proprioception)

## Social Imagination/Restricted & Repetitive Patterns of Behaviour:

Difficulties can affect the ability to:

- understand and predict others behaviour
- Imagine situations outside our immediate daily environment
- Interpret the thoughts and feelings of others
- Be aware of dangers e.g. running onto a busy road
- Engage in imaginative play and activities
- Prepare for change and plan for future
- Come up with solutions to problems



# Social interaction, Social Communication, Restricted/Repetitive Behaviour

Difficulties with social relationships (adults/peers)

Difficulty understanding other's thoughts and feelings

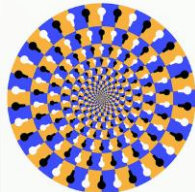
Difficulty interpreting/applying social rules

Difficulties with verbal and non-verbal communication

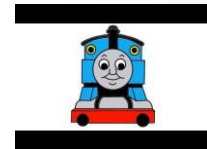
Speech & Understanding

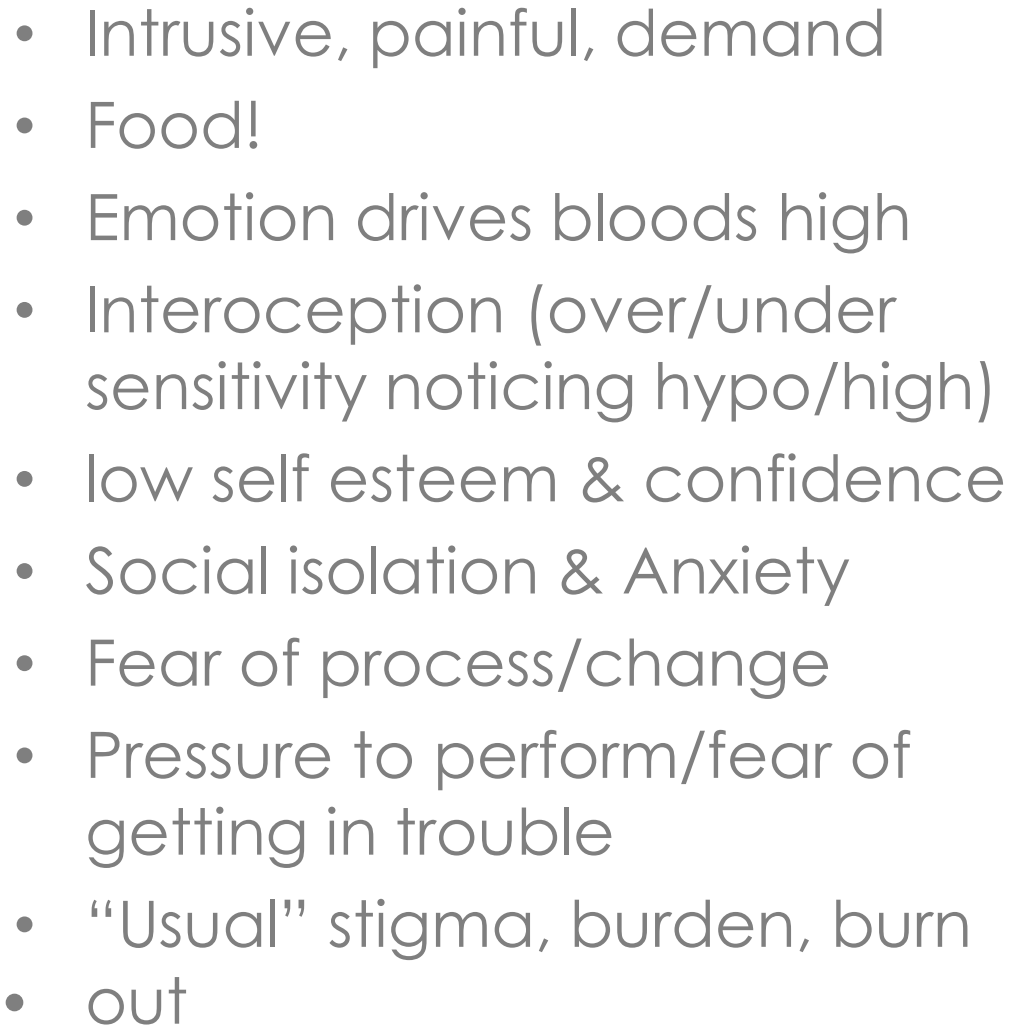
Special interests, Compulsions, Lack of flexible/imaginative thinking

- ▶ Sensory Interests/Preoccupation eg touch, taste, vision
- ▶ Sensory Avoidance
- ▶ Perceptual Difficulties (prosopagnosia, synesthesia)



Average Face



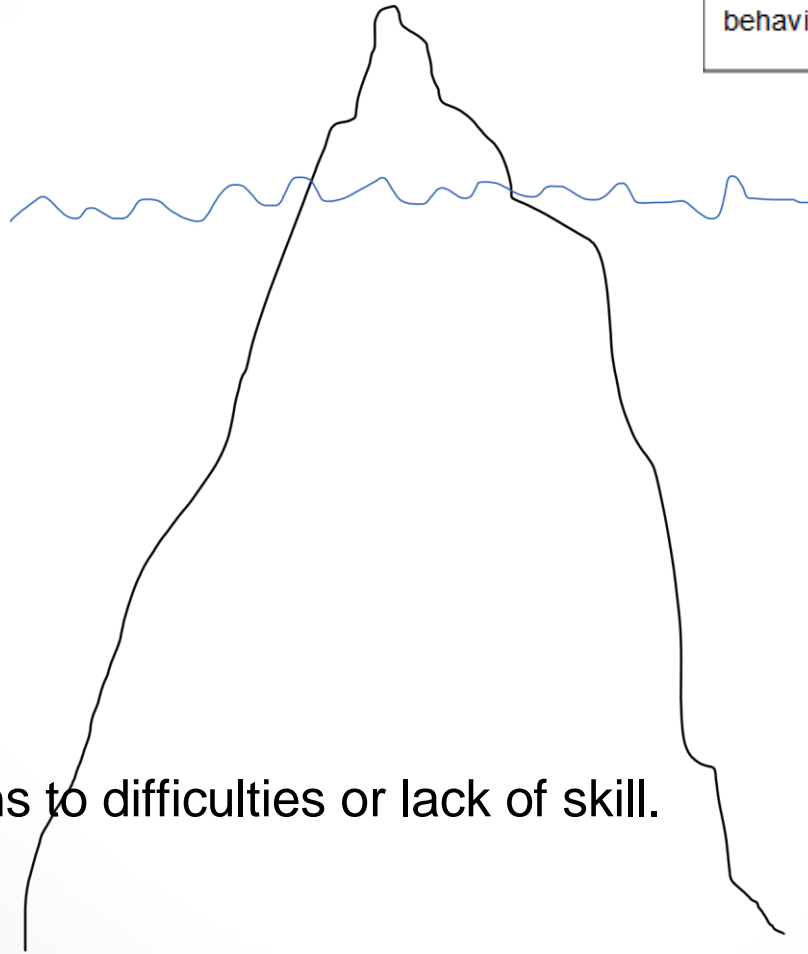


## Iceberg (How? Why? What?)

Describe the specific  
behaviour.

Analyse why this  
may be happening  
using the ASD triad  
of impairments.

Explore solutions to difficulties or lack of skill.



# Emotional arousal

Above level of coping

Struggling to manage emotions

Trigger eg pressure to interact/can't have own space

Things that maintain/add to emotional level (eg change, noise)

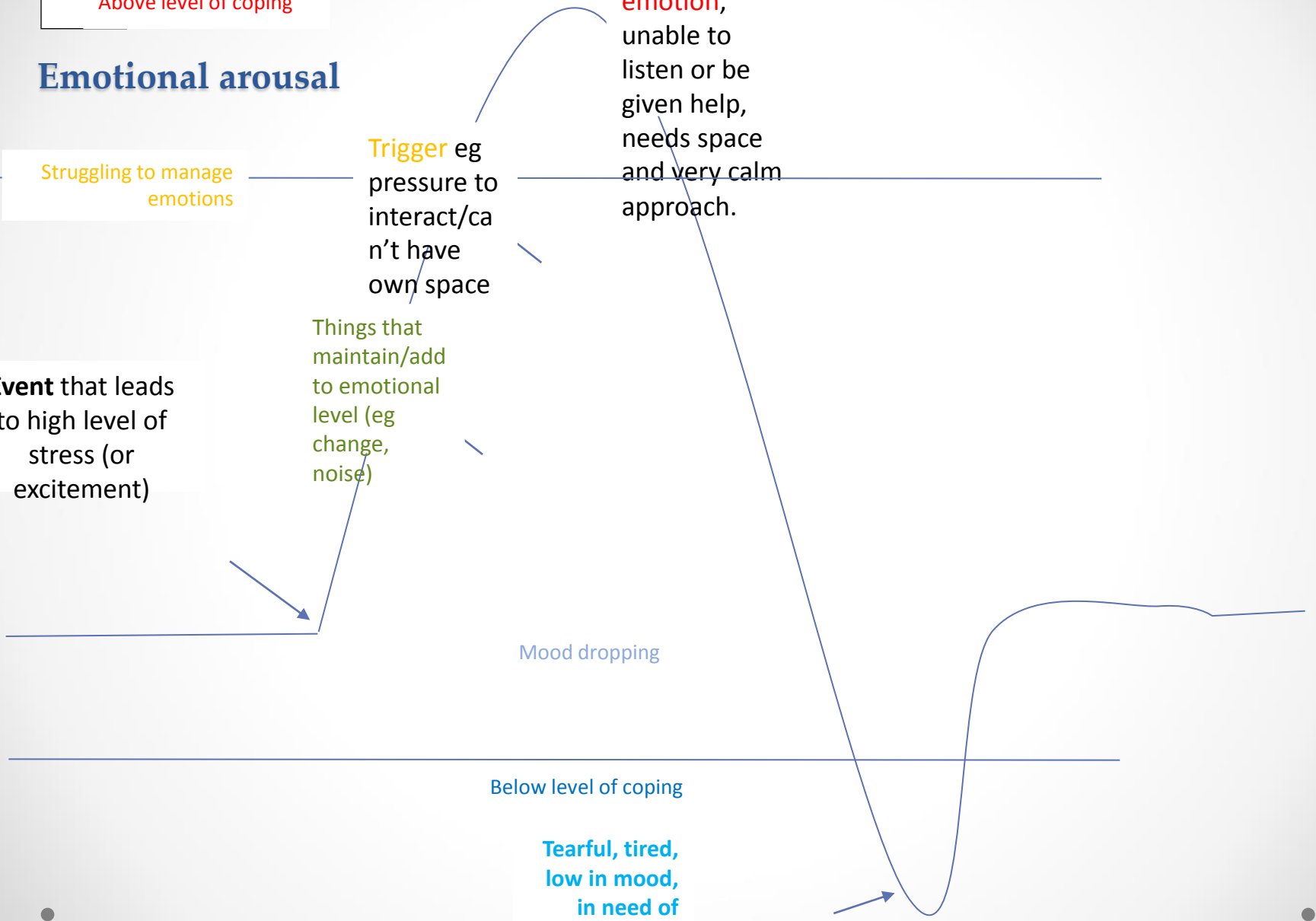
Event that leads to high level of stress (or excitement)

Outburst of emotion, unable to listen or be given help, needs space and very calm approach.

Mood dropping

Below level of coping

Tearful, tired, low in mood, in need of comfort.





# Sensory differences

What is the environment like for the person ASK?!

- Lights, Chairs, position
- Smell, noise, Temperature
- Visuals/lists/tech & other information?
- Are these suitable/helpful/understandable/appropriate?
- Pressure, pain, fair warning

*'The higher my anxiety, the more stubborn and more rigid I become.'*  
**Alis Rowe**



**EVERY BEEP.  
EVERY COFFEE MACHINE.  
EVERYBODY SPEAKING.  
CAN'T WE CALM IT DOWN?**

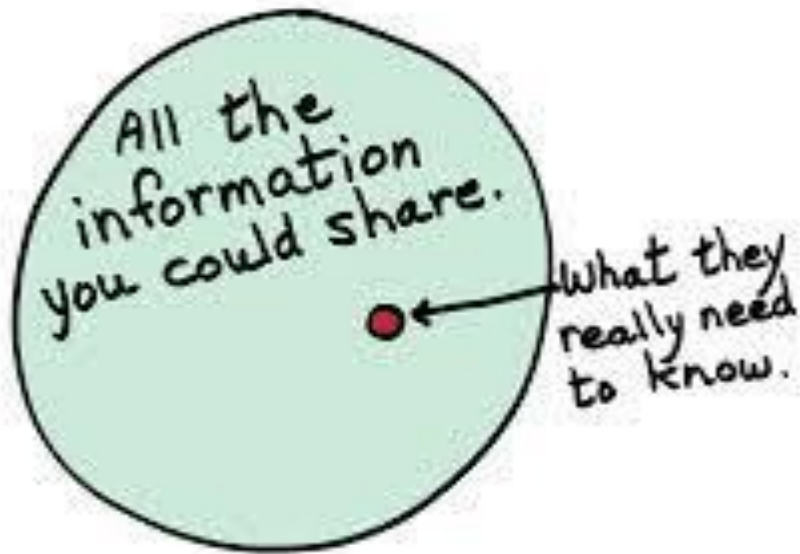
**AUTISM HOUR** [www.autism.org.uk/autismhour](http://www.autism.org.uk/autismhour)  
#AutismTMI #AutismHour



"Noises feel like they are crawling in and out of my ears, blood is skittering out of my heart, air is crawling out of my lungs and racing up and down my throat."



# Adapting style & the clinic experience



- **Be specific / Explicit** – *I want to find out if you have any problems this week that I can help you with. Tell me about a situation this week ...*
- **Help talking/choosing:** *Here are some situations some people can have problems with, can you point to the problems you have had*



# How can we take pressure off?

- Encourage and increase engagement (side by side, fiddle toys, incorporate special interests)
- Minimise language, use concrete language, aids (talking mat?)
- Clarify, check, ensure understanding
- Take it slow – processing speed can be slower, wait for person to respond...
- Summarise, care with humour/metaphor/idioms
- Don't assume
- Repetition to embed learning

*Don't we already do this?*

# Setting the tone

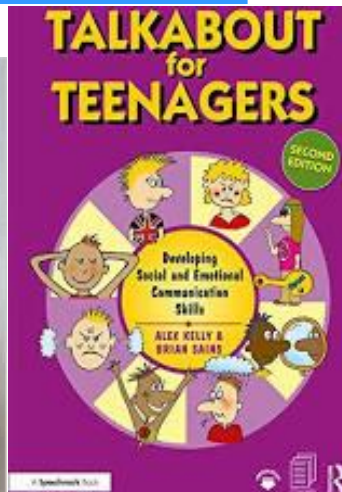
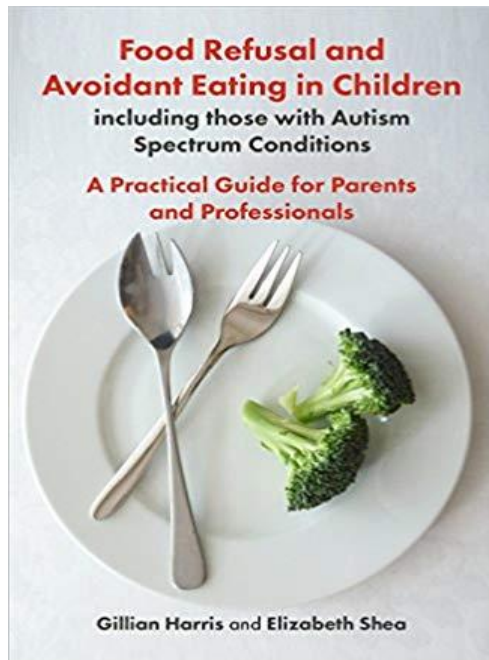
- How can we BUILD TRUST & improve treatment?
- Offer PRAISE, THANKS & ENCOURAGEMENT, ACKNOWLEDGE DIFFICULTIES
- Promote self care, compassion & understanding
  - Run or signpost to support groups
  - Be ASD champion in your team
- IMPLEMENT A CHANGE IN PRACTICE THIS WEEK



# Resources

[Communicationmatters.org.uk](http://Communicationmatters.org.uk)

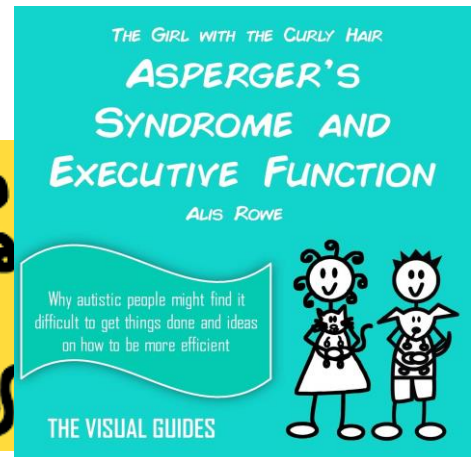
[www.foodrefusal.co.uk](http://www.foodrefusal.co.uk)



"I use The Girl with the Curly Hair character to explain what being autistic can be like."



Alis Rowe,  
autistic creator  
and entrepreneur



Birmingham  
Food Refusal Services



# Social Stories (Grey, 2010)

- Social Stories as contacting/expectations –

“I am here to help you with ... I will do this by helping you figure out why ... and helping you figure out how to ... We will meet *how often* for *30 minutes* on a *Monday*. This may change and if it does I will give you as much notice as possible. I will not tell you what to do or expect you to do what I say. I do expect that you will play an active role and try your best to complete any work we have agreed will be useful for you. Some times you may find it tricky or get frustrated and this is ok, you can tell me when this happens

- Social stories can help to;

- socialise to model
- make goals explicit
- set expectations clearly
- proactivity deal with any issues that may arise such as dealing with change