

## Pupil TOP 10 Wish List

Here are the most common desires youngsters with autism wish for in school.

We wish we could:

1. have teachers that like us a lot because those those relationships are crucial
2. be sure that our teachers know about our autism and know how to help us
3. have teachers who often give the same support to every pupil in class not just to those of us who are autistic
4. focus on topics that we like to learn about and avoid subjects we don't think are relevant
5. be less confused about what a friend is and acts like eg know if pupils are laughing at us or with us
6. stop being frightened that we will be picked on during the school day
7. talk to a neutral person if we are being told off so we have more time to explain our point of view
8. have regular 'check in time' with an adult in school who we choose and trust
9. have no problem going from a hectic term into a quiet holiday and back again
10. have no anxiety about using school loos

## Parent/Carer TOP 10 Wish List

Here are the most common desires of parents/carers of youngsters with autism. We wish we could:

1. help our youngster accept support in school
2. be sure our youngster knew exactly who to go to if/when they needed support
3. have more contact from school about what our youngster is doing in school
4. be sure that teachers wouldn't penalise our youngsters for using strategies that the learning support has put in place
5. be sure that the perception of our youngsters would taken into account and understood through the 'autism lens'
6. be included in the decision making regarding punishments
7. have more positive phone calls home than negative ones
8. go to a parent support group in the school
9. see the subject topic areas being taught and let the teacher know what would make our youngster love learning about it
10. tell you about the barriers our youngster has out of school because we think you assume that life is usual eg that they can buy a sandwich from a shop unaided



## AUTISM FRIENDLY APPROACH

### Positivity



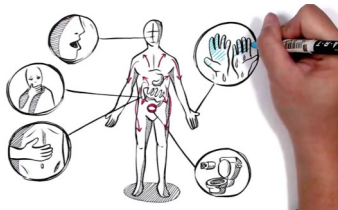
Every youngster needs a positive self-esteem in order to learn. They will not be able to handle school life without inner strength. Be sensitive and supportive. Consider what barriers prevent your pupils from having good self-esteem and aim to help each youngster overcome them. This will encourage them to be more tolerant, tackle challenges, learn more and become increasingly resilient to everyday demands.

# AUTISM FRIENDLY ENVIRONMENTS ARE POSITIVE ENVIRONMENTS

## Fight, Flight, Freeze

Fear, anger and worry are very common in pupils on the autism spectrum. This can look and sound as though someone is

- Irritable
- Struggling to concentrate
- Thinking the worst
- Preoccupied
- Feeling restless / tics
- Has insomnia



It can feel like:

- Dizziness
- Fast heart rate
- Tiredness
- Muscle aches
- Trembling / shaking
- Dry mouth / thirst
- Shortness of breath
- Stomach ache / feeling sick
- Pins and needles

Tiny Tweaks

can lead to

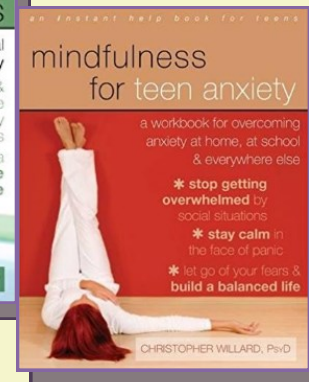
**BIG CHANGES**

## What can I do to help?

1. Remember that tiny tweaks can lead to big changes
2. Reduce stress by making sure the pupil has eaten, had exercise, reduced stimuli (e.g. noise), calming resources (e.g. squeeze balls, weighted lap bags,)
3. Become aware of the pupil's 'triggers'
4. Read the pupils 'passport' or 'profile' to find out helpfully identified strategies
5. Help the pupil identify and recognise what being 'calm and focused' feels like
6. Teach the pupil how to bring themselves back into a state of calm. Support the pupil to develop their action plan to tackle anxiety using their experience of what works for them
7. Additional help might be to give advanced warning of triggers, provide support to enable them to handle the situation, offer choice about how and when they will encounter whatever makes them anxious

8. Offer to make the pupil a visual reminder of an anxiety action plan to store in their pocket

9. Offer to mentor a student with anxiety using pre-written workbooks



10. Watch [this video](#) talks about autism, anxiety, panic and fear. E.g. Rethinking anxiety by Dawn Huebner



WHEN I'M FRUSTRATED...  
 \*OR SCARED  
 \*OR ANGRY  
 \*OR SAD  
 \*OR HAVE PAIN



I FEEL LIKE CRYING BUT...  
 INSTEAD I CAN:  
 \*TAKE 5 DEEP BREATHS  
 \*THINK OF HAPPY THINGS  
 \*HAVE QUIET TIME (CHILL OUT)  
 \*TALK ABOUT IT



1, 2, 3, 4, 5  
 DEEP BREATHS

WHEN I FEEL CALM...  
 \*I TRY AGAIN  
 \*I SAY SORRY  
 \*I FINISH WHAT I WAS DOING  
 \*I FEEL HAPPY

