

Autism: Useful Information Sources

Why has Autism Accreditation created this booklet?

Our Autism Accreditation member services across the globe are responding to the outbreak of the Coronavirus and national Governments take further measures to stop the spread of COVID-19.

We've created a booklet to provide some ideas about how you can build autism knowledge within your setting. It considers online sources of information, free online training courses, book titles and a list of commonly used support methodologies.

Commonly used autism support practices and methodologies

There are many approaches, therapies, and interventions that can help you to support autistic individuals. No two people are the same, so choosing the right ones can be a challenge.

The SPELL framework

SPELL is The National Autistic Society's framework for understanding and responding to the needs of children and adults on the autism spectrum. It focuses on five principles that have been identified as vital elements of best practice in autism and emphasises ways to change the environment and our approaches to meet the specific needs of each person.

The SPELL framework recognises individual needs and emphasises that planning and intervention be organised on this basis. It provides a context for, and is complementary to, other approaches.

SPELL stands for Structure, Positive approaches, and expectations, Empathy, Low arousal, Links.

Structure makes the world a more predictable, accessible and safer place.

Positive (approaches and expectations) - We must seek to establish and reinforce self-confidence and self-esteem by building on natural strengths, interests, and abilities.

Empathy - We must try to see the world from the standpoint of the autistic child or adult, knowing what it is that motivates or interests them but importantly what may also frighten, preoccupy or otherwise distress them.

Low arousal - Approaches and the environment need to be calm and ordered in such a way to reduce anxiety and aid



concentration.

Links - Autistic people, their parents or advocates should be seen as partners. Recognise the benefits of sharing information and working alongside the individual, their families and other professionals.



TEACCH

The TEACCH approach tries to respond to the needs of autistic people using the best available approaches and methods known so far, for educating and teaching autonomy. It is not a single method and can be used alongside other approaches.

Our charity's Earlybird parent support programme uses techniques from the TEACCH approach, and we provide TEACCH training to professionals.

Teaching – sharing autism knowledge and increasing the skill level of professionals and practitioners.

Expanding – increasing own knowledge to provide high-quality services to people on the autism spectrum and their families.

Appreciating – appreciating the strengths and uniqueness of autistic culture.

Collaborating and **C**ooperating with colleagues, other professionals, people on the autism spectrum and their families.

Holistic – adopting a holistic approach, looking at the person, their family and community.

Some of the TEACCH Autism Program priorities are:

- focusing on the person, their skills, interests and needs

- understanding the 'culture of autism' and identifying differences based on individualised assessments
- using visual structures to organise the environment and tasks when teaching skills
- being broad-based, i.e. support people at work, teach skills but also ensure that people are supported during leisure and/or social activities
- being flexible and teaching flexibility.

The TEACCH principles and techniques may always need to be in place for someone, but they may look very different at different stages of the person's life.

Find out more

<https://teacch.com/>

<http://www.researchautism.net/autism-interventions/our-evaluations-interventions/21/teacch-and-autism>

Visual support

Visual supports can be used to communicate with people on the autism spectrum. They are adaptable, portable and can be used in most situations.

Visual supports can help to provide structure and routine, encourage independence, build confidence, improve understanding, avoid frustration and anxiety, and provide opportunities to interact with others. They can make communication physical and consistent, rather than fleeting and inconsistent like spoken words can be.

A wide range of items can be used as visual supports. For example:

- tactile symbols/objects of reference, e.g. swimming trunks, packaging, food labels
- photographs
- short videos
- miniatures of real objects
- coloured pictures
- plain squares of coloured card
- line drawings
- symbols
- written words.

These can be real objects, printed images, or on a smartphone, tablet or computer.

Visual supports can be used in a range of ways, e.g.:

- as a single message, e.g. the person takes a yellow card from their pocket when they need to go to the toilet, or a puts purple card on the board when they're feeling stressed
- in combination to create a daily timetable, schedule, sequence or reward chart
- to make a choice, e.g. the person can put the trampolining symbol in the 'afternoon' area of the board
- to illustrate a social story or comic strip conversation.

Make visual supports portable, durable, easy to find, personalised and consistent.

Portable

Make the visual supports portable by:

- using a visual supports app on the person's tablet
- storing photos and pictures on the person's smartphone
- putting symbols, pictures and schedules in a folder for the person to carry with them.

Durable

- Laminate printed visual supports.
- Back up any app, photos and pictures you use on a smartphone, tablet or computer.

Easy to find

Ensure that visual supports are easy to find, for example by:

- placing them in prominent places at eye level
- putting them on an actual object
- putting a single symbol in the person's pocket
- distributing them throughout particular environments, e.g. objects and areas in the classroom and at home could be labelled
- putting a shortcut to them from a tablet home screen
- attaching symbols to boards so that people know where to go to look at them - you could also use Velcro strips to attach symbols to a board, meaning schedules can be easily altered, e.g. activities removed once completed.

Personalised

Visual supports are very personal and what works for one person may not work for another. Use the person's special interest, e.g. a visual timetable could be made in the shape of a rocket.

Remember that some autistic people have difficulties generalising, e.g. they may not realise that a Hula Hoop packet symbolises all crisps.

It can sometimes be helpful to use more than one type of visual support, but always introduce visual supports gradually. Start off with one symbol and then build up a collection.

Consistent

If using pictures, once you choose a type or style, use it consistently. Ask family members and staff to do the same.

Find out more

<https://www.makaton.org/>

<https://pecs-unitedkingdom.com/>

<https://www.widgit.com/>

<http://www.researchautism.net/autism-interventions/our-evaluations-interventions/36/picture-exchange-communication-system-and-autism>

Social Stories and Comic Strip Conversations

Social Stories™ were created by Carol Gray in 1991. They are short descriptions of a particular situation, event or activity, which include specific information about what to expect in that situation and why.

The terms 'social story' and 'social stories' are trademarks originated and owned by Carol Gray.

Social stories can be used to:

- develop self-care skills (e.g. how to clean teeth, wash hands or get dressed), social skills (e.g. sharing, asking for help, saying thank you, interrupting) and academic abilities
- help someone to understand how others might behave or respond in a particular situation
- help others understand the perspective of an autistic person and why they may respond or behave in a particular way
- help a person to cope with changes to routine and unexpected or distressing events (e.g. absence of teacher, moving house, thunderstorms)
- provide positive feedback to a person about an area of strength or achievement in order to develop self-esteem
- as a behavioural strategy (e.g. what to do when angry, how to cope with obsessions).

Social stories present information in a literal, 'concrete' way, which may

improve a person's understanding of a previously difficult or ambiguous situation or activity. The presentation and content can be adapted to meet different people's needs.

They can help with sequencing (what comes next in a series of activities) and 'executive functioning' (planning and organising).

By providing information about what might happen in a particular situation, and some guidelines for behaviour, you can increase structure in a person's life and thereby reduce anxiety.

Creating or using a social story can help you to understand how the autistic person perceives different situations.

EXAMPLE

My toys

My toys belong to me. They are mine.

Many of my toys were given to me

Some of my toys have my name on them.

I may play with my toys or share them with someone.

I have toys that are mine.

Carol Gray's The new social story book, 2015

Comic strip conversations, created by Carol Gray, are simple visual representations of conversation. They can show:

- the things that are actually said in a conversation
- how people might be feeling
- what people's intentions might be.

Comic strip conversations use stick figures and symbols to represent social interactions and abstract aspects of conversation, and colour to represent the emotional content of a statement or message.

Green: Good ideas, happy, friendly
Red: Bad ideas, anger, unfriendly
Blue: Sad, uncomfortable
Yellow: Frightened
Black: Facts, truth
Orange: Questions
Brown: Comfortable, cosy
Purple: Proud
Colour combinations: Confusion

By seeing the different elements of a conversation presented visually, some of the more abstract aspects of social communication (such as recognising the feelings of others) are made more 'concrete' and are therefore easier to understand.

Comic strip conversations can also offer an insight into how an autistic person perceives a situation.

Comic strip conversations can help autistic people to understand concepts that they find particularly difficult. People draw as they talk and use these drawings to learn about different social situations.

Comic strip conversations can be used to plan for a situation in the future that may be causing anxiety or concern, for example an exam or a social event. However, remember that plans can sometimes change. It's important to present the information in a way which allows for unexpected changes to a situation.

Find out more

Successful Social Stories for Young Children with Autism, Dr Siobhan Timmins, foreword by Carol Gray

Successful Social Stories for School and College Students with Autism, Dr Siobhan Timmins, foreword by Carol Gray

The new Social Story book: 15th Anniversary Edition, Carol Gray 2015

Comic strip conversations: illustrated interactions with students with autism and related disorders, Carol Gray 1994.

<http://www.researchautism.net/autism-interventions/our-evaluations-interventions/168/social-stories-and-autism>

Intensive Interaction

Intensive interaction is a communication approach designed to help people at early levels of development, autistic people, and people with severe, profound or complex learning difficulties. It is categorised alongside other Developmental Interventions or Developmental Social-Pragmatic Models. Intensive Interaction works on early interaction abilities – how to enjoy being with other people – to relate, interact, know, understand and practice communication routines.

Intensive Interaction teaches and develops the “Fundamentals of Communication”.

The fundamentals of communication are:

1. Attention and concentration span;
2. Enjoying interaction or being with another person;
3. Turn taking in behaviour exchanges;
4. Sharing personal space;
5. Using and understanding touch or physical contact;
6. Using facial expressions;
7. Using vocalisations with meaning;
8. Understanding/using eye contact;
9. Using non-verbal communication;

10. Regulating arousal levels.

The Intensive Interaction approach also includes a range of techniques, such as:

- Physical contact;
- Eye contact;
- Vocal echoing;
- Exchanging non-verbal communication, including eye contact and facial expression;
- Behavioural mirroring;
- Turn taking;
- Running commentaries;
- Joint focus activity.

There are a range of benefits to using this approach, including (but not limited to):

- Increasing understanding and use of the fundamentals of non-verbal communication
- Increasing understanding and use of the fundamentals of verbal communication.

The Intensive Interaction approach can be used with a range of individuals, including (but not limited to) children and adults with:

- Autism;
- Profound and Multiple Learning Disabilities;
- Severe Learning Disabilities;
- Multi-Sensory impairment.

A range of people can implement Intensive Interaction on a one to one and regular basis, including family members, carers, professionals and teachers. It is important that those implementing Intensive Interaction understand the principles underpinning the approach and have appropriate training.

Research into the effectiveness of Intensive Interaction has predominantly taken the form of small scale case studies, where the general finding is that clients have demonstrated increased social responsiveness (Frith, 2006; Goldbart & Caton, 2010).

There is, however, some evidence to show that some developmental interventions, such as the Developmental, Individual difference, Relationship-based model (DIR method) and intensive Interaction, may provide some benefits for some autistic children.

Find out more

<https://www.intensiveinteraction.org/>

<http://www.researchautism.net/autism-interventions/types/behavioural-and-developmental/developmental/intensive-interaction-and-autism>

The SCERTS® Model

(Prizant, Wetherby, Rubin & Laurent, 2007)

SCERTS® is an educational model for working with autistic children and their families. It provides specific guidelines for helping a child become a competent and confident social communicator, while preventing problem behaviours that interfere with learning and the development of relationships. It also is designed to help families, educators and therapists work cooperatively as a team, in a carefully coordinated manner, to maximize progress in supporting a child.

The acronym “SCERTS” refers to the focus on:

“SC” – Social Communication – the development of spontaneous, functional communication, emotional expression, and secure and trusting relationships with children and adults;

“ER” – Emotional Regulation – the development of the ability to maintain a well-regulated emotional state to cope with everyday stress, and to be most available for learning and interacting;

“TS” – Transactional Support – the development and implementation of supports to help partners respond to the child’s needs and interests, modify and adapt the environment, and provide tools to enhance learning (e.g., picture communication, written schedules, and sensory supports). Specific plans are also developed to

provide educational and emotional support to families, and to foster teamwork among professionals.

The SCERTS model targets the most significant challenges faced by autistic children and their families. This is accomplished through family-professional partnerships (family-centred care), and by prioritising the abilities and supports that will lead to the most positive long-term outcomes as indicated by the National Research Council (2001; Educating Children with Autism). As such, it provides family members and educational teams with a plan for implementing a comprehensive and evidence-based program that will improve quality of life for children and families.

The SCERTS Model can be used with children and older individuals across a range of developmental abilities, including nonverbal and verbal individuals. It is a lifespan model that can be used from initial diagnosis, throughout the school years, and beyond. It can be adapted to meet the unique demands of different social settings for younger and older autistic individuals including home, school, community, and ultimately vocational settings.

The SCERTS Model includes a well-coordinated assessment process that helps a team measure the child's progress, and determine the necessary supports to be used by the child's social partners (educators, peers and family members). This assessment process ensures that:

- functional, meaningful and developmentally-appropriate goals and objectives are selected
- individual differences in a child's style of learning, interests, and motivations are respected
- the culture and lifestyle of the family are understood and respected
- the child is engaged in meaningful and purposeful activities throughout the day
- supports are developed and used consistently across partners, activities, and environments
- a child's progress is systematically charted over time
- program quality is measured frequently to assure accountability

The SCERTS curriculum provides a systematic method that ensures that specific skills and appropriate supports, stated as educational objectives, are selected and applied in a consistent manner across a child's day. This process allows families and educational teams to draw from a wide range of effective practices that are available, and to build upon their current knowledge and abilities in providing an effective program. One of the most unique qualities of SCERTS is that it can incorporate practices from other approaches including SPELL, TEACCH, PECS, Intensive interaction, and Social Stories®. The SCERTS Model is most concerned with helping autistic individuals to achieve "Authentic Progress", which is defined as the ability to learn and spontaneously apply functional and relevant skills in a variety of settings and with a variety of partners.



Find out more

<http://scerts.com/>

<http://www.researchautism.net/autism-interventions/types/behavioural-and-developmental/combined-multi-component>

http://scerts.com/wp-content/uploads/SCERTS_EBP-090810-v1.pdf

<http://scerts.com/wp-content/uploads/May-2010-SCERTS-Grant.pdf>

The best sources of reliable information

<https://www.autism.org.uk/professionals/teachers.aspx>.

If you are a teacher or work in a school we have a wealth of autism resources for you. Sign up to MyWorld (<https://www.autism.org.uk/professionals/teachers/myworldhub/myworld-signup.aspx>), and have practical tips on helping autistic children emailed to you every fortnight. Find information on teaching pre-school children through to students in higher education

<http://www.researchautism.net/>

The Research Autism information service is now part of the National Autistic Society. We're very pleased that we can continue to deliver trusted and evidence-based information, initially at least, primarily through this website.

<http://www.autismtoolbox.co.uk/>

The Autism Toolbox is a free online resource developed to support the inclusion of autistic learners in Scottish Early Learning and Childcare settings, Primary and Secondary schools.

The Toolbox supports the Scottish Strategy for Autism which aims to build on improvements to autism services and increase access to these.

<https://network.autism.org.uk/>

Network Autism is a community specifically set up for professionals working with autistic individuals. The site aims to improve professional practice through collaborative working and sharing of information and knowledge.

<https://www.autismnetworkscotland.org.uk/pages/home>

We are an independent, non-profit organisation and we work in collaboration with others to encourage and develop understanding, transform communities, raise aspirations and improve lives.

We will:

- Represent the interests of autistic people, and their families and carers
- Be a reliable and impartial hub for focused information, research, knowledge, and practice
- Support the local and national implementation of the Scottish Strategy for Autism
- Promote and provide opportunities for learning and development



- Provide networking opportunities across Scotland, bringing together experience and expertise.



Good books to promote Continuing Professional Development

A Volcano in my Tummy – Helping Children to handle anger – Elaine Whitehouse & Warwick Pudney

A Volcano in My Tummy: Helping Children to Handle Anger presents a clear and effective approach to helping children and adults alike understand and deal constructively with children's anger. Using easy to understand yet rarely taught skills for anger management, including how to teach communication of emotions, *A Volcano in My Tummy* offers engaging, well-organized activities which help to overcome the fear of children's anger which many adult care-givers experience.

Asperger's syndrome; a love story - Sarah Hendrickx

Open, honest and upbeat, this book gives personal insight into both the ups and downs of an Asperger relationship. Seeking to challenge the bad press that people with Asperger Syndrome (AS) get as partners, Sarah and Keith tell their story of how they are making it work - and also how they got it wrong - with disarming frankness and humour.

Asperger Syndrome and Alcohol Drinking to cope - Matthew Tinsley and Sarah Hendrickx

Asperger Syndrome and Alcohol exposes the unexplored problem of people with Autism Spectrum Disorders (ASDs) using

alcohol as a coping mechanism to deal with everyday life. Alcohol can relieve the anxiety of social situations and make those with ASDs feel as though they can fit in. Ultimately, however, reliance on alcohol can lead the user down a path of self-destruction and exacerbate existing problems.

Asperger's Syndrome and Anxiety, a guide to successful stress management – Nick Dublin

Many people suffer from feelings of stress and anxiety in their everyday lives. For people with Asperger Syndrome (AS), this stress can be particularly difficult to manage. On a daily basis people with AS must fit into a world that seems totally foreign to them and this can increase feelings of alienation and anxiety, making life's challenges especially hard to cope with.

Asperger Syndrome – Practical Strategies for the Classroom – Leicester City Council

This guide outlines the nature of the difficulties underlying AS, explains how they may give rise to problems in school and provides practical management suggestions. With a major focus on 'making sense' of the difficulties encountered by persons with AS, common behaviours are discussed under the categories of 'making sense of it' and 'things to try', making for a very practical approach.

Autism and Spirituality – Olga Bogdashina

It is a common assumption that as a result of their neurological, cognitive

and social challenges, people on the autism spectrum are unable to comprehend the meaning and significance of spirituality and religious experiences. Olga Bogdashina argues persuasively that the spiritual development of those on the autism spectrum is in fact way ahead of that of their neurotypical peers.

Autism Equality in the Workplace – Janine Booth

Neurodiversity in the workplace can be a gift. Yet only 15% of adults with an autism spectrum condition (ASC) are in full-time employment. This book examines how the working environment can embrace people with autism in their lives in a positive way. The author highlights common challenges in the workplace for people with ASC, such as discrimination and lack of communication or the right kind of support from managers and colleagues, and provides strategies for changing them.

Been There Done That Try This – Tony Atwood, Craig Evans and Anita Lesko

If you only buy one book to improve your life this year, make it this one. Temple Grandin, Liane Holliday Willey, Anita Lesko, Stephen M. Shore, and many other Aspie mentors, offer their personal guidance on coping with the daily stressors that Aspies have identified as being the most significant, in order of urgency - anxiety, self-esteem, change, meltdowns, depression, friendship, love, and much, much more.

Challenging Behaviour and Autism – Philip Whitaker

This book is for parents, teachers and carers of youngsters with autistic spectrum disorders. Written in a jargon free style, it offers practical strategies for preventing or managing the commonest sorts of challenging behaviour. The book's core message can be summed up in a single sentence: to change a child's behaviour you need to be able to make sense of that behaviour - and making sense of that behaviour means making sense of the child's autism.

Eating an Artichoke, A mother's perspective on Asperger Syndrome - Echo R. Fling

In November 1991, Echo Fling was told by her son's teacher, at the schools' parents' evening, that his behaviour in class was "not normal". After two years at school, Jimmy had failed to make any friends, and recently had started to act aggressively towards his classmates and react violently to any changes in his routine. Echo was not taken completely by surprise: she had suspected for some time that her son was different to other children. For the next five years, she and her husband accompanied Jimmy to more than a dozen doctors, medical specialists, learning consultants and psychologists. Finally, at the age of ten years old, Jimmy was diagnosed with Asperger's syndrome.

Educating Students on the Autistic Spectrum – A Practical Guide – Martin Hanbury

The Second Edition of *Educating Students on the Autistic Spectrum* considers the individual with autism, and offers tried and tested approaches that have worked, giving background information on autism and its impact on the learner. In this new edition, Martin Hanbury has added more information on sensory issues, an increasingly holistic view of the student with autism, new ideas for curriculum planning in mainstream settings, advice on multi-professional working, and guidance on developing positive working relationships with parents and care-givers.

Guerrilla Aspies – Pal Wady

The funniest, most rock and roll book on being autistic and how to pretend you are not, yet written. I defy you to find anything quite like it? Never in a million years likely to be published by Jessica Kingsley. Not the product of mummy-who-loves-little-lambkins-who-needs-to-pretend-they-are-something-they-are-not. By one of us, for anyone.

House Rules – Jodi Picoult

Emma Hunt has spent fifteen years raising her two sons Theo and Jacob on her own, and has created what she sees to be a happy and stable life for them, despite the challenges of Jacob's Asperger's syndrome.

Jacob's behaviour has sometimes frustrated Emma, but she has never doubted her son's good heart. Yet when his tutor is found

dead, suspicion begins to surround Jacob and the Hunt family, who have never fitted in.

Now, as more and more evidence links Jacob to the crime, Emma is determined to prove her son's innocence.

How People with Autism Grieve and How to Help – Deborah Lipsky

The book is an honest, first-hand account of how people with autism deal with the loss of someone in their life. Unlike the non-autistic response, people with autism, when faced with overwhelming or stressful situations, will favour solitude over sharing their emotions, tend to focus on special interests, and become extremely logical, often not expressing any emotion. This behaviour often leads to the belief that people with autism lack empathy, which is far from the case.

Look Me in the Eye – John Elder Robison

From the time he was three or four years old, John Elder Robison realised that he was different from other people. He was unable to make eye contact or connect with other children, and by the time he was a teenager his odd habits - an inclination to blurt out non-sequiturs, obsessively dismantle radios or dig five-foot holes (and stick his younger brother in them) - had earned him the label 'social deviant'. It didn't help that his mother conversed with light fixtures and his father spent evenings pickling himself in sherry.

Nobody Nowhere – Donna Williams

Donna Williams was a child with more labels than a jam-jar: deaf, wild disturbed, stupid insane... She lived within herself, her own world her foreground, ours a background she only visited. Isolated from herself and from the outside world, Donna was, in her words, a Nobody Nowhere. She swung violently between these two worlds, battling to join our world and, simultaneously, to keep it out.

Not Even Wrong - Paul Collins

While researching the history of Peter the Wild Boy, author Paul Collins becomes convinced that Peter is the first recorded case of autism. As he reaches his conclusion, Paul's son is diagnosed as autistic. Not Even Wrong explores other historical figures exhibiting the symptoms of autism and parallels them with the growing relationship Collins has with his son.

Secrets to Success for Professionals in the Autism Field – Gunilla Gerland

Gunilla Gerland's extensive personal and professional experience of the autism spectrum means she is expertly placed to offer a fresh perspective on working with autism as well as a wealth of effective tools and interventions to use in practice. In a highly readable style, with many inspiring examples, this book offers original explanations of the impairments associated with autism, showing how to discover the root cause of behaviours that are challenging, not just how to manage them superficially.

Sensory Perceptual Issues in Autism and Asperger Syndrome – Olga Bogdashina

Completely revised and updated, this book focuses on sensory perceptual problems as identified by individuals on the autism spectrum. Despite frequently being identified by individuals with autism as one of the main problems they face, sensory perceptual issues are still often overlooked by professionals. The author covers the sensory perceptual experiences and sensitivities seen in autism spectrum conditions, and the cognitive differences caused by them.

Somebody Somewhere – Donna Williams

The sequel to the powerful international bestseller *Nobody Nowhere*, *Somebody Somewhere* takes us deeper into Donna Williams' Journey into the world. Her war against it is finally over, but the pieces of her life lie scattered around her.

Ten Things Every Child with Autism Wishes You Knew – Ellen Notbohn

A bestseller gets even better! Every parent, teacher, social worker, therapist, and physician should have this succinct and informative book in their back pocket. Framed with both humour and compassion, the book describes ten characteristics that help illuminate - not define - children with autism.

The Curious Incident of the Dog in the Night – Mark Haddon

The Curious Incident of the Dog in the Night-Time is a murder mystery novel like no other. The detective, and narrator, is Christopher Boone. Christopher is fifteen and has Asperger's Syndrome. He knows a very great deal about maths and very little about human beings. He loves lists, patterns and the truth. He hates the colours yellow and brown and being touched. He has never gone further than the end of the road on his own, but when he finds a neighbour's dog murdered he sets out on a terrifying journey which will turn his whole world upside down.

The Guide to Good Mental Health on the Autism Spectrum - Emma Goodall, Jane Nugent, and Jeannette Purkis

Filled with strategies and advice, this empowering guide presents practical ways to improve the mental wellbeing of people on the Autism Spectrum. This helpful guide focusses on the specific difficulties that can arise for people on the autism spectrum who may also experience a mental illness. The book includes information on common mental health issues, such as depression and anxiety, as well as strategies for improving sleep patterns and mindfulness.

The Independent Woman's Handbook for Super Safe Living on the Autistic Spectrum – Robyn Steward

Robyn has written a brilliant, no nonsense, straight-talking guide in how to navigate the daunting world of people and relationships - not just the obvious stuff, but the subtle things that women

on the autistic spectrum are likely to stumble into trouble with. This is a useful book for women themselves and those looking out for them.

The New Social Story Book – Carol Gray

Since the early 90s, Carol Gray's world-famous Social Stories have helped thousands of children with autism spectrum disorders. This 15th Anniversary Edition of her best-selling book offers over 180 ready-to-use stories that parents and educators have depended on for years, and new sections added are: How to most effectively use and apply the stories; How to improve the lives of younger children; and Social Stories for teens and adults with autism. Developed through years of experience, these strategically written stories explain social situations in ways children and adults with autism understand, while teaching social skills needed for them to be successful at home, school, work, and in the community.

The Reason I Jump – K A Yoshida & David Mitchell

Written by Naoki Higashida when he was only thirteen, this remarkable book provides a rare insight into the often baffling behaviour of autistic children. Using a question and answer format, Naoki explains things like why he talks loudly or repeats the same questions, what causes him to have panic attacks, and why he likes to jump. He also shows the way he thinks and feels about his world - other people, nature, time and beauty, and himself.

Abundantly proving that people with autism do possess imagination,

humour and empathy, he also makes clear how badly they need our compassion, patience and understanding.

The Rosie Project - Don Tillman

Funny, endearing, and pure, wonderful escapism, *Independent*

A sweet, funny rom-com . . . You'll be willing Don and Rosie on every step of the way, *Marie Claire*

The Way I See It – Temple Grandin

In this updated and expanded fifth edition, *The Way I See It*, Dr. Temple Grandin gets to the REAL issues of autism--the ones parents, teachers, and individuals on the spectrum face every day.

Temple offers helpful dos and don'ts, practical strategies, and try-it-now tips all based on her insider perspective and a great deal of research.

The Zones of Regulation – A Curriculum Designed to Foster Self-Regulation and Emotional Control – Leah M Kuypers

The Zones of Regulation is a curriculum geared toward helping students gain skills in consciously regulating their actions, which in turn leads to increased control and problem solving abilities. Using a cognitive behaviour approach, the curriculum's learning activities are designed to help students recognise when they are in different states called "zones," with each of four zones represented by a different colour. In the activities, students also learn how

to use strategies or tools to stay in a zone or move from one to another.

Thinking in Pictures – Temple Grandin

The idea that some people think differently, though no less humanly, is explored in this inspiring book. Temple Grandin is a gifted and successful animal scientist, and she is autistic. Here she tells us what it was like to grow up perceiving the world in an entirely concrete and visual way - somewhat akin to how animals think, she believes - and how it feels now. Through her finely observed understanding of the workings of her mind, she gives us an invaluable insight into autism and its challenges.

Uniquely Human: A Different Way of Seeing Autism – Barry M Prizant

Essential reading for any parent, teacher, therapist, or caregiver of a person with autism: a ground breaking book on autism, by one of the world's leading experts, who portrays autism not as a tragic disability, but as a unique way of being human. Autism is usually portrayed as a checklist of deficits, including difficulties interacting socially, problems in communicating, sensory challenges, and repetitive behaviour patterns. This perspective leads to therapies focused on ridding individuals of "autistic" symptoms. Now Dr. Barry M. Prizant, an internationally renowned autism expert, offers a new and compelling paradigm: the most successful approaches to autism don't aim at fixing a person by eliminating symptoms, but rather

seeking to understand the individual's experience and what underlies the behaviour.

Unwritten Rules of Social Relationships – Temple Grandin

Born with autism, both authors now famously live successful social lives, But their paths were very different. Whether you are a person with autism, a caregiver in the autism community, or just someone interested in an "outsider" view of society, their powerful stories will enthrall and enlighten you.