**Understanding Autism**

**Resource Toolkit for SCAMHS Professionals**

**See Me Hear Me: Being Autism Aware, Autism Accepting and ready to adapt practice**

We will be referring to children and young people in this document, not patients or clients. We will use autism first language – an autistic person rather than a person with autism. There is a brief PowerPoint introduction for this toolkit which you may find useful before reading this. We have also added links to support further reading.

1. **Introduction**
2. **Things to consider before 1st Appointment**
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6. **Formulation**
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1. **Introduction**

**What is Autism?** **– Definitions** **and terminology matter.**

Definitions of Autism have changed considerably over time. Accounts from autistic individuals and groups have been significantly influential and have given invaluable insights and different perspectives. There has been a shift from thinking in terms of disorder and impairment to difference. (\*See footnote – From Deficit to Difference)

For the purpose of this Toolkit, we will use the following definition –

**“Autism is a** **lifelong neurodevelopmental condition which affects how people communicate and interact with the** **world”**

Autism describes a different way of perceiving, thinking, and relating to the world. This can create great strengths but also difficulties for an autistic individual. We know that autistic individuals are significantly more likely to develop mental health difficulties [NAS-Good-Practice-Guide-A4.pdf (thirdlight.com)](https://s2.chorus-mk.thirdlight.com/file/24/asDKIN9as.klK7easFDsalAzTC/NAS-Good-Practice-Guide-A4.pdf). There is also the additional challenge of non-autistic (also referred to as neurotypical/NT) people having difficulty knowing or understanding what autistic individuals think or feel. It is important that these differences are recognised and understood. This resource is aimed at supporting recognition and understanding.

\***Footnote – From Deficit to Difference!**

**“**Behavioural” symptoms from early childhood of impairments in social interaction and social communication combined with restricted repetitive interests and behaviour often with sensory sensitivities and stereotyped mannerisms” (NICE, 2011)

“A relatively common neurodevelopmental condition, usually associated with normal range IQ, that represents a form of natural variation**,** bringing both challenges and strengths” (Mandy, 2019)

**Who is this toolkit for?**

This Resource Toolkit is for all professionals working in Specialist CAMHS but primarily for CAMHS clinicians working with neurodivergent/neurodiverse children, young people, and their families to understand, explain, explore and support wellbeing and positive outcomes.

The toolkit will look at different areas and themes including preparing for appointments, formulation, intervention, and possible issues of concern. It offers advice on how best to prepare the environment and to support autistic children and young people’s experience in accessing Specialist CAMHS.

It will take longer to put preparations in place, and it will be necessary to sensitively consider amendments and adaptations to usual practice. As a clinician, it is really important that these increased demands are recognised and supported by your service/health board particularly when waiting lists are growing and there are more demands on services.

In the longer term, making services more accessible will increase the possibility of a positive outcome for everyone and be more cost effective. Indeed, without adapting practice, autistic children and young people will receive a less effective or poor service.

**Why have we developed this toolkit?** CAMHS professionals in HDUHB approached the National Autism team with some questions and concerns on how to support their workforce to meet increasing referrals for autistic children, young people, and their families. Autistic support groups were also highlighting a desire for more guidance for services working with children, young people, their families, and their support networks.

**From deficit to difference.**

Far too often, Autism, ADHD, and other neurodivergent conditions have been seen from a deficit model. There is a need for a different approach that encompasses diversity and supports positive emotional wellbeing.

To borrow from Carl Rogers and Authentistics -

*“****Am I living in a way that is deeply satisfying to me and truly expresses me”.***

The Authentistic Research Collective describes its aim in adapting psychological therapy for Autistic adults -

***“For a therapist to think from the autistic person’s perspective”.***

For further information please click on the PDF below **Psychological Therapy for Autistic Adults – A Curious Approach to Making Adaptations:**

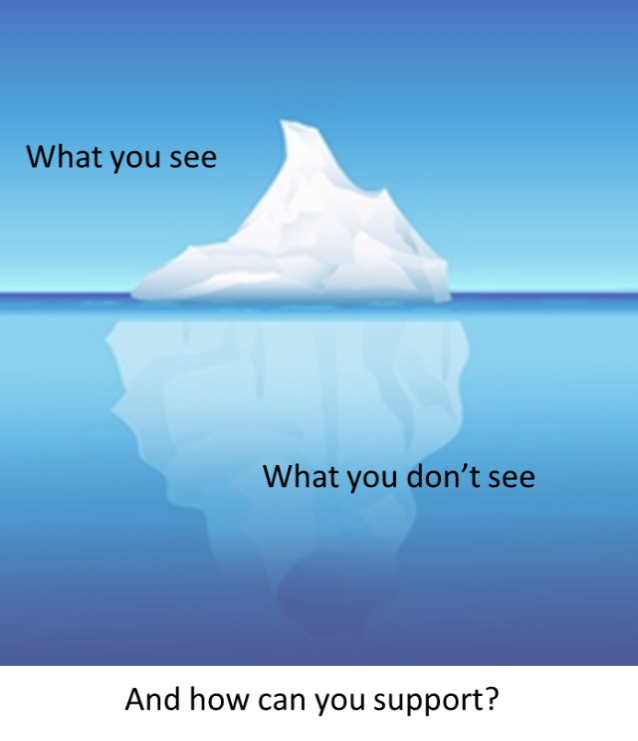
[(PDF) Psychological Therapy for Autistic Adults: A Curious Approach to Making Adaptations (researchgate.net)](https://www.researchgate.net/publication/355486393_Psychological_Therapy_for_Autistic_Adults_A_Curious_Approach_to_Making_Adaptations)

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Description automatically generated**Positively Autistic.**

**Autism – how does it present?**

We have drawn from Schopler et al, Division TEACCH the metaphor of observed behaviour being “the tip of the iceberg” to look at how autism may present.



We see what is above the surface, not what lies beneath. But to understand better, we need to consider why certain behaviours are happening and to think about what we do not see or necessarily understand.

When we understand better, we are in a better place to support and advise and to paraphrase Maya Angelou – **“when you know better, you do better”.**

In the world of Autism, the “Iceberg” metaphor is often associated with behaviours that challenge and this metaphor is frequently applied in a problem-solving way. It is our view the Iceberg metaphor could be used in a more general way to look at all human behaviour and responses – in other words, to look at what lies underneath and why all individuals may respond differently. In the clinic setting, clinicians, and referred individuals bring their unique presentation, strengths, differences, and challenges.

Neurodiversity means all of us – whether we consider ourselves to be Neurotypical, Autistic, Neurodivergent, or something else. We all have different minds and ways of being in the world that come with varying strengths, needs, and aspirations.

**Areas to consider…..**

We have focussed on seven areas to support understanding of potential differences, see below. These dimensions have been highlighted by conversations and discussions we have had with autistic people. There are other dimensions that you may also want to consider in addition to these.

Autism is also associated with other conditions and these co-occurring conditions must be considered too when thinking about interventions.

But remember –

***“When you have met one autistic person…..you have met one autistic person….”***

**The 7 Areas**

**1**. **Feeling and Seeing**

**2. Social Ease & Connectedness**

**3. Communication and Language**

**4. Thinking and Learning**

**5. Energy and Arousal levels (physical and emotional health)**

**6. Organising and Planning**

**7. Interests and Motivation**

When individuals are referred to Specialist CAMHS, these areas should be considered carefully and sensitively as this will support understanding and help shape necessary adaptations to interventions typically offered.

The areas overlap considerably, so you may wish to focus on what seem to be the most relevant areas initially. Autism is frequently associated with other conditions (co-occurring conditions) which will also need to be considered and this adds to the complexity of any intervention.

**And 8, Consider co-occurring conditions alongside autism.**

Finally, we strongly recommend that CAMHS clinicians apply the “Iceberg Principle/Perspective” or something similar, to reflect on their practice and address any possible unconscious bias. This could help to address the issue of “Double Empathy” which can lead to misunderstanding and poorer outcomes.

**Double Empathy** –Autistic individuals are said to struggle with empathy, although research shows that they do not struggle with their autistic peers[[1]](#footnote-2). Clinicians bring their values, understanding, and training to their clinical work. They may have a neurotypical understanding of an autistic young person and may not easily understand the responses or perspectives of an autistic individual because they are seeking to understand and communicate with the person by comparing them to their values and understanding. This could also be seen as a “double blind” situation where the clinician and the “referred” individual do not see or understand the other person’s responses or perspective.

Awareness, acceptance, and respect of individual differences should support understanding and reciprocity and enhance outcomes. Please see our

[**“What is Autism?”** film](https://autismwales.org/en/education/autism-aware-certification/) and

[**Understanding Autism - Awtistiaeth Cymru | Autism Wales | National Autism Team**](https://autismwales.org/en/resources/elearning/understanding-autism/) Module 1 online which is part of our autism awareness certification scheme. If you have time to complete this scheme please do, it is a good way of learning about Autism from the perspective of autistic people.

**The main points to keep in mind are:**

* Every autistic person is different.
* Be accepting; Autism is not a condition to be fixed.
* If things change let the young person and parent/ carers know beforehand.
* Be mindful of the possibility that some children and young people may be experiencing PTSD and lived experience of trauma.
* Research has shown that Autism will often overlap with other neurodevelopmental conditions[[2]](#footnote-3); be mindful that co-occurring conditions are the norm, not the exception.
* Remember that the young person may be masking/camouflaging and trying to pass as neurotypical.
* Please be mindful that some parents/carers may also have an ND condition – that they may be aware of or not.
* Please **ensure** that the young person has understood what you have said
* Give more than enough time for the young person to process and respond.
* Think about the length of your session – are they long/short enough for that particular young person?
* Build up trust; keep communication meaningful, relevant, and respectful communication**.** For additional information on Effective Communication please see our e-learning **Module 2 Effective Communication in process of development INSERT LINK**
* Work in partnership with the autistic young person and their family.

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**2. Things to consider before 1st appointment**

**Preparation.**

We have listed lots of factors for you to consider in preparing for meeting. This is not intended as a checklist but you may wish to prepare a service checklist or framework. This will ensure the young person and their family are well informed and involved from the outset, should control for uncertainty and anxiety, and support a collaborative, successful intervention.

**Have you contacted the child/young person and their family to find out what works for them and if they have any requests or requirements? Are you able to accommodate these/make reasonable adjustments?**

Have you asked about -

* meeting virtually or face to face
* preferred language, Welsh, English…
* use of gender pronouns
* issues relating to ethnicity, race, gender, sexuality, religious beliefs, background, and cultural values
* preferred communication style, such as the use of symbols, pictures
* any difficulties in understanding and processing information
* sensory requirements/preferences such as lighting, noise volume, and smells
* other health conditions
* where the young person feels most comfortable – and if you can accommodate this
* timing - afternoons may work better than mornings, ask what might work best for the young person and their family, accommodate if you can. Remember autistic people may rely heavily on routines e.g. they may always have lunch at 12, so if you know the meeting is going to take an hour, allow enough time

**Autism is a protected characteristic under the Equality Act 2010. Please see the following links for more information and guidance on statutory requirements:**

[The Equality Act 2010 - Hywel Dda University Health Board (NHS.Wales)](https://hduhb.nhs.wales/about-us/governance-arrangements/equality-diversity-and-inclusion/the-equality-act-2010/)

<https://gov.wales/sites/default/files/publications/2021-03/code-of-practice-on-the-delivery-of-autism-services-supporting-guidance-document.pdf>

**Have you sent details regarding the appointment? And how? By email/letter/text?**

* Arrival time, start and finish time
* Location (online or face to face in clinic)
* Clinic appointments – directions, parking (extra time if parking is difficult to reduce stress), including a photograph of the entrance and exit of the building – or other useful photographs showing the location
* Waiting area online or in the clinic – waiting area, clinic room, toilets, etc
* Entry to clinic room and leaving clinic space
* Virtual clinics – details on joining arrangements and how these will work

Virtual tours/video clips could be very helpful for face-to-face clinic appointments as well as written/pictorial information. For virtual clinics, a video clip or link will also be helpful regarding issues such as confidentiality and how these meetings are managed including the agenda for and timing of these. Virtual clinics require as much careful preparation and information as face face-to-face appointments.

**Have you confirmed/stated the purpose or reason for this meeting including details of the referral received?**

* Have you checked if the young person and their family are able to/still want to meet?
* Have you checked for any mismatches or possible misunderstandings?
* Have you received all relevant information from the referrer?

**Have you asked the child/young person and their family about their hopes and expectations? What are their views?**

You could send the family a proforma to help them think about this. This could also give examples of questions they might want to ask? Add proforma from “About Me”?

**Have you asked the child/young person and their family to send or bring along any useful supporting information such as a one-page profile** [Child personal profile - Awtistiaeth Cymru | Autism Wales | National Autism Team](https://autismwales.org/en/parents-carers/information-for-an-autistic-child/child-personal-profile/)) **or “passport”, or other health, educational or personal records**. It will be particularly helpful to know about possible signs of distress or discomfort and how to address these.

Maybe you could co-produce a one-page profile for this intervention, supporting the young person to be heard and, learn how best to support them?

**Have you provided information on who will be present and who needs to be present at the meeting?**

* Which Health professionals**?**
* Which familymembers?
* Any advocates or support staff for the child/young person?
* Other professionals – education/social services?

**Please check if the child/young person wishes to attend for all or part of the interview and if they might need time out or a break at any time and how to signal this. Similarly, let them know that they can request to terminate the interview. It will be important to know why they wish to terminate the interview.**

**Have you provided information on what will happen during the appointment and after the appointment?**

* You have already said who will be there and why?
* You will explain what the meeting is about
* You will detail the structure of the meeting – give an agenda?
* You will ask questions –provide a brief agenda to explain the purpose of the meeting. This could include a picture of the clinician. Attach a copy of possible questions.
* You will ask them about what is happening at home or in school
* You may need to check their height, weight….
* You will listen to their responses
* At the end of the interview, you will talk about what happens next…..
* You will say if you can help or think someone else can.
* You will give them the opportunity to ask you questions (provide a few examples when in the actual interview), you will need to ensure that they know they can ask questions and what they can ask, how, and when.
* You will check if they are okay during and at the end of the meeting

It may be helpful to provide a social script of questions typically asked in an interview but also add that these are examples of questions that could be asked. You could use a video clip if you prefer. It would also be useful to provide information on what happens following a first interview – do you have any leaflets about this? And/or will you write a letter to explain? Check the information you are sending out – does it seem “just right”/ a good fit?

And remember that your personal qualities and conduct – non-judgmental, respectful, accepting, empathic, and compassionate will make all the difference.

**Additional advice and guidance if attending in person**

Have a “flag” on the system so all reception staff are aware that the person attending an appointment is autistic or awaiting diagnostic assessment. Staff ideally should have accessed some training on what they might need to do to make the child and their family feel less anxious and welcome. The “flag” should also note any known specific triggers for the individual such as a fire alarm going off. You may also wish to consider the use of lanyards to indicate that the child or young person and family members attending the interview have some requests or requirements regarding helpful adaptations. You may wish to create a personal profile, informing staff of any known environmental triggers or necessary adaptations.

Waiting areas in clinics and hospitals can be noisy and distracting and may increase anxiety. Please remember that appointments are highly likely to be anxiety-provoking and managing the environment (waiting area and clinic room) will help maintain a calm and welcoming environment. Reception staff would benefit from accessing training. [eLearning - Awtistiaeth Cymru | Autism Wales | National Autism Team](https://autismwales.org/en/resources/elearning/) Reducing anxiety is key.

**“Anxiety may also be a response to difficulties we may regularly face that non-autistic people may find less challenging, such as socializing”.**

**Authentistics**

Please also check the clinic room in terms of acoustics, lighting and even smells! You may need to tidy or declutter the room and rearrange the furniture to accommodate interaction e.g., chair position at an angle rather than directly opposite. Ask the young person and their family if you are unsure. You may wish to use a table or desk to allow for writing and drawing to support communication. See Good Practice Guide, NAS

You might find it helpful to re-familiarise yourself with the individual’s profile before the appointment. If the appointment will take place in person, staff might find our [Primary Healthcare Professionals](https://autismwales.org/en/community-services/i-work-with-children-in-health-social-care/asd-advice-for-primary-healthcare-professionals/) film helpful.

**3. During the appointment**

**Introduction**

**Start on time, keep to time as much as possible.**

Introduce yourself. Avoid too much small talk and consider the usefulness of “breaking ice” activities. Some autistic children and young people may understand and tolerate small talk and similar activities, but others may find these unnecessary and anxiety-provoking. Check once again for preferred names, use of gender pronouns, and conventions regarding speaking and taking turns. Use their name to get the attention of the child or young person. Establish/determine “ground rules” for interviews such as turn-taking, asking questions, moving from one item to the next. Check if the clinic room is okay – lighting, acoustics, the layout of the room, the position of chairs…..and make any necessary adaptations if possible.

**Outline the structure of the interview and the reasons for this.**

* Finding out more, asking questions.
* Sharing ideas and possible explanations
* Supporting participation, ensure that the young person and family members can ask questions in a format/way they find helpful
* Identifying ways to help in future interventions
* Considering future interventions
* Planning ahead

**Check your use of language and explanations throughout the interview.**

* Remember to use the child or young person’s name to get their attention and to **maintain** their attention.
* Explain clearly and simply and check for understanding throughout the interview.
* Break things down.
* Monitor your communication style, how and what are you communicating?
* Check and review your language for ambiguity and vagueness. See below for ideas on framing questions:



* Ask questions politely and directly, allow sufficient time for processing and responding.
* Use visual prompts/written or pics? Using stick diagrams/ visual representation may be useful – helps people to visualise their own thoughts.
* If you use specialist terms, explain what they mean and check the child/young person has understood e.g., ‘So, when I described anxiety/intrusive thoughts/obsessive behaviour just now, can you tell me what that is for you?’ Consider preparing a list of commonly used words and terms to give to the children/young people and families. Please see commonly used terms at end of this document. Also please see the link on “ideas for questioning” above.
* Recognise that a computer literate young person could research or check anything spoken about in the interview. Remember to signpost them to appropriate sources of online information.
* Be aware that some phrases you believe are clear could be misinterpreted. E, g, “Do you ever hear people talking about you but there is no one there?”. You could be trying to identify auditory hallucinations but in actual fact identify the patient has incredibly good hearing and can hear people next door.
* Be mindful that a person who is expert at masking will very easily pick up on and, reuse a clinician’s words and therefore may appear to have a level of understanding that they don’t have.

**Be aware and sensitive to the child’s/young person’s presentation and their autism and any other associated conditions alongside their profile of strengths and needs – in particular check the following.**

* Understanding and processing speed
* Eye contact and nonverbal communication
* Difficulties in recognizing or naming emotions
* Emotional regulation, recognition of discomfort or distress
* Social interaction difficulties and reciprocity
* Attention span and organizational difficulties
* Ability to initiate, transfer learning and generalize
* Motivation or need to change/respond differently
* Sensory profile and variation in individual sensitivities
* Facial expression or body language may not match a person’s internal state!
* If the child or young person is using non-harmful repetitive movements (stimming) reassure them that this is acceptable during the interview/okay and explore with them how/why it is helpful for them to do this.

**Keep an eye on the time and inform the child/young person and family 10 -15 minutes before the conclusion of the interview. You may also need to allow for a break/time out during the interview or earlier finish.**

**Concluding the interview**

* Summarize the main points
* Check for shared understanding and perceptions
* Check with child/young person and family how useful this has been e.g. using a scale if appropriate or emoji.
* Encourage and listen to feedback. Listen, accept and try to address any issues arising.
* Plan next steps together.
* If possible, provide a brief written summary - bullet points, pictorial summary or both
* Discuss and plan the next appointment
* **After the interview consider what worked well and what you might need to change/adapt. Check this with family before and at the next meeting.**

Building trust and having meaningful conversations will help establish a relationship and gain insight and understanding. Understanding is key.

**NOTE - Check Icebergs and monitor your understanding and responses. Remember - Double Empathy! Also, remember to factor in the possible impact of sensory trauma[[3]](#footnote-4), traumatic experiences, masking and the impact these may have on emotional wellbeing.**

**4. Icebergs**

**1. Seeing and Feeling**

**~~“~~It’s not just about Autism”** Some of these conditions may be more obvious, others more subtle in their presentation.

**Observable Presentation** “What you see”



May seem uninterested

Distant, frozen

Very shy, withdrawn

Standing aside - Observing

Too friendly, in your face

May copy others, may mask

Not able to identify and describe how they feel (Alexithymia)

“Fight, flight and freeze”

Sensory regulation/dysregulation

Clumsy, “awkward”

2awkward

Trying to make sense of a confusing world

Strong sense of justice

Overwhelmed & very upset by the actions of others

Pick up on negative vibes

Emotional sensitivity

Need time to process

Exhausted by trying to understand and respond in NT world

Emotional sensitivity

Sensory differences

Interoception – difficulties in sensing internal world – pain, hunger

Exteroception difficulties in sensing the outside world – sound, smell taste, emotions in others

**Differences -** “What you possibly don’t see”

**Useful ways to support**

Social stories and scripts could help the young person to develop alternative responses.

Check what emotions the young person can describe and identify. Consider using images such as thermometers to gauge how they are feeling.

Develop their “language” for emotions.

Be practical - recommend using noise-cancelling headphones, sunglasses, and caps to support young people who struggle with noise or light….

Develop tools to support monitoring wellbeing – smartwatches, apps on phones

Autistic individuals clearly see and experience the world differently. At a very simple level their sense of taste and smell can be different. They seem to both hear sounds others cannot but also be oblivious to someone speaking to them which can be very confusing for an NT individual to understand. They can present as clumsy, heavy-handed but also very athletic. It would be fair to say that there seem to be many contradictions and that probably the best strategy in trying to ascertain how an autistic person perceives and experiences the world, is by checking this with them and not making any assumptions. We know from autistic individuals that sensory experiences can be intense and sometimes very problematic and unpleasant. This can vary hugely for an autistic individual on a daily basis and within a day, so hence the need to ascertain directly and to adapt the environment/context appropriately and sensitively.

**“Intensely preoccupied with the movement of a spinning coin or lid, I saw nothing or heard nothing. People around me were transparent and no sound intruded on my fixation. It was as if I was deaf. Even a sudden loud noise didn’t startle me from my world. But when I was in the world of people, I was extremely sensitive to noise.”**

**Temple Grandin (Grandin and Scariano,1986)**

The insights of autistic individuals are powerful and enriching but it can be hard for autistic individuals to be heard and understood and respected in an NT world. Some autistic individuals have “adapted” by masking or passing as NT. It is important that autistic Individuals are supported to be their true self and to achieve a sense of wellbeing, belonging, and contributing.

**Ask, Assess, Ascertain, Accept and Adapt.**

**2. Social Ease and Connectedness**

**“It’s not just about Autism”** Some of these presentations may be more obvious, others more subtle in their presentation.

**Observable Presentation** “What you see”.



Not knowing the rules of social interaction

Being too quiet/being too noisy

Talking too much and interrupting

Regulating social contact variable

Can initiate but has difficulty maintaining and finishing conversation

Giving intense or avoiding eye contact, not being able to regulate eye contact

Has to constantly work on comprehension and to make sense of social rules and customs

Does not know the social rules or conventions.

Has different rules

Finds eye contact difficult/aversive

Starting & finishing conversations can be difficult

Finds social situations very anxiety-provoking and exhausting.

Avoidant

Not knowing when/how to join in Masking/observing and copying others

**Differences** “What you possibly don’t see”

**Useful Ways to Support**

Are there any special interests which can be used to put someone at ease or encourage engagement? (Understand that these interests could wane/change.)

Use social stories/ scripts

Develop new routines and exit strategies.

Learn when, how and whom to ask for help

Acceptance, self-compassion and develop knowledge of self

Develop self-care routines, allow for “time out” to restore and recover

Role play alternative responses.

Address rumination!

**Social Instincts, Social Differences, and Social Relatedness**

An autistic individual’s social instincts are different from the beginning, but this may not be obvious, particularly if the individual has “masked” and worked hard to fit in.[[4]](#footnote-5) [[5]](#footnote-6)

For instance, a young person may have learned to appear to give eye contact, looking at someone’s forehead or over their shoulder. Other autistic individuals may avoid eye contact or give only brief /fleeting eye contact. Some may give intense eye contact or may give but do not enjoy this and do so at the cost of significant personal distress and discomfort.

Autistic individuals may range from being very expressive and vivacious to presenting as shy to being quite flat and avoidant to being oblivious. Others may be constantly working to fit in and not stand out at all. Their differences may not be obvious, but they are real. Ask the young person how they feel and function but do remember to adapt your questions, possibly using more closed questions and drawing upon information provided by others. Family members and school staff may be able to provide some useful insights.

Autistic individuals do develop friendships, particularly around their interests. They may not have close friendships but many wish to develop these. They may feel very lonely and their desire for friendship could make them vulnerable to exploitation. In a clinic/educational situation, they may need guidance about the professional relationship.

Non-autistic people often have the luxury of being able to rely on gut instinct and intuition but this is not so for the autistic person. Autistic individuals report how mentally exhausting it can be having to memorise and learn by rote how to act in situations that non-autistic people can take for granted.

**3. Language and Communication**

**“It’s not just about autism”** Some of these presentations may be more obvious, others more subtle in their presentation.

**Observable Presentation** “What you see”.



Situational non-speaking (please infographic below)

Talking too much/too little

Dominating a conversation, not understanding, interrupting

Unsure about turn taking and pauses in conversation

Vocabulary can be very sophisticated- pedantic or limited

Disfluency in communication

Preferred language is Autistic or Aspergese

Higher levels of anxiety will affect communication

“Will struggle with ‘neurotypical language’ when anxious” (David Fox- Autistic UK)

Masking and imitating neurotypical communication, may speak in NT language to get by in NT world but struggle to do so.

Alexithymia - not easily able to identify and label emotions

Vocabulary can be precise/specific

Need longer to process language and responses

May not recognise when someone is trying to communicate with them

**Differences** “What you possibly don’t see

**Useful ways to support**

Use banks of words, reinforce the connection between words and emotions.

Consider role-playing/drama sessions to develop comprehension and delivery.

Practise turn-taking.

Allow for quiet, “free from talk” time

Use other ways to communicate – drawing, texting

**Resources**- may need additional support with their communication (visual prompts/ schedules). Thermometers, emoji’s for expressing/ understanding emotions

Remember that despite adaptions for sensory overload there could still be significant issues with underlying sensory sensitivities, masking and tolerating distress which could significantly impact communication

**Tips**- Ask the young person to paraphrase what you have just said or asked them to do. This way you will know they have understood. Be aware that a child or young person who is proficient at masking their autism or who may feel unsafe, could repeat back words or phrases without full understanding. If they have not paraphrased but directly quoted you, check, explore further.

**Keep communication clear and simple**

Ensure that all communication is clear and specific. Avoid asking open-ended questions such as “how are you feeling?”, instead try and be as specific possible e.g., which lessons were good, which lessons were not good.

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**4. Thinking and Learning**

**“It’s not just about autism”** Some of these presentations may be more obvious, others more subtle in their presentation.

**Observable Presentation** “What you see”.



Logical thinking.

Good at seeing patterns/details at expense of bigger picture

Focus/too much focus on the details

Literal and concrete thinking

May struggle with abstract concepts

Pedantic - need to be correct

Perfectionism/ will correct others

Good on visual tasks.

Need to learn across settings to generalise.

**Learning patterns**

Uneven Profile (Spikey Profile) surprising strengths and weaknesses

May not see the bigger picture as focusing on the finer details

Slower to process information and responses/Can be very creative Pedantic! Good at editing!

Needs things to be correct – Perfect!

Organisational and planning difficulties

**Differences** “What you possibly don’t see

**Useful ways to support**

Break things down, allow more time to process.

Use logic and concrete examples to explain

Provide visual reminders and supports

Encourage areas of expertise and address difficulties

Use special interests to motivate.

Ensure that learning is generalized across settings

**Processing Time**

Some autistic children and young people take longer to process information or aquestion, so allow more time and wait for the response, even if it takes longer than you expected. Please be mindful that processing speed and intellect are not the same. Some autistic children and young people will not be intellectually impaired but may still need longer to process information. An elevated state of anxiety will also diminish communication and impact processing, so it is important to reduce anxiety before commencing.

Be patient and wait until they are ready to answer, allow at least 6 seconds for processing. If asked to repeat something, repeat what you said in exactly the same way so that there is no new information for the individual to process. It may be tempting to rephrase things in the hope that this will make it easier to understand, but this can actually increase processing difficulties. If in doubt, check whether the person would like more time or if they would prefer you to ask the question a different way.

Also, consider how to support moving from one topic/interest to another and how to ensure motivation as well as knowing what is “enough”. Using scales, emojis, visual prompts and, social stories and scripts could be helpful as well teaching helpful habits and using schedules and plans.

**5. Energy Levels and Arousal**

**“It’s not just about autism”** Some of these presentations may be more obvious, others more subtle in their presentation.

**Observable Presentation** “What you see”.



Variation in levels; some may appear ‘hyper’ whilst others may appear quite ‘flat’

Variable presentation

Meltdown/ shutdown and burn out

Physical and emotional exhaustion

Interoception - difficulties with the ‘inner sense’

Exteroception – difficulties with external world

Alexithymia

Sensory trauma contributing to exhaustion

**Differences** “What you possibly don’t see

**Useful ways to support**

Develop routines for self-care

Check energy levels and “restock”/restore/recover

**Do Less -**

“Today is not a good day to do more/ communicate more”

“I need a break”.

Stop, rest, take time out. Less is more!

A picture containing text, clock

Description automatically generated

Autistic adults have told us how exhausting living in a world that is not designed for your neurology can be. Consider adolescence - constantly trying to navigate social rules that do not make any sense, the pressures of education, trying to fit in, plus the complexities of puberty, it should be no surprise that we see increased rates of anxiety and depression in our autistic children and young people [[6]](#footnote-7)

Understanding energy accounting can alleviate some of the pressure and stress that can lead to anxiety and depression. This is important not just for children and young people but for families too. It’s **OK** to say no to things that only add to stress and anxiety**, doing less can help**. Indeed, it will be necessary to say “no” to maintain a sense of wellbeing. Less can be more. There are different ways to monitor energy levels [[7]](#footnote-8).

Energy accounting is about individuals monitoring their energy levels (emotionally and physically). This could be on a scale of 1 – 10 or 1 – 100 and could simply be done by placing a marker on a line or a dial. This will need to make sense to the young person and be practised to become “routine”. If energy levels are low or falling, then it will be useful to “top up”. This sounds deceptively simple but will require an individual to start monitoring themselves and become more aware of their internal self. Then they will need to know how they can best “top-up” and restore their emotional energy.

**6. Organising & Planning**

**Observable Presentation** “What you see”.



Appears disorganised in terms of learning or too ordered and rigid

Disorganization impacting learning, home life, personal care – “chaotic”

Appears stressed/anxious/overwhelmed

Struggles to get started, cannot easily move onto next task

Struggles to prepare resources and finish tasks

Close to burn out due to the high level of work being undertaken just to manage life and appear “normal”

Struggling with organisation and planning, cannot easily start or finish

Highly anxious and avoidant.

**Differences** “What you possibly don’t see

**Useful ways to support**

Use to do lists, timetables, alarms/timers on phones.

Develop daily/weekly schedules

May be supported with “scaffolding” and support networks to plan and organise - by family members/carers and teachers/support staff.

Develop simple and purposeful work/life routines

An autistic person may not see or share the same priorities as an NT person, particularly if these are social in nature. They may need to use a visual schedule to plan and execute tasks to ensure that some tasks are not overlooked - particularly those that seem irrelevant, unimportant, or difficult. The autistic individual may have previously experienced criticism and negative feedback for their lack of planning and organization but often in the absence of support to address this.

“To do” lists with a time factor and stated purpose can help, as well as a daily organizer and schedules can help. Also consider longer term planning (weekly/monthly and beyond), purpose, and goals. These can be used alongside energy accounting to support an autistic individual’s emotional wellbeing or indeed for any individual.

**7. Interests and Motivation Iceberg**

**Observable Presentation** “What you see”.



May only engage in intense/special interests

May struggle to move on to other functional things

Struggle with daily chores – neglecting necessary self-care

Intense interests

Passionate and well informed.

Good researcher on things that interest. Indifferent to other things/chores

Some of the intense interests may evoke an immense feeling of wellbeing and can be hugely rewarding but also displace other daily functional activities

**Differences** “What you possibly don’t see

**Useful ways to support**

Use special interests to support functional tasks.

Ensure access to motivating activities.

Detail purposes and benefits of tasks to be done, particularly for less favoured activities and tasks.

Autistic individuals may have a narrower range of interests and be more intense and passionate about their interests. This can lead to excellence, creativity and insight in their particular areas of interest but could also mean they overlook some necessary tasks in their daily life. It is important to consider how these needs are incorporated in a purposeful and meaningful way to ensure the development of independent positive life skills and daily functioning.

Resources – all planning and schedules need to include special interests/passions They also have to be purposeful, support independent functioning and include less favoured but necessary activities in an achievable way.

**8 Co-occurringConditions**

**“It’s not just about Autism”** Some of these conditions may be more obvious, others more subtle in their presentation.

**Observable Presentation** “What you see”



**Emotional Wellbeing & Mental Health**

Resilience/vulnerability

Sensory Processing Differences

Daily levels of chronic and heightened stress

Social relationships & lack of connectedness, loneliness

Anxiety, Depression, OCD, Disordered Eating, Self-harm

Anger

**Physical Health & Wellbeing**

Diet & eating patterns

Poor Sleep

Skin conditions

Asthma

Fatigue and burnout

Medical Conditions- Epilepsy, FASD, Autoimmune conditions, Fibromyalgia

ggg

**Life History, Lived Experience**

Perceptions and understanding of parents

Social learning and experiences

Impact of Trauma (culmination of frequent “minor” trauma)

Abuse and Neglect (societal, familial, school)

Impact of Sensory Processing Differences

Poverty and Adversity

Disrupted education

**Neurodevelopmental Conditions**

Developmental profile

Unrecognised, missed or not meeting "criteria"

Early difficulties and presentation to services but delayed/late diagnosis Anger/frustration – needs not recognised or met

ADHD / ADD, Tourette’s DCD

**Differences** “What you possibly don’t see” or “know”

We are still learning so much about co-occurring conditions through the accounts of autistic individuals. It is important to consider these accounts alongside the limited evidence and research that we have. Consider the interrelated, compounding effects of these co-occurring conditions so you can better understand and support the young person and family.

**And finally - “It’s not just about Autism”**

**You – how do you present?**

**Observable Presentation** “What do you think others see”



**Differences** “What don’t they see”

**Is there anything you need to address?**

**5. Other Significant Considerations**

**1. Anxiety and Demand Avoidance including Pathological Demand Avoidance**

**2. Sensory Trauma**

**3. Trauma and PTSD**

**4. Masking**

**5. Missed Diagnosis/Misdiagnosis and delayed/late diagnosis**

**6. Differential diagnosis - Either/Or thinking**

**7. Learning Disability**

**8. Disordered eating**

**9. Race and Ethnicity – Intersectionality**

**10. Class**

**11. Gender and Gender dysphoria**

**12. Suicide and self-harm**

**Other considerations**

**1. Anxiety and Demand Avoidance**

Anxiety and autism go together and are often referred to as “Autism plus”. High levels of anxiety are probably one of the most debilitating issues for an autistic individual and there are many factors as to why this may be so. Please see the presentation below for additional detail.



94% of autistic adults reported experiencing anxiety and almost 6 in 10 said this affected their ability to get on with life[[8]](#footnote-9).

As already mentioned, autistic individuals may struggle to recognize and identify how they are feeling and to describe this. They may be much more affected by sensory input and have to work much harder to be in certain environments. They may struggle or be unable to tolerate certain sensory experiences. Their discomfort and distress levels can be very high and they could be feeling unsafe and need to escape. Autistic individuals also struggle with uncertainty and unpredictability. Structure, routine, and predictability can prove powerful and significant supports to an autistic individual even though the individual may shy away from these.

Autistic individuals with elevated levels of anxiety can struggle to initiate tasks. Some autistic individuals can be very fearful of new tasks and avoid these. They can also avoid daily tasks. For some autistic individuals, their anxiety levels are so high that this really impacts their day-to-day functioning e.g., self-care, going to school or college, **attending appointments…**

Avoidance is not necessarily a negative response and indeed it can be the most useful and appropriate response at times. When autistic individuals are unable to respond to requests, initiate tasks, or engage in activities such as going to college – it is extremely important to find out why. The journey to college could be on a crowded, noisy bus, or someone on the bus or at college could be teasing or bullying them. Find out before offering a solution.

When demand avoidance becomes pervasive and is severely limiting the quality of life of an autistic individual and their family, clinical and other interventions need to be carefully considered and planned. Extreme demand avoidance also referred to as Pathological Demand Avoidance (PDA)needs to beunderstood and managed appropriately.

Pathological Demand Avoidance/PDA is not listed in any international diagnostic classification systems (ICD or DSM) and the term Pathologicalhas very strong, negative overtones. It reflects a different era – Elizabeth Newsom coined the phrase in the 1990s. Nonetheless, pervasive, and debilitating demand avoidance which severely limits an individual’s quality of life needs to be understood and addressed rather than be the subject of endless debate. Some autistic individuals with an extreme demand avoidant profile may need to be supported differently as they struggle to deal with any demands and the quality of their life and that of their family is severely compromised. Their families may also need significant additional support and understanding.

[Information for healthcare professionals – PDA Society](https://www.pdasociety.org.uk/working-with-pda-menu/information-for-healthcare-professionals/)

Dr Ross Greene, Collaborative and Proactive Solutions (CPS) <https://livesinthebalance.org/>

**2. Sensory Trauma**

Autistic people frequently describe sensory differences which impact their daily life and functioning. We know that autistic people are **commonly and significantly** traumatized by events and environments that are not adapted to suit their sensory profile. This can lead to high levels of fear, stress, higher levels of repetitive behaviour, self-injury, and in the long-term PTSD.

Schools, colleges, and hospital and clinic environments can be overwhelming for autistic young people. Environments may need to be adapted and managed differently to support autistic individuals. Check with the autistic individual about their sensory experiences and how they manage sensory regulation. Many individuals (non-autistic and autistic) engage in stimming to help regulate themselves, but it can be particularly helpful for autistic individuals. Everyone at some point may use stimming to help manage and regulate emotions. Stimming can be very obvious but also subtle. Ask the individual about using stimming and reassure them, that it is okay to stim when necessary. For more information on Sensory Trauma please click on the following links:

[Sensory Trauma | Autism Wellbeing](https://www.autismwellbeing.org.uk/sensory-trauma)

[free, polyvagal-informed infographic](https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fclicks.aweber.com%2Fy%2Fct%2F%3Fl%3D4tBeu%26m%3D3VkW0J1jbrG2J0H%26b%3DFkULHdeCaxV718ILGk.puw&data=05%7C01%7C%7Ccb46815839ef471a301008da35bda618%7C84df9e7fe9f640afb435aaaaaaaaaaaa%7C1%7C0%7C637881385902598319%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=W3Q9b5UE7YYopilsjNPPiDRgwJByQMMuZayZED6X9p8%3D&reserved=0)

**3. Trauma and Post Traumatic Stress Disorder/PTSD**

School/College - Unfortunately, many young autistic people report that they have been teased, bullied, and marginalised at school by their fellow students leading to high levels of anxiety, trauma, and sometimes the development of PTSD. Some young people have also been mismanaged and misunderstood by staff and they too experience elevated levels of anxiety and PTSD. These traumatic experiences can lead to higher rates of school and college refusal and nonattendance by autistic children and young people, poorer academic outcomes and decreased opportunities for employment.

GP/Health settings - Autistic adults have also reported negative experiences of attending GP surgeries and other health settings. This could lead to poorer health outcomes with individuals avoiding further visits to GP surgery or other health settings. In a recent survey, only 13% of autistic adults found their GP very helpful.[[9]](#footnote-10)

Family settings -Young autistic people are at more risk of experiencing trauma and adversity at home if their Autism is not recognised, understood, and managed. Research findings suggest that autistic children are at a higher risk of experiencing ACES.

**“If I knew then what I know now, I would have done things differently. She wasn’t being naughty or defiant, she was struggling to understand people. She really hated swimming lessons and has told me how overwhelming these were. - the noise, the lights, and being in the water. She still finds the sensation of water on her skin unpleasant at times. I would have done things differently had I known she was autistic”**

The parents and family members of autistic young people may also have autism or another neurodevelopmental condition and may also have similarly experienced trauma and adversity particularly if their differences and difficulties have not been recognised. This increased risk of ACES and familial trauma makes intervention more complex. [Webinar: Trauma and NDCs | Embracing Complexity](https://embracingcomplexity.org.uk/news/webinar-trauma-and-neurodevelopment)

Prolonged and/or intense trauma can also lead to PTSD which will also need to be considered in developing formulation and possible intervention. The impact of adversity, trauma, and PTSD need to be considered and managed alongside the autism.

**A word of caution – Do not assume that a challenging family background must have caused a child’s problems.**

Similarly, thoughtful, and sensitive consideration should be given to supporting the parent and child/young person relationship and relatedness**.** Too manyfamilies report feeling dismissed, undermined, and judged with regard to their parenting and family relationships. Please see Community of Practice on Autism and Fabricated or Induced illness:[Videos - Awtistiaeth Cymru | Autism Wales | National Autism Team](https://autismwales.org/en/resources/videos/)

**4. Masking.**

***“The privilege of a lifetime is to become who you truly are” Carl Jung***

Masking Autism through imitation is common in the autistic community but is much more reported in females. Please see Autism, Girls, & Keeping It All Inside, Autistic Girls Network for a comprehensive review of female presentation.

Many autistic children and young people will have learned to join in through imitation. The cumulative effect of pretending to be someone you are not can have a significant negative effect on emotional and mental health;

***“I’ve done such a great job of pretending to be normal that nobody believes I’m autistic”.***

Feelings of anxiety, depression, and stress may follow, particularly in the home environment where the mask may be dropped. Masking whilst at school and then presenting quite differently at home can often lead to differences in opinion between education and families over presenting behaviours. This is particularly an issue for autistic adolescents who may have managed to mask and fit in whilst at primary school but on transition to secondary school the “wheels start to fall off”. The onset of puberty, coupled with camouflaging/masking and hiding the true self, can lead to a referral to CAMHS for a secondary issue, anxiety, depression, self-harm, disordered eating. Be mindful of what may be going on under the surface. Remember – Icebergs! Also, remember the young person may continue to mask in hospital and clinic settings.

The NAT in conjunction with The Wales Autism Research Centre have created the Birthday Party Film that highlights the differing presentations of autism please click on the link below: [The Birthday Party - Awtistiaeth Cymru | Autism Wales | National Autism Team](https://autismwales.org/en/community-services/i-work-with-children-in-health-social-care/the-birthday-party/)

Confirming a diagnosis of Autism could be the first step in the development of self-awareness and self-acceptance. The autistic individual can begin to socialize authentically as an alternative to camouflaging but may need considerable support to do this. Interestingly some older autistic adults seem to camouflage less as they get older, they see no point in continuing to do so! Personal accounts from autistic individuals report how exhausting masking can be.

A society and culture which accepts and understands Autism and Neurodivergence should remove the need for camouflaging which will truly support the long-term emotional health of autistic individuals and all of us.

[Why Camouflage Autism? - Attwood and Garnett Events](https://attwoodandgarnettevents.com/2022/02/02/why-camouflage-autism/)

[Autcasts | Autside (autsideeducation.co.uk)](https://autsideeducation.co.uk/autcasts)

**5. Missed Diagnosis/Misdiagnosis and delayed/late diagnosis**

The IAS teams across Wales have been in operation since 2017/18. They have identified individuals who have been previously diagnosed with other conditions but sadly, incorrectly so.

“There may be a particularly strongly overlap between autism and certain personality disorder diagnoses, namely borderline personality disorder, avoidant personality disorder, obsessive-compulsive compulsive personality disorder and schizoid personality disorder. Three studies have looked at autism in people with a diagnosis of BPD, finding that on average they score more highly than the general population on self-report measures of autism, and in some cases as high or higher than autistic people who do not have a BPD diagnosis” Dr Kirsten Barnicot. (Please see link to our Community of Practice event with the RCPSYCH, Mental Health & Autism with Dr Kirsten Barnicot & Jennie Parker, Co-principal investigators, research project exploring overlaps in autism and personality disorder diagnosis)

[Community of Practice sessions - Awtistiaeth Cymru | Autism Wales | National Autism Team](https://autismwales.org/en/resources/videos/community-of-practice-sessions/)

Research by Au-Yeung et al, highlighted that 12% of people with diagnosed or self-identified autism, had also been diagnosed with a personality disorder and halfsaid they thought this was a misdiagnosis [[10]](#footnote-11).

Individuals have been seen and deemed as not having autism, but to be later diagnosed as autistic. Misdiagnosis missed diagnoses and late diagnosis are costly in so many different ways leading to possible misunderstanding, inappropriate interventions, missed opportunities, frustration, unhappiness, and poorer life outcomes including mental health difficulties. In a recent study, late-diagnosed children had higher IQ and were more likely to be female, compared to earlier-diagnosed children.[[11]](#footnote-12)

There will always be a possibility of some human error in diagnosis and recognition, but it is of vital importance that the risks of late/delayed diagnosis, misdiagnosis or missing a diagnosis are minimized. All appropriate staff across agencies and services for children and young people should have access to high quality, training in the recognition and assessment of Autism and other ND conditions ([Code of Practice on the delivery of autism services | GOV.WALES](https://gov.wales/code-practice-delivery-autism-services-0)). Similarly, professionals across health, education. social services and public services will need access to training in the area of intervention and support.

**6 Differential Diagnosis - Either/Or thinking**

Either/or thinking is not always helpful as more often than not, co-occurrence and overlapping are more likely possibilities. It is of course important to assess accurately and rule out certain possibilities. Differential diagnosis is important but should not blind us to other considerations. It is important to consider that a range of factors have to be considered and move towards a situation where an autistic individual and their family are able to access specialist support and not marginalized or denied services whilst further being assessed. Autistic adults have reported being denied access to services as their presentation is “too complex” and paradoxically receive no support**. This is** **unacceptable.**

For more information on Differential Diagnosis please click on the link below to view our Autism Community of Practice with Professor Tony Attwood:

[Community of Practice sessions - Awtistiaeth Cymru | Autism Wales | National Autism Team](https://autismwales.org/en/resources/videos/community-of-practice-sessions/)

**7 Learning disability/Intellectual disability**

No one should be excluded from services on the basis of their intellectual functioning whether they have been identified as very able or learning disabled, or indeed “complex”.

Some health boards and social services have specialist Learning disability services who can work alongside services.

If you do not have access to specialist services or advice, it is even more important to work in collaboration with the young person, their family, and school.

You will need to pay particular attention to your communication and the language you use. Keep this clear and simple. Support your work with visual prompts – photographs, and symbols. Consider meeting for a shorter time but more often. Check with parents/carers more frequently if needed. Establish clear, concrete goals, break things down into manageable chunks.

Observe behaviours closely as this may be the best indicator of the young person’s emotional state. High levels of self-injury may indicate sensory distress or pain. Similarly high levels of repetitive behaviours may indicate high levels of anxiety and stress. Behaviour is communication.

Also pay attention to diet, sleep patterns, physical exercise and general physical health and that of the family.

Consider the need for respite and additional support.

**8 Disordered Eating/ Eating Disorder/ARFID**

There has been much written about Anorexia nervosa, females and Autism but ARFID – avoidant restrictive food intake disorder is now recognised as a more frequently occurring concern for very many autistic individuals. Many of the differences associated with Autism can impact on eating behaviours such as interoception, exteroception, the need for consistency and predictability in food, sensory differences and regulation, and the social nature of eating can impact eating behaviours. It is really important to understand the individual profile to support the physical wellbeing and emotional wellbeing of autistic individuals.

Please see additional resources in section 10 and view our Community of Practice with Paola Falcosi, Emma Reardon & Emma Durman:

[Community of Practice sessions - Awtistiaeth Cymru | Autism Wales | National Autism Team](https://autismwales.org/en/resources/videos/community-of-practice-sessions/)

[Autcasts | Autside (autsideeducation.co.uk)](https://autsideeducation.co.uk/autcasts)

[PEACE Pathway - Home](https://peacepathway.org/)

[Autistica Research Festival: How Can Mental Health Services for Autistic People Be Improved? - YouTube](https://www.youtube.com/watch?v=zhiiG__ucR4&list=PLg_hTtp1fDqo6CRmisAd21OKLnjG1xdQc&index=10)

**9 Race and Ethnicity – Intersectionality**

Autistic individuals come from all races, ethnic and cultural backgrounds. We know that people from Black, Asian, and minority ethnic (BAME) groups, People of Colour, and People of Other and Dual Heritage can experience significant, additional barriers in accessing services. They may also have experienced and continue to experience significant trauma in terms of systemic and institutional racism and marginalization.

Race and Autism intersect, and this must be considered in formulation and intervention. Clinicians could use the Iceberg principle to consider their conscious and unconscious biases/perceptions.

Please see our digital story featuring Hazel Lim about how autism is viewed in the Chinese community, and what information and advice she has to share with professionals, and those who work with autistic people, about how this can affect practice:

[Hazel Lim - Digital Story - Awtistiaeth Cymru | Autism Wales | National Autism Team](https://autismwales.org/en/resources/hazel-lim-digital-story/)

**10 Class, Adversity and Poverty**

Individuals from working-class backgrounds can also experience barriers in accessing services and marginalization. This needs to be considered in the formulation and intervention. Now more than ever, we need to be aware of increasing levels of poverty and adverse economic circumstances for many families as well as the long term and generational impact of poverty and adversity.

**11 Gender and Gender dysphoria**

Societal attitudes and values about gender and sexual identity have changed significantly in the last 50 to 60 years. This has led to positive acceptance and inclusion for so many more individuals, also protecting individuals both physically and emotionally. Many challenges remain but a lot of young people have grown up with a more accepting and fluid conceptualization of gender and sexual identification than in previous decades.

The personal accounts of autistic individuals reflect that they have had to work harder to develop a sense of authenticity and belonging in an NT world. Many autistic individuals have also presented with higher levels of gender variance and gender dysphoria than in the general population. It is critically important that young autistic individuals who identify as having questions about their gender are heard and respected. This is particularly important given the higher incidence of gender dysphoria, vulnerability and reported levels of attempted suicide in young neurodivergent people[[12]](#footnote-13).

Please see additional resources in section 10 and our Community of Practice with Dr Wenn Lawson, Autism & Gender:

[Community of Practice sessions - Awtistiaeth Cymru | Autism Wales | National Autism Team](https://autismwales.org/en/resources/videos/community-of-practice-sessions/)

**12 Suicide and risk**

Autistic adults and children are at a higher risk of taking their lives than the general population. Research shows that autistic people are significantly more likely to think about, attempt, and die by suicide than the general population.[[13]](#footnote-14) As a clinician, you will need to ask specific questions to assess intent. NICE guidance on preventing suicide in community and custodial settings [NG105]. National Institute for Health and Care Excellence.  
<https://www.nice.org.uk/guidance/ng105>

[Autistic people and suicidality (autism.org.uk)](https://www.autism.org.uk/advice-and-guidance/professional-practice/suicide-research)

**Other Considerations**

These are just a few issues to consider. There are many others to consider such as friendships, relationships, loneliness, vulnerability, and feelings of isolation and marginalization. Many autistic individuals have found friendships and a sense of freedom through gaming and online groups. Online gaming and the use of technology can be positive social activities supporting a sense of identity and belonging but can also bring difficulties and issues such as the need to manage time and balance commitments. Autistic individuals can be more vulnerable online, taking situations at face value and not having checks in place to protect themselves. It is important to keep in mind the factor of vulnerability across situations for autistic individuals and how this changes with age.

*\*Please see “Health and Wellbeing Section” currently under development?*

**6. Formulation**

It is important that young people and families understand what we mean when we talk about “formulation”. Typically, “formulation is the explanation that a clinician/MDT develops to best explain the functioning/behaviour of any individual in their current situation”. This is usually when “a problem” has been identified which an individual and their family/others might wish to address. This explanation is based on an assessment that looks at biological, psychological, and social factors – the Biopsychosocial model. This model draws from both the Medical and Social model. It accepts the need for assessment and identification of developmental differences and medical/biological conditions but also in the context of the individual, their family, and social world, their lived experience as well as the impact of the wider society. (Some clinicians also add the term “ecological” to include community and environmental factors). This model is often the stated, preferred way for Specialist CAMHS to work but this is not necessarily simple or straightforward as so many factors need to be considered in terms of understanding individual presentation and how best to support an individual. The lead therapist will need to elaborate on all these factors and explain precisely what they mean.

The formulation developed should suggest possible interventions based on what a clinician or MDT and the referred individual see as the underlying causation, purpose, and maintenance of the identified “problem”. The formulation should consider the individual’s past experiences, current situation, strengths, and particular challenges. Any formulation should provide the best explanation and understanding of the individual’s functioning and presentation at that moment in time and context. Any formulation will/could change and develop over time and through experience and will need to be reviewed and amended – reformulation.

As a clinician, you may also use terms like “presenting problem” and talk about the individual’s purpose in seeking help/intervention. You may also talk about predisposing factors (why this behaviour occurs), precipitating factors (triggers to behaviour), perpetuating factors (what maintains behaviour) and positive and protective factors (what helps) all leading to a plan for intervention based on understanding these factors. As a clinician, you will need to ensure that the young person and their family understand all these terms and understand your formulation/explanation.

Discussions with autistic individuals strongly reflect how important it is that the Autism is first understood in developing the formulation and before planning any interventions and most importantly that interventions are amended and adapted through the lens of Autism. The Authentistic Research Collective advocate for co-production and describe formulation as a -

**“psychological map that the autistic person accessing therapy and the therapist co-produce which describes the difficulties currently experienced and what is causing and maintaining them”.**

This joined up approach seems key to improved outcomes and adapting practice.

A collaborative approach should support understanding and focus on the shared work to be done. It should engage individuals and incorporate autistic strengths and challenges. The formulation could also be presented in a range of accessible ways e.g., making use of visual media**,** pictures, diagrams….

In conclusion, any formulation should be underpinned by an understanding of autism and co-produced with the autistic individual and their family.

**“Nothing about the individual without the individual”**

**7. After the appointment - Intervention**

Ensure that the child/ young person and their family know and understand what is happening next.

Ideally, the clinician will plan and agree this with the autistic person, their family, and any other significant person/party.

**1. Always consider adaptations to therapeutic intervention through an Autistic lens.**

If you do not keep the autism in mind, the intervention will be limited in terms of effectiveness and could even be harmful.

**2.** **Also consider any learning difficulties or disabilities, and co-occurring conditions.**

**3. Be mindful of current levels of distress and presentation of the young person and their family and their response to the intervention. How will this be contained and managed sensitively?**

**4. Access to Supervision**

Clinicians will benefit from access to supervision from skilled and experienced Autism practitioners as well as being able to access further training in autism and neurodiversity alongside their other training and supervision. Some autism strategies will seem counter-intuitive such as less talking. How does the adaptation fit with “usual therapy”, acknowledge conflicts/tensions.

**Autism specific interventions** - Psychoeducation – Autistic individuals, Parents, and family members, professionals – EarlyBird/ EarlyBird plus/Cygnet/ Incredible Years/ Healthy Minds and bespoke locally developed post diagnostic packages

TEACCH intervention/SCERTS/Social Stories

Support groups - Peer and Family, group interventions can be useful!

Sensory interventions – Occupational Therapy (OT)

Supporting communication – Speech and Language Therapy (SALT)

**Autism Adapted Interventions**

CBT – examples of specialist programmes. T.Attwood, Greig and MacKay – The Homunculi Approach to Social and Emotional Wellbeing (2013)

Adapted EMDR

Dietectics - ARFID

**Other Therapeutic interventions**

Autistic individuals may struggle with the language of these and the accompanying work on thoughts and emotions. Typically, “Talking therapies” have been developed from a neurotypical perspective and if not sensitively adapted could be ineffective and sometimes even harmful.

Feedback from autistic adults suggest that interventions need to be significantly adapted. Autistic individuals have reported feelings of inadequacy and lower levels of esteem and self-efficacy as these interventions do not work for them, unless adapted. Autistic individuals may more readily achieve a place of calm through their special interests or stimming rather than meditation. Mindfulness practice can prove problematic if not sensitively adapted. Yoga may also be more effective than meditation:

[Yoga and Autism Part 1 by Dr Michelle Garnett - Attwood and Garnett Events](https://attwoodandgarnettevents.com/2021/08/09/yoga-and-autism-part-1-by-dr-michelle-garnett/)

Self-acceptance, and self-compassion, “Becoming Oneself” See post diagnostic work – has the young person and their family accessed post diagnostic support? Are there support groups in your area that could help?

Consider Trauma and Attachment theory and intervention (Dyadic Developmental Psychotherapy, DDP) where trauma has been identified and family relatedness has been impacted. As a clinician this will require skilled management and sensitivity as families regularly report feeling blamed and stigmatized as “bad parents” or inadequate.

Interventions to address self-harm, drug and alcohol addiction and support self-care also need to adapted. Some older autistic individuals report using drugs and alcohol to address their high levels of anxiety or feelings of depression and loneliness\*. Holistic approaches that encompass self-care of emotional and physical wellbeing can also support an improved quality of life by incorporating these as part of daily routines. Learning to identify signs of distress and then how to recover/restore wellbeing could also be invaluable.

\**There are future plans for a Community of Practice on drug and alcohol abuse.*

**Medication**

There is a role for medication for associated conditions with autism such as anxiety but this should complement intervention not replace intervention.

This needs to be very carefully considered where an autistic individual has been described as “challenging”. This is particularly problematic where the environment and/or context are causing stress for the autistic individual or where their autism has not been understood or recognized. This suggests a need for different approaches and adaptation, not medication.

**Self-Care for Clinicians - Take time to look after yourself**

Clinical work can be complex and demanding as you work to understand how autism impacts the intervention at an individual and family level and you are trying hard to provide support, understanding and achieve positive outcomes.

**Finally, a word of caution**

Be mindful of the limits of therapy! And embrace the power of “belonging and being accepted” for autistic individuals – “Finding your tribe” can be very powerful and help to address feelings of loneliness and isolation for everyone, not just autistic individuals.

**The Future**

Research on autism evidence-based practice is limited but as work and research emerge, this will support advances and development. We would welcome anonymized examples or case studies of successful interventions from you to share with colleagues across Wales and beyond.

**8. Tips and Strategies for autistic individuals to help day to day**

* **Structure your day, embrace predictability** - use schedules lists, timetables, keep things in boxes or where you can find them, use alarms and timers.
* **Sometimes, things change** – develop strategies to help cope with uncertainty and change.
* **Sensory** - make as many adjustments as needed! Handy hints - consider ear defenders, noise-cancelling headphones, hats, ear mufflers if sounds are bothering you. Eliminate unpleasant smells using eucalyptus or a favourite perfume. If feeling under aroused, use fidget toys including socially acceptable/ discreet items such as rings, bangles. Wear hats, baseball caps, sunglasses if needed to manage visual overload or shield from bright light. These can help to reduce stress levels and anxiety.
* **Sense of self** - describe yourself, get to know yourself, monitor, and look after yourself. “Being Me” - [Dr Tony Attwood – Welcome to Tony Attwood's Website](https://tonyattwood.com.au/)
* **Self-care, self-compassion, and acceptance – be kind to yourself, look** **after yourself** - physically and emotionally. Know your strengths and what might challenge you.
* **Pace yourself – check energy balance** – physical and emotional and “top-up” as you need. Consider yoga, physical exercise, going for a walk or run, spending time alone or in the garden or outside in nature.. Practise relaxation techniques - this may be deep breathing or allowing time for your special interest. Playing a musical instrument, roller skating, crocheting, knitting, drawing – what restores you? Learn to pace yourself!
* **Positive toxicity**- Identify and avoid toxic people and toxic situations whenever possible.
* **Power** – **Empower** yourself, accurate information is power! Keep learning and informing yourself.
* **It is okay to ask for help – find ways of asking for help and identify who can help.**

**9.Top Tips for clinicians**

* **Be sincere and honest**, if you don’t know, admit you don’t
* **Be clear and straightforward**
* **Listen to and learn** from the young person and family.
* **Be curious, ask questions** (but not vague, open-ended questions, ask precise focussed questions)
* **Take time to get to know the young person and their family** – it will savetime in the end**.**
* **Demonstrate respect and acceptance**, be flexible and prepared to adapt practice, develop and learn.

* **Know yourself** - what are you bringing to the table?
* **Manage expectations –** keep to your word, deliver on commitments.
* **Seek help and advice** as and if you need it.
* **Keep learning and developing knowledge.** SeeWales Autism website**,**

Autism Wellbeing , NAS website …...

**And finally, be kind to yourself!**

**10. Further Reading and Resources**

**Depressions and Anxiety**

<https://www.amazon.co.uk/gp/product/1849055025/ref=ox_sc_act_title_1?smid=A3P5ROKL5A1OLE&psc=1>

<https://www.autistica.org.uk/downloads/files/Anxiety-in-Autism-Guide.pdf>

**Disordered Eating and Autism**

[PEACE Pathway - Home](https://peacepathway.org/)

[Videos - Awtistiaeth Cymru | Autism Wales | National Autism Team](https://autismwales.org/en/resources/videos/)

[1-Autism-and-Eating.pdf (autismwales.org)](https://autismwales.org/wp-content/uploads/2020/09/1-Autism-and-Eating.pdf)

[Avoidant/restrictive food intake disorder (ARFID) - Beat (beateatingdisorders.org.uk)](https://www.beateatingdisorders.org.uk/types/arfid)

<https://www.paolafalcoskidietitian.co.uk/>

[Autcasts | Autside (autsideeducation.co.uk)](https://autsideeducation.co.uk/autcasts)

[Food Refusal and Avoidant Eating in Children, including those with Autism Spectrum Conditions – Jessica Kingsley Publishers - UK (jkp.com)](https://uk.jkp.com/products/food-refusal-and-avoidant-eating-in-children-including-those-with-autism-spectrum-conditions?_pos=2&_sid=7486149f3&_ss=r)

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

**Energy Accounting**

[Home (majatoudal.com)](http://www.majatoudal.com/)

[The emotion repair toolbox – Dr Tony Attwood](https://tonyattwood.com.au/the-emotion-repair-toolbox/)

**Gender and Sexuality**

Coming Out Again: <https://uk.jkp.com/collections/author-sabrina-symington-pid-209234?_pos=1&_psq=Sabrina&_ss=e&_v=1.0>

<https://queerlyautistic.com/>

Yenn & Wenn's Trans guide to life: Published by Jessica Kingsley: <https://uk.jkp.com/collections/author-wenn-b-lawson-pid-208579?_pos=2&_psq=Wenn%20&_ss=e&_v=1.0>

The Anxiety Book for Trans People: <https://uk.jkp.com/collections/author-freiya-benson-pid-211080/products/the-anxiety-book-for-trans-people>

[Umbrella Cymru](https://www.umbrellacymru.co.uk/)

[Gender.Wales – Empower | Inform | Support](https://gender.wales/)

[Videos - Awtistiaeth Cymru | Autism Wales | National Autism Team](https://autismwales.org/en/resources/videos/)

**Masking**

[Autistic Body Language » NeuroClastic](https://neuroclastic.com/autistic-body-language/)

[What Exactly Is Camouflaging? - (attwoodandgarnettevents.com)](https://attwoodandgarnettevents.com/2019/12/04/camouflaging-girls-and-women-with-autism-by-prof-tony-attwood-and-dr-michelle-garnett/)

[Why Camouflage Autism? - Attwood and Garnett Events](https://attwoodandgarnettevents.com/2022/02/02/why-camouflage-autism/)

**Mental Health**

[Mental health and social difficulties of late‐diagnosed autistic children, across childhood and adolescence - Mandy - - Journal of Child Psychology and Psychiatry - Wiley Online Library](https://acamh.onlinelibrary.wiley.com/doi/10.1111/jcpp.13587)

[Autistica Research Festival: How Can Mental Health Services for Autistic People Be Improved? - YouTube](https://www.youtube.com/watch?v=zhiiG__ucR4&list=PLg_hTtp1fDqo6CRmisAd21OKLnjG1xdQc&index=10)

**NAS**

[NAS-Good-Practice-Guide-A4.pdf (thirdlight.com)](https://s2.chorus-mk.thirdlight.com/file/24/asDKIN9as.klK7easFDsalAzTC/NAS-Good-Practice-Guide-A4.pdf)

**NICE**

[Overview | Autism spectrum disorder in under 19s: recognition, referral and diagnosis | Guidance | NICE](https://www.nice.org.uk/Guidance/CG128)

**Self- harm**

[Self-harm (autism.org.uk)](https://www.autism.org.uk/advice-and-guidance/topics/mental-health/self-harm)

**Sleep**

[Sleep and Autism by Dr Michelle Garnett - (attwoodandgarnettevents.com)](https://attwoodandgarnettevents.com/2021/09/30/sleep-and-autism/)

[SLEEP-advice-section-adults.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fautismwales.org%2Fwp-content%2Fuploads%2F2021%2F03%2FSLEEP-advice-section-adults.docx&wdOrigin=BROWSELINK)

[SLEEP-section-children-and-young-people.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fautismwales.org%2Fwp-content%2Fuploads%2F2021%2F03%2FSLEEP-section-children-and-young-people.docx&wdOrigin=BROWSELINK)

**Suicide**

[Autistic people and suicidality (autism.org.uk)](https://www.autism.org.uk/advice-and-guidance/professional-practice/suicide-research)

**Trauma**

[Webinar: Trauma and NDCs | Embracing Complexity](https://embracingcomplexity.org.uk/news/webinar-trauma-and-neurodevelopment)

**Wellbeing**

[Yoga and Autism Part 1 by Dr Michelle Garnett - (attwoodandgarnettevents.com)](https://attwoodandgarnettevents.com/2021/08/09/yoga-and-autism-part-1-by-dr-michelle-garnett/)

[Asanas for Autism and Special Needs: Yoga to Help Children with their Emotions, Self-Regulation and Body Awareness : Shawnee Thornton Hardy: Amazon.co.uk: Books](https://www.amazon.co.uk/Asanas-Autism-Special-Needs-Self-Regulation/dp/1849059888)

**Women & Girls presentation of autism**



**11. Commonly Used Terms**

All businesses and services develop a “language” of their own. They use words and phrases not regularly used in daily life – “jargon” or specialist language.

We have added a short list of commonly used terms. You may wish to add some more of your own.

|  |  |
| --- | --- |
| **Term** | **What does this mean?** |
| ACES | Adverse childhood experiences, or ACEs, are potentially traumatic events that occur in childhood (0-17 years) |
| ADD/ ADHD | This stands for Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder |
| Alexithymia | Difficulty in recognising and naming emotions |
| Anorexia Nervosa | An eating disorder and mental health condition |
| ARFID | Avoidant/restrictive food intake disorder (ARFID) previously known as Selective Eating Disorder. ARFID is characterised by a pattern of eating that avoids certain foods or food groups entirely and/or is restricted in quantity (eating small amounts) |
| Attachment | Attachment is the term given to the emotional bond that forms between infant and caregiver |
| Co-occurrence | Previously known as Co morbidity. When two or more medical conditions are found in the same person at the same time |
|  |  |
| DSM | This stands for the Diagnostic and Statistical Manual of Mental Disorders used by many professionals around the world to diagnose mental health conditions. It is the American Psychiatric Association diagnostic categorisation.  The various DSM editions are referred to by numbers and the most recent one is known as the DSM-5 |
| Exteroception | The way the body senses the exterior (external) world – sound, sight, touch, smell, taste and emotions in others. |
| Gender Dysphoria | A term used to describe the sense of mismatch a person may have between their biological sex and their gender identity |
| ICD | This stands for the International Statistical Classification of Diseases and Related Health Problems. It is a medical list that classifies diseases. It is created by the World Health Organisation and is used by doctors around the world.  The various ICD editions are referred to by number, the most recent one is ICD 10 and is soon to be replaced by ICD 11 |
| Intellectual Disability/Learning Disability | A group of conditions characterised by significant difficulties with general intellect and everyday functioning. They are developmental conditions and are present from birth. This term includes conditions such as Down Syndrome. In the UK, Intellectual Disability is called Learning Disability or is termed LD |
| Interoception | Interoception is the way the body processes internal signals that allow us to “feel” certain signals, e.g., need to use the toilet, hunger, pain |
| MDT | Multidisciplinary team |
| Neurodevelopmental Disorders/ND | This term refers to a cluster of related conditions and includes ADHD, ASD, Autism, DCD, Dyscalculia, Dyslexia, ID/LD and Tic Disorders |
| Neurodivergence | This term is identical or very similar in meaning to Neurodiversity. It refers to people whose neurology diverges from the typical/norm |
| Neurodiversity | This term was originally coined by Judy Singer, an Australian social scientist, to refer to Autism. Its meaning has now expanded to include other neurodevelopmental conditions….. |
| Non-Speaking | Whilst selectively mute is currently a frequently used term, we are moving away from this terminology and using the term non-speaking |
|  |  |
|  |  |
|  |  |
|  |  |
| Resilience | **Resilience** is the capacity to adapt in the face of challenging circumstances, whilst maintaining a stable mental wellbeing. It is often referred to as the ability to “bounce back” |
| Self-stimulatory behaviour / “Stimming” | Making repetitive movements, sounds or words or observing repetitively moving objects. For example, hand flapping, rocking, head banging or watching spinning objects. Self-stimulatory “Stimming” can be therapeutic and help relieve anxiety and other negative or heightened emotions, happiness, boredom and/or to block out unpredictable or unwanted environmental stimuli |
| Sensory | To do with the senses – touch, taste, smell, hearing and/or sight, proprioceptive, vestibular. See interoception and exteroception. |
| Sensory Trauma | Individual sensory experiences which can cause stress, fear and distress as frequently reported by autistic adults. [Sensory Trauma | Autism Wellbeing](https://www.autismwellbeing.org.uk/sensory-trauma) |
| Tourette’s Syndrome | A condition characterised by motor (movement) and vocal tics that have lasted for more than one year |
| Trauma/PTSD | Going through very stressful, frightening, or distressing events is sometimes called trauma. Traumatic events can happen at any age and can cause long-lasting harm. Everyone has a different reaction to trauma, some people may notice effects quickly, whilst others may be affected a long time afterward. PTSD is a condition that some individuals develop after experiencing or witnessing traumatic events |
|  |  |

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4. [Social camouflaging in autism: Is it time to lose the mask? - Will Mandy, 2019 (sagepub.com)](https://journals.sagepub.com/doi/full/10.1177/1362361319878559) [↑](#footnote-ref-5)
5. [Autistic Body Language » NeuroClastic](https://neuroclastic.com/autistic-body-language/) [↑](#footnote-ref-6)
6. <https://www.autistica.org.uk/downloads/files/Anxiety-in-Autism-Guide.pdf> [↑](#footnote-ref-7)
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