

# AUTISM AND COMMUNICATION

OCTOBER '22



# What is communication?



- The dictionary definition is 'The imparting or exchanging of information by speaking, writing, or using some other medium'

**KEY POINTS:**  
**PEOPLE COMMUNICATE TO:**

- > EXPRESS NEEDS, FEELINGS AND EMOTIONS
- > GIVE INSTRUCTIONS OR ASK QUESTIONS
- > SOCIALISE
- > SHARE INFORMATION
- > SUPPORT OTHERS AND SHOW EMPATHY

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## Important to remember ...

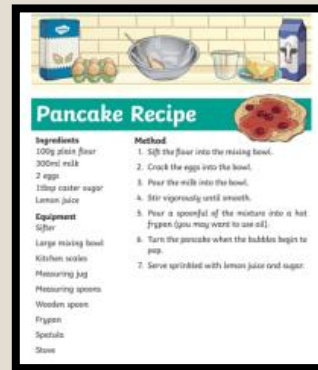
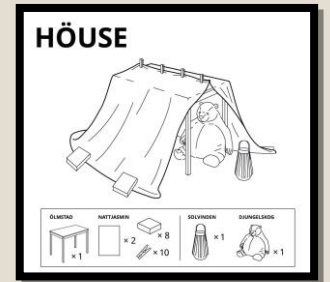
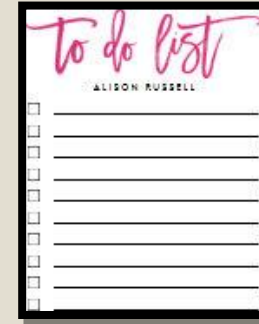
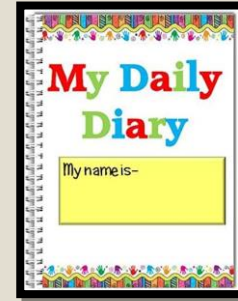
- Autism is a communication difference. Difficulty/deficit
- Can be hard for autistic people to use words to communicate what they need, want, like or feel
- Can be hard for autistic people to understand non-autistic communication
- As well as the spoken word - we need to use 'some other medium'

Visuals!



# What are visuals?

- Diary/calendar
- 'to do' list – text
- IKEA instructions
- Road signs
- Recipes
- Post it notes
- PECS (Picture exchange communication system)
- Timetables
- Photographs
- Text
- Makaton/BSL
- Timers (watch, sand, clock)
- 1-5 scales
- Gesture ...



# 9 REASONS TO USE VISUALS

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@kwiens62



- VISUALS ARE PERMANENT  
(SPOKEN WORDS DISAPPEAR)



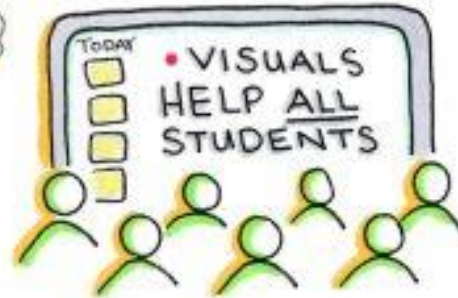
- VISUALS ALLOW TIME  
FOR LANGUAGE PROCESSING



- VISUALS PREPARE  
STUDENTS FOR TRANSITIONS



- VISUALS HELP KIDS  
SEE WHAT YOU MEAN



- VISUALS HELP ALL  
STUDENTS



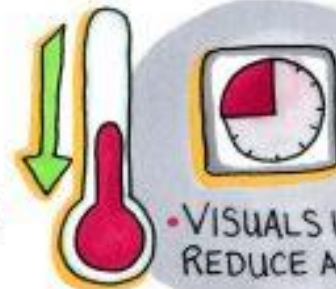
- VISUALS HELP  
BUILD INDEPENDENCE



- VISUALS ARE TRANSFERABLE  
BETWEEN ENVIRONMENTS  
AND PEOPLE



- VISUALS HAVE NO ATTITUDE  
• NO TONE • NO FRUSTRATION  
• NO DISAPPROVAL



- VISUALS HELP  
REDUCE ANXIETY

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Always try to think about your own communication ...

### The Four "S"s

The poster is divided into four quadrants by a white cross. The top-left quadrant features a cartoon girl with her hand to her mouth, with the text 'Say Less' below it. The top-right quadrant features a red heart, with the text 'and Stress' below it. The bottom-left quadrant features a green turtle, with the text 'Go Slow' below it. The bottom-right quadrant features a hand pointing to a blue card, with the text 'and Show' below it. At the bottom of the poster, there is a box with a red 'R' and the text 'Repeat often!'. The logo for 'The Hanen Program' and the website 'www.hanen.org' are at the bottom left. Small text at the bottom right reads: 'The Hanen Program is a registered trademark of The Hanen Program. © 2014 The Hanen Program. All rights reserved. www.hanen.org'.

**Say Less** and **Stress**

**Go Slow** and **Show**

**R Repeat often!**

The Hanen Program  
www.hanen.org



It helps if they know what is happening in their day ...



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

March

## March 2012

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8 Daddy Trip 	9	10
11	12	13	14	15 1 	16 6 	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

# My Schedule. What am I doing this week?

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Wash	School	School	School	School	Par	
School	Scooter	Garden	Hospital	Ipad	Ch	
Homework	Tidy	Supermarket	Trampoline	Tv	Di	
Computer	Reading	Restaurant	Quiet time	Computer	Par	

January 2022	Su M T W Th F S Monday	Su M T W Th F S Tuesday	Su M T W Th F S Wednesday	Su M T W Th F S Thursday	Su M T W Th F S Friday	Su M T W Th F S Saturday	Su M T W Th F S Sunday
						1st	2nd
	3rd	4th	5th	6th	7th	8th	9th
	10th	11th	12th	13th	14th	15th	16th
	17th	18th	19th	20th	21st	22nd	23rd
	24th	25th	26th	27th	28th	29th	30th

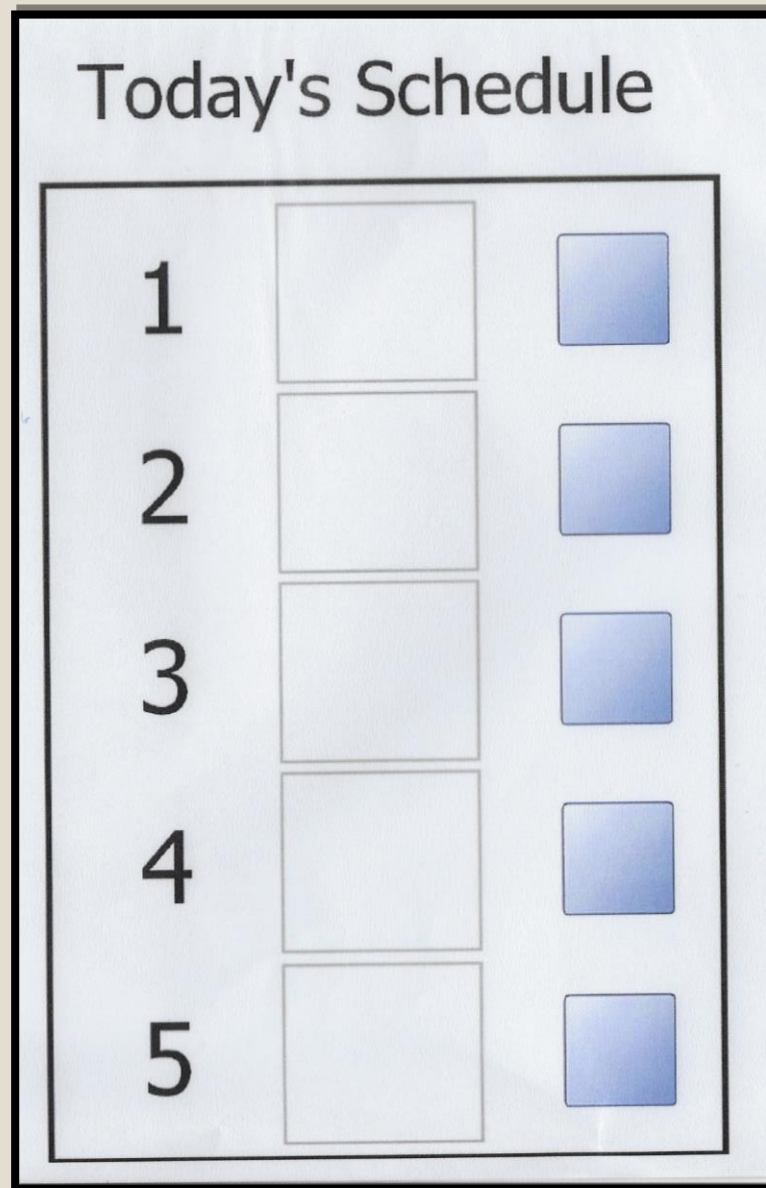




## What will we do today?

<p>jobs</p>	<p>calendar</p>	<p>cooking</p>	<p>snack</p>	<p>computer</p>	<p>story</p>
<p>lunch</p>	<p>walk</p>	<p>choose</p>	<p>singing</p>		

8 - B Fast / Milk 😊  
 8:30 - Getting Ready to School 😊  
 9 - School 😊  
 12 - Pickup mum 😊  
 12:30 - Lunch 😊  
 1 - Mrs Love Coming 😊  
 1:30 - Home Work 😊  
 2:00 - Reading 😊  
 2:30pm - Milk / Snack 😊  
 3pm - Angeline Coming 😊  
 5:30 - Mum Coming / Dinner  
 6:30 - PLAY  
 7:00 - Bath  
 7:30 - Bed









# My Daily Responsibilities

Morning

 Potty	 Brush teeth	 Make bed	 Get dressed	 Eat breakfast	 Feed animal
--	--	---	--	---	--

Evening

 Pick up toys	 Pajamas	 Bath	 Brush teeth	 Clear dinner dishes	 Potty
---	--	---	--	---	--

Done


## Nathan's SCHEDULE

Week of:

M T W TH F

Get Ready	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clean Room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read 30 Mins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Daily Chore	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be Active	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be Creative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## SCHEDULE

Week of:

M T W TH F

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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## Getting ready for the day

	Wake up!	
	Wash your hands	
	Brush your teeth	
	Get dressed	
	Make your bed	
	Eat your breakfast	
	Check what you need today	
	Get your bag ready	

get toothbrush  
and paste



put toothpaste on brush



brush teeth



rinse toothbrush

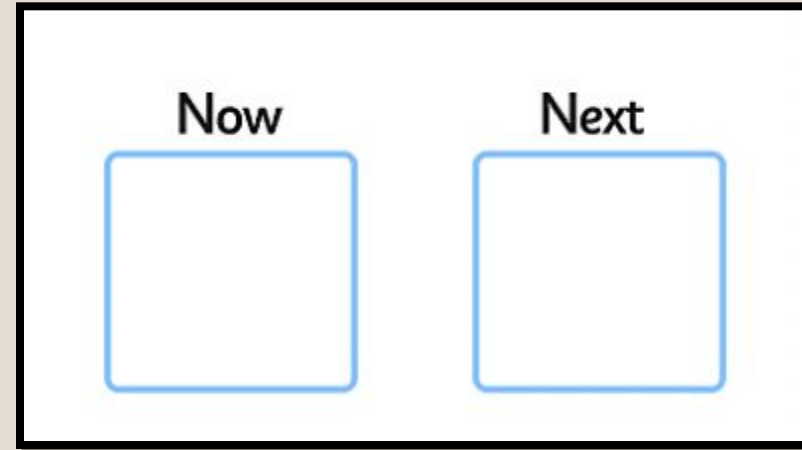
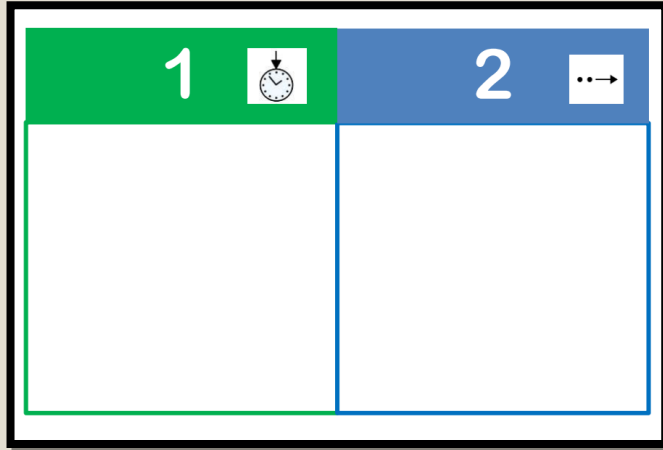


wipe mouth





# What's happening now and next



# When you need to let them know about where you are going



### Plan for my day...

**Where..** we are going.. 

**What..** we will do there.. 

**Who..** will be there.. 

**When..** we are going.. 






### Plan for my Day

**Where..** we are going.. 

**What..** we will do there.. 

**Who..** will be there.. 


**When..** we are going.. 


**It will be time to go**  **When..** \_\_\_\_\_


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### Plan A


**Where..** we are going.. 

**What..** we will do there.. 

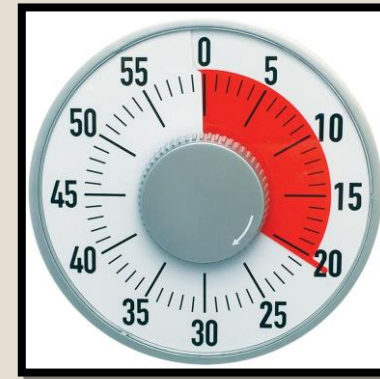
**Who..** will be there.. 

**When..** we are going.. 

**But! If** \_\_\_\_\_ **turn over for Plan B**

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How long is something going to last? When will this be finished? When will I have to stop?




















# What they need or want


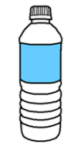










 <h2>I need</h2>					
 toilet	 drink	 food	 jumper	 blanket	 ice
 company	 to be alone	 wash	 towel	 quiet	 something else



 <h2>eat</h2>				
 fruit	 crisps	 chocolate	 sweets	 soup
 sandwich	 toast	 meat	 vegetables	 pasta
 curry	 ice lolly	 yoghurt	 hot food	 cold food
 something else				








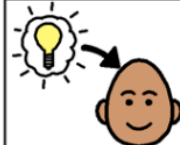
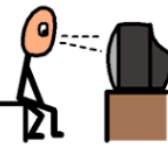









 <h2>drink</h2>			
 water	 milk	 fruit juice	 fizzy juice
 tea	 coffee	 energy drink	 alcohol
 something else			




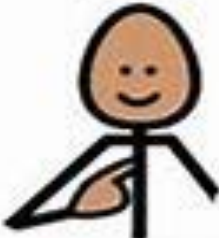








# Make choices

★

 knitting	 reading	 games	 dance	 jigsaw	 technology
 garden	What would I like to do?				 learn
 watch TV					 rest
 talk	 draw	 walk	 sit outside	 music	 eat

★

?	or	?
I choose		

<b>I feel...</b> 			
happy 	mad 	thirsty 	sick 
sad 	hungry 	tired 	like I have to go the the bathroom 

# Let's think about communicating emotions

EMOTIONS AREN'T "GOOD" OR "BAD"

EXAMPLES ↴

**STRESS**

"I need to slow down. I need self-care."

**SAD**

"It's okay. I need love & to look for joy & gratitude."


**ANXIOUS**

"I need calm & grounding. I can remind myself I am safe & can manage this."

They are SIGNALS to us...

our body bringing our attention to something → Maybe letting you know that something is 'off-kilter' or out of balance.

ASK YOURSELF:  
"WHAT IS THIS FEELING TRYING TO TELL ME?"



@journey-to-wellness

## Interoceptive skills help us know ...

- when we are hungry or full
- when we are too hot or too cold
- when we are thirsty
- how much pain we are in and where
- when we need to go to the toilet
- when we feel happy, sad, angry, scared

Crucial for looking after yourself!



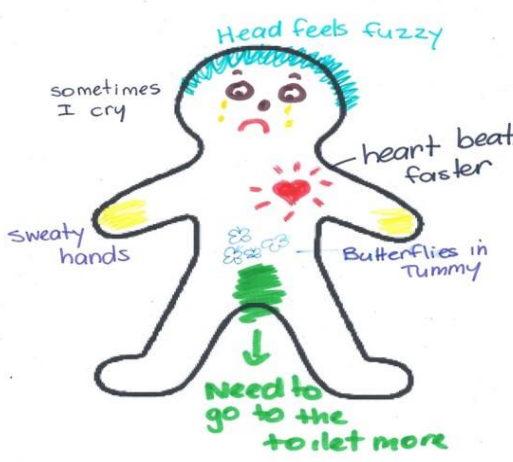


# Understanding what they feel and where (interoception)

Help them identify the physical sensations (feelings) – hunger, thirst, too hot.  
Then move on to emotions – happy, sad, angry, scared

Anxiety: Where do I feel it in My body?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

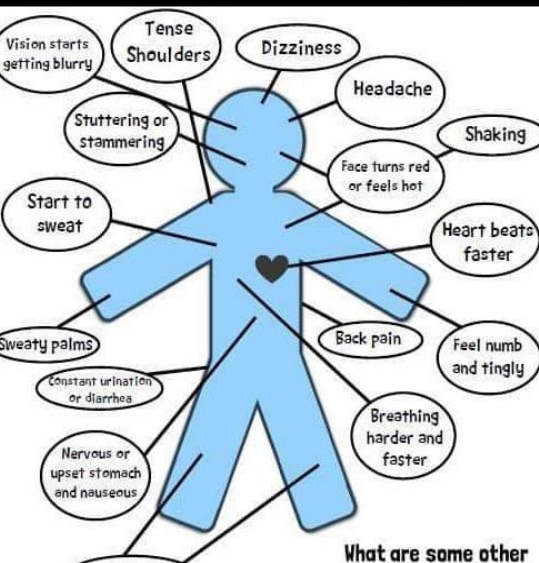


Hand-drawn figure of a person with various physical symptoms of anxiety labeled:

- Head feels fuzzy
- sometimes I cry
- heart beats faster
- sweaty hands
- Butterflies in Tummy
- Need to go to the toilet more

What kind of things make me feel anxious?

school tests parties  
food Mum and dad Fighting



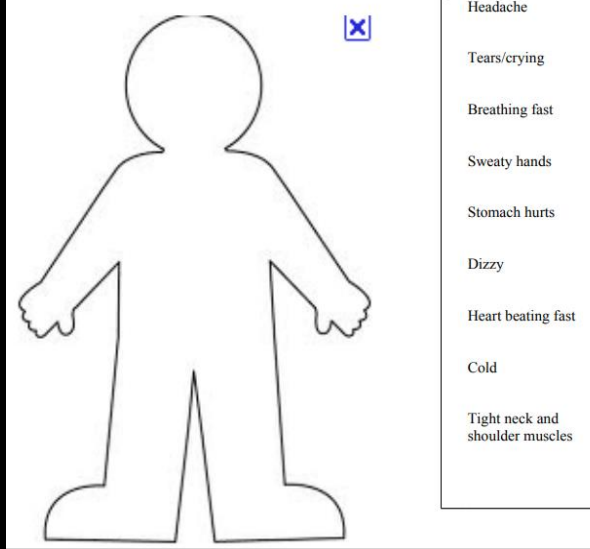
Blue silhouette of a person with various physical symptoms of anxiety labeled:

- Vision starts getting blurry
- Tense Shoulders
- Dizziness
- Headache
- Shaking
- Stuttering or stammering
- Face turns red or feels hot
- Heart beats faster
- Start to sweat
- Sweaty palms
- Back pain
- Feel numb and tingly
- Constant urination or diarrhea
- Nervous or upset stomach and nauseous
- Breathing harder and faster
- Legs feel weak

What are some other physical symptoms that you experience?

myemarks  
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For more resources, visit [www.myemarks.com](http://www.myemarks.com)

When I feel worried or stressed, my body might show signs of worry. Here are the signs that I might feel:



White silhouette of a person with a list of physical symptoms of anxiety:

- Headache
- Tears/crying
- Breathing fast
- Sweaty hands
- Stomach hurts
- Dizzy
- Heart beating fast
- Cold
- Tight neck and shoulder muscles



# Interoception

Parent and Caregiver Booklet



## 5 ways to teach emotions 😊

Give them the name for what they are feeling

Make sure your tone and facial expression and words all match!



Link emotions to a cause – for them and for others.  
*“I feel sad when.....”*  
*“You are happy because...”*

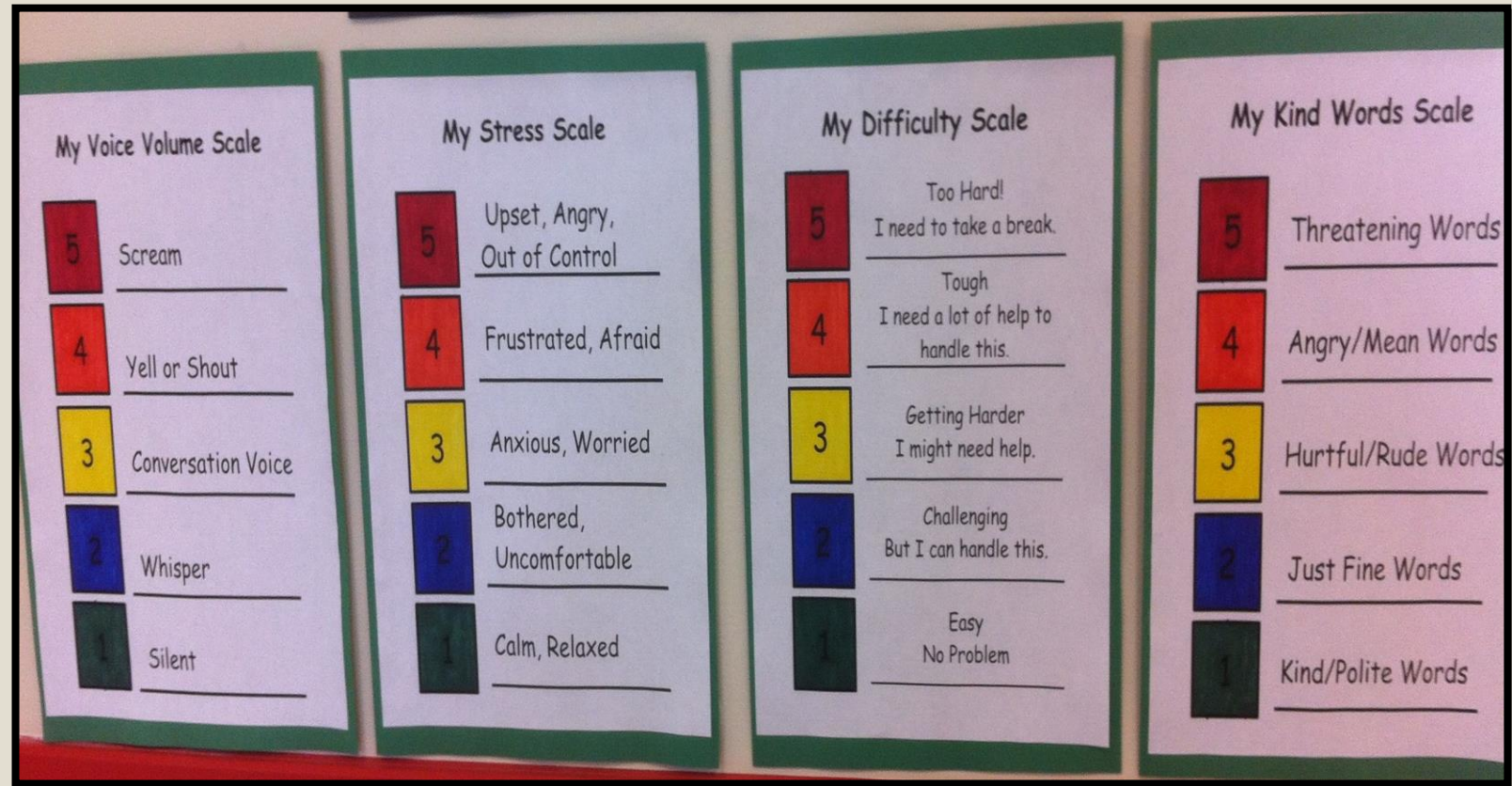
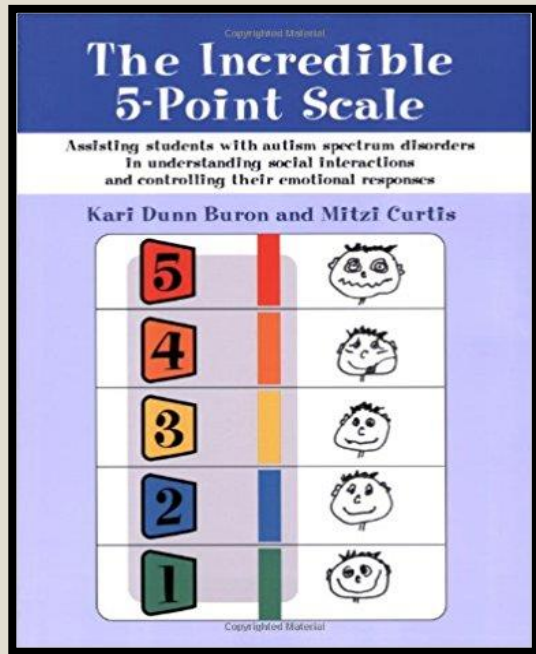
Teach emotions one at a time. Start with the easiest – e.g happy, cross, surprised and sad. Move on to harder ones - e.g. scared, bored, embarrassed.

Encourage children to look at faces to SEE emotions



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Hungry scale, thirsty scale, need to go to the loo scale, hot/cold scale, how much I like them scale ...





NEW: Picture word cards for younger children and those with more severe communication needs

**5**

**4**

**3**

**2**

**1**

# A "5" Could Make Me Lose Control!

An activity-based method for evaluating and supporting highly anxious students

Kari Dunn Buron



"5" is Against the Law!

How can I tell?

- 5** Drugs / Alcohol / weapons  
Destroy property / Harm someone
- 4** Break school / family rules
- 3** Truth Rude comments
- 2** Refusing tasks @help @share
- 1** Making messes / @cleaning up late, white lies Borrowing without asking



# A 5 Is Against the Law!

**Social Boundaries: Straight Up!**

An honest guide for teens and young adults

Kari Dunn Buron

2008 ASA LITERARY WORK OF THE YEAR

5	<p><b><u>Out of Control</u></b> The Hulk</p> <p>I feel like I am about to explode! I feel completely overwhelmed and may become unsafe.</p>	
4	<p><b><u>Starting to Lose It</u></b> The Thing</p> <p>I'm getting very angry and I may start to say things I don't mean.</p>	
3	<p><b><u>Anxious/Worried/Excited</u></b> The Flash</p> <p>I feel like I need to run away as fast as I possibly can.</p>	
2	<p><b><u>I Think I Can Handle It</u></b> Spiderman</p> <p>I am going to push myself to try my very best even if it is hard. I will feel proud when I get through it.</p>	
1	<p><b><u>Just Right</u></b> Superman</p> <p>Nothing can bring me down! I am a man of steel and feel on top of the world!</p>	

 <span style="font-size: 1.5em; font-weight: bold;">My Feelings Chart</span> 			
5		<p>I am feeling</p> <ul style="list-style-type: none"> <li>stressed</li> <li>angry</li> <li>out of control</li> <li>can't think</li> </ul> <p>Too noisy and loud</p>	<p><b>USE COOL DOWN CARD</b> Ask to have a break Take a break Go to a quiet space. Relax your mind. Cool down</p>
4		<p>I am feeling</p> <ul style="list-style-type: none"> <li>agitated &amp; confused</li> <li>it's too noisy</li> <li>Need to escape</li> </ul>	<p>Breathe slowly Sensory book/quiet spot. Move away from noise</p>
3		<p>I am feeling</p> <ul style="list-style-type: none"> <li>frustrated</li> <li>anxious</li> <li>mad</li> </ul> <p>I can't hear/understand or focus</p>	<p>Grab a bead loop to re-focus. Find my teacher tell them what I feel. Use special spot if needed</p>
2		<p>I am feeling</p> <ul style="list-style-type: none"> <li>nervous</li> <li>confused</li> <li>unsure</li> <li>frustrated</li> </ul> <p>Thing's don't make sense.</p>	<p>Grab a dinosaur from dinosaur box to self calm Look to my Buddy for help. I will be OK and safe</p>
1		<p>I am feeling</p> <ul style="list-style-type: none"> <li>happy / OK</li> <li>in control</li> <li>safe</li> </ul>	<p>I am ready to</p> <ul style="list-style-type: none"> <li>learn</li> <li>work</li> <li>focus</li> <li>be involved</li> </ul>

**THANKS FOR LISTENING**



**ANY QUESTIONS ?**