The National Autistic Society

Autism spectrum disorders

A resource pack for school staff

Accept difference. Not indifference.

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1. How this pack can help you

It is estimated that around 1 in 100 children under 18* in the UK has an autism spectrum disorder (ASD). In your school you may already have one or more children with the condition or perhaps expect one to start attending soon. You may already teach or support a child who does not seem to fit in somehow – and you wonder if he or she may have an ASD, but this has not been confirmed yet. You want the pupil to feel more comfortable in school and settle more successfully with his or her peer group as well as achieving greater success academically.

What this pack covers

This pack can be of help to any member of staff working in an education setting. We include information about the disability and how it may affect young people in primary and secondary schools, although the principles of the guidance here can also be applied in pre-school and in further education. We also include strategies to include children and teenagers in the classroom and in the wider school environment, as well as some resources to help young people towards an understanding of the condition. You may well find that the strategies included here for working with pupils who have an ASD prove very useful with other children, too. Using the materials and applying the principles highlighted in the pack will help you meet some of the requirements of your school's disability equality scheme.

In section 6 we list further resources which can be used with nursery, primary, secondary and further education pupils and which will give you more extensive tools to help you in your work. Our lists of books and DVDs for young people will also be useful for your school library. The final section gives you information about further help and support available from The National Autistic Society (NAS).

Planning the right support

If you are reading this and have not already spoken to your school's special educational needs co-ordinator (SENCO) to discuss your concerns about a particular pupil, then we advise you to do this, so that appropriate support can be planned. Consistency of approach across the whole school setting is an extremely important factor in supporting children with an ASD. When talking to the SENCO, ask if the child concerned has an individual education plan and/or statements of special educational need (England and Wales) or a co-ordinated support plan (Scotland) to see how your work with them may help to work towards their set targets. Your school's SENCO is vital to the success of any children with additional learning and support needs. Teaching assistants and learning support assistants with an understanding of ASDs can also play a key role in the successful inclusion of children with an ASD in school life, as can lunchtime supervisors. Good two-way communication between school and parents can further help to underpin the structure of the school's approach.

Your school may already have a copy of *Autistic spectrum disorders: good practice guidance,* originally produced by the Department for Education and Science (DfES) and the Department of Health, and now available from the Department of Children Schools and Families (DCSF), which contains essential information for all schools.

Giving you greater confidence

Our pack will help you feel greater confidence in working with pupils who have an ASD. The next section gives you an introduction to the characteristics of the disorder. You have probably come across a variety of different terms for this complex condition which encompasses a range of disorders on a spectrum or continuum. In this pack we have used the terms autism, Asperger syndrome, high-functioning autism and the umbrella term autism spectrum disorder (and its abbreviation ASD) as they are the ones which are most commonly used.

Note To avoid awkward repetition when referring to individual pupils with an ASD, we have used 'he' throughout the rest of this pack, but all that is said applies equally to girls with the condition.

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* Baird, G. et al (2006*). Prevalence of disorders of the autism spectrum in a population cohort of children in South Thames: the Special Needs and Autism Project (SNAP).* The Lancet, 368 (9531), pp210-215

2. What are ASDs?

An autism spectrum disorder (including Asperger syndrome) is a lifelong developmental disability that affects the way a person communicates with, and relates to, other people. It also affects how they make sense of the world around them. It is a spectrum condition which means that, while all people with autism share certain difficulties, their condition will affect them in different ways. More boys are diagnosed with an ASD than girls: a ratio of 4:1. Some people with autism are able to live relatively independent lives but others may have accompanying learning disabilities and need a lifetime of specialist support. A small percentage – perhaps 2% of people with an ASD[*] , who are sometimes known as 'savants'– may have a particularly special talent, for example, with numbers, in music or in art.

The three main areas of difficulty (sometimes known as the 'triad of impairments') are:

• difficulty with social interaction

This includes recognising and understanding other people's feelings and managing their own.

People with an ASD may:

- not understand the unwritten social rules which most of us pick up without thinking: they may stand too close to another person for example, or start an inappropriate subject of conversation
- appear to be insensitive because they have not recognised how someone else is feeling
- prefer to spend time alone rather than seeking out the company of other people
- not seek comfort from other people
- appear to behave 'strangely' or inappropriately, as it is not always easy for them to express feelings, emotions or needs.

Some may want to interact with other people and make friends, but may be unsure how to go about this. This range of difficulties can lead to problems in the classroom and the playground, with making friends and, in turn, bullying.

• difficulty with social communication

This includes using and understanding verbal and non-verbal language, such as gestures, facial expressions and tone of voice.

Many people with an ASD have a very literal understanding of language, and think people always mean exactly what they say. They can find it difficult to use or understand:

- facial expressions or tone of voice
- jokes and sarcasm
- common phrases, sayings and metaphors; an example might be the phrase 'It's cool', which people often say when they think that something is good, but strictly speaking, means that it's a bit cold.

Some people with an ASD may not speak, or have fairly limited speech. They will usually understand what other people say to them, but may use alternative means of communication themselves, such as sign language or visual symbols.

Others will have good language skills, but may still find it hard to understand the give-and-take nature of conversations, perhaps repeating what the other person has just said (this is known as echolalia) or talking at length about their own interests.

It helps if other people speak in a clear, consistent way and give people with autism time to process what has been said to them.

[*] Hermelin, B. (2005). *Bright splinters of the mind: a personal story of research with autistic savants*. London: Jessica Kingsley

• difficulty with social imagination

This includes the ability to understand and predict other people's intentions and behaviour and to imagine situations outside their own routine. This can be accompanied by a narrow repetitive range of activities.

People with an ASD find it hard to:

- understand and interpret other people's thoughts, feelings and actions
- predict what will happen next, or what *could* happen next
- understand the concept of danger, for example that running on to a busy road poses a threat to them
- engage in imaginative play and activities: children with autism may enjoy some imaginative play but prefer to act out the same scenes each time
- prepare for change and plan for the future
- cope in new or unfamiliar situations.

Difficulties with social imagination should not be confused with a lack of imagination. People with autism can be very creative and may be, for example, accomplished artists, musicians or writers. Many have very particular special, all-absorbing interests about which they may be very knowledgeable.

Sensory issues and routines

People with an ASD may also experience over- or under-sensitivity to sounds, touch, tastes, smells, light or colours. Many, too, prefer to have a fixed daily routine so that they know what is going to happen every day and love to keep to fixed rules. Some enjoy repeating the same activity over and over again. The daily 'hurly-burly' of school life can be extremely stressful for pupils who display any or all of these particular characteristics.

Asperger syndrome

Asperger syndrome is a form of autism. People with Asperger syndrome or high-functioning autism are often of average or above average intelligence. They have fewer problems with speech but may still have difficulties with understanding and processing language. People with Asperger syndrome do not usually have learning disabilities but may have specific learning difficulties, including dyslexia.

Other conditions

People on the autism spectrum may also have other co-existing conditions, for example, epilepsy, ADHD or dyspraxia.

3. ASDs in your school

The autism spectrum encompasses children who also have accompanying profound learning disabilities and little or no verbal communication, through to those with average or high IQ, including those with Asperger syndrome. Everyone with the condition shares three main difficulties, the 'triad of impairments' (see section 1, p2). In your school you may have children on the autism spectrum with a range of abilities: sometimes, though, it is harder to spot the children with Asperger syndrome as they may at first appear to have few difficulties as they often have a well developed vocabulary and may even excel at some subjects.

Pupils with an ASD who also have a learning disability and a limited vocabulary or do not speak will require a considerable amount of support. However, pupils with high-functioning autism or Asperger syndrome often have a low average to higher IQ and may have a well-developed vocabulary, but comparatively low *social* performance and emotional awareness of others feelings and thoughts, struggling to read facial expressions and body language. They find it hard to communicate effectively with others, often having problems interacting with adults and other children appropriately and adhering to the 'unwritten' social rules, which come naturally to other children. Pupils with Asperger syndrome may, therefore, also need a considerable amount of support in and out of school because of these difficulties.

How do these difficulties affect children at school?

Each pupil with a diagnosis of an ASD will be different. Some will be very quiet, others will be noisy and 'in your face'. However, because all children with an ASD experience difficulty with social interaction and communication they find it hard to learn how to play and get on with others. As they find it hard to 'fit in', often not understanding how other people feel, they can have problems in the classroom and in the playground, and in coping with the unexpected. They may not fully understand gestures, facial expressions or tone of voice. Understanding teachers and other school staff, the reactions of other children and participating in class can be challenging for them as a result. Because of this lack of understanding, children with an ASD can be very vulnerable to bullying (please also see our bullying resource *Bullying and autism spectrum disorders: a guide for school staff* by Alice Stobart – see p32).

Children with an ASD may find it very hard to cope with changes to their timetable or to teaching staff, for example. They may also struggle with subjects that use abstract ideas.

All people with an ASD, however, experience a fundamental difficulty in understanding other people's social communications and intentions, in 'putting themselves in other people's shoes' and in behaving in a way that will help them make and keep friends easily.

Recognising ASDs in children at school

Having an ASD does not affect someone's physical appearance. The signs of whether a child has the syndrome show in a pattern of behaviour which requires careful observation. Children with the condition may, for example, find it difficult to make eye contact with other people and some may tend to walk on tiptoe. However, the difference in behaviour pattern is much more complex than this and Asperger syndrome, for example, is more common than generally realised.

Here are some of the behavioural signs which can indicate an autism spectrum disorder. If the children/teenagers you have in mind show many of these signs and you know that they do not have a diagnosis, you should talk to the SENCO at your school for further advice about discussing this with the children's parents, and seeking assessment and possible diagnosis. Do the children/teenagers:

- struggle to make and maintain friendships with children of the same age, due to poor social skills, or show little interest in other children?

- find it hard to understand instructions unless very clearly spelt out and have difficulty completing class exercises or homework, despite reasonable intelligence?

- often become a potential or actual target for teasing and bullying because of how they appear and reacts to other pupils? Act aggressively as a result of bullying?

- find unstructured social time difficult to use appropriately – for example, sit on their own at lunchtime or try to join in games unsuccessfully at playtime?

- show a poor awareness of others and how they may be affected by their behaviour – for example, by contradicting or being non-compliant to teachers and other school staff; not sharing or allowing other children to join in their games; making inappropriate comments in class; talking too loudly, and over-reacting to losing?

- find changes to their routine quite difficult to cope with – for example, getting annoyed, in what seems a really disproportionate way, if they have a supply teacher or have to move classroom? Are they quite concerned if things do not happen in a set sequence?

- find group activities difficult – for example, because they have poor social skills or because they want everything to be done his or their way?

- often appear quite anxious in busy, noisy social situations – for example in the dining hall or during PE?

- find certain textures of material difficult to cope with against their skin – to the extent that they feel unable to wear certain items of clothing?

- use body language in a way that makes them stand out – for example, holding themselves awkwardly, lacking spontaneity in gestures and displaying limited or unusual facial expressions?

- speak in a tone of voice that is unlike those of their peers and/or communicate using words and phrases that are unlike those of their peers?

- exhibit behaviour or interests that make them stand out from the other children in the class?

What is it like having an ASD?

An alien culture

Imagine being suddenly placed in a culture alien to your own, where the people seem different from you, where you are always in danger of breaking social rules you do not understand, and you struggle to keep up with the flow of interaction that comes naturally to those around you. This is what it can feel like for pupils with an ASD in school: constantly bewildering.

Reading people

As soon as we meet someone we make all sorts of judgments. Just by looking we can often guess their age and status, and by the expression on their face, what they are feeling. This enables us to judge what to say and how to say it. We intuitively adapt to the other person without much 'thought'. This ability that most people have is the central communication difficulty for pupils with an ASD.

Teaching and supporting pupils with autism in school

People with an ASD think and learn differently. Therefore they require a different approach and this could mean different application of school rules on occasion, for example if a behavioural issue has arisen.

This is not to excuse poor behaviour, but it is an understanding that punishing a pupil with an ASD is often counter-productive since their behaviour difficulties usually stem from their lack of real understanding. It is

often really helpful to look very carefully at what has triggered the reaction of the pupil in the first place, to work at ways of avoiding such situations and of increasing their understanding of similar circumstances.

Aggressive acts, for example, are more often related to anxiety because of an inability to understand the behaviour and motives of other people around them. Attention-seeking behaviour is often about feeling left out as they have not been able to follow the subtleties of everyday social interaction and jokes going on around them. It is very much in the whole school's interests to implement ways of helping pupils with an ASD cope with daily school life. A range of strategies can be used to support a pupil with an ASD: section 4 of this pack offers guidelines for communication and an overview of strategies which may be appropriate.

Under the law schools need to make 'reasonable adjustment' for pupils with this disability (*SEN and Disability Act 2001*). ASD is a disability: your schools' disability equality scheme should cover the adjustments that should be made to give equal access to people with any disability into the school.

He behaves OK at school, but at home he is a nightmare...

This is also a common comment by parents and is rarely the result of poor parenting. The over-riding physical state for most people with an ASD is anxiety. This anxiety is a result of trying to constantly keep up with demands made by school staff as well as other pupils' jokes and conversation.

It can be difficult for people who have not, for example, come across Asperger syndrome before, to appreciate the level of pupils' anxiety especially as many have learnt to develop a superficial veneer of coping - appearing to fit in socially in order to avoid being labelled strange and because many are keeping doing their best to keep up with school work.

However, many pupils with the condition explain that by the time they get home they are feeling stressed, angry and worn out. These true feelings inevitably come out when they are at home and they can vent their frustrations – and parents and other family members bear the brunt of this. If parents come to you with this kind of comment, especially if they are unclear about what has been going on at school, it can be helpful to work out ways of keeping them in touch with school/homework activities or any particular incidents by using a home school diary or planner. Parents can also let you know of any issues in the same way, so it is important to check the diary or planner on a very regular basis: this kind of two-way communication is a very helpful tool.

4. How can I help children with an ASD at my school?

This section of our pack offers guidelines about communicating with pupils who have an ASD and gives an overview of various approaches and strategies that teachers and support staff can use to help support and develop the skills and learning of children with an ASD. They can be selected and adapted according to the age range and ability of your pupils and your school.

Communicating effectively

The following guidelines on communicating with pupils who have an ASD may also prove helpful with a wider range of pupils. The level of language can be adjusted as appropriate to the pupils concerned. Visual aids may also need to be used, especially with children who have little or no speech, but these can also be useful with children whose speech may be more developed.

- Be as clear in your communication as possible and say exactly what you mean. Anything merely *implied* will probably not be understood. For example, asking, 'Would you like to get your work out now?' may get the very honest (but unintentionally annoying) answer, 'No!' Similarly, you may ask, 'Can you just sit over there?' or 'Can you pick up that piece of paper and put it in the bin?' and get the answer 'Yes', followed by no action: the answer has been truthful, but the pupil may well not have understood that you were actually asking them to carry out the action

.

- Keep your language direct, avoiding the use of double meanings, sarcasm, teasing, complex open questions or subtle jokes, unless you are really sure the pupil understands. Make sure that you have his attention before communicating. Use his name, but don't necessarily expect to gain full eye contact – this can be difficult for pupils with an ASD.

- You will probably need to slow down your communication – allow several seconds for the pupil to process new information and to respond before you give more information, or repeat your request.

- Check that he understands what he has to do in class or for homework. He may not necessarily understand just because he can repeat back the instruction you have just given. Processing verbal information tends to be harder for pupils with an ASD. Visual aids can help.

- Make sure that the pupil knows what is expected of him in school, for example, where he should be in the classroom or for each lesson; how to negotiate around the school site; what homework is expected; where he is able to go at break and lunchtime, if being in the playground causes too much stress, or what time the day trip will return to school. Most difficulties occur as a result of insufficient information about what to do in different social situations.

- Be patient. A few pupils will seem to be intentionally aloof (avoiding eye contact), rude or disinterested. This is rarely the case. Pupils with an ASD usually do not have the basic social understanding to realise how they appear to others. Occasionally they may say or do things that seem to threaten your authority in school. Try not to take this personally, but deal with it in a calm way. The person's difficulties are the result of biological differences in the parts of the brain that regulate social behaviour and understanding.

- Ensure that there is a planned exit strategy available if a pupil has difficulty regulating his behaviour in class, for example, a quiet room he can go to when stress levels get too high, or a particular quiet area.

- Avoid confronting an angry/upset pupil by arguing or raising your voice. Many people with an ASD are very sensitive to noise, some finding loud noise physically painful. A raised voice will not help him understand what is wanted. Use a calm, neutral tone of voice – do not shout, or expect him to be able to read facial expression and gesture. Instead try to divert and defuse the situation. For example, allow the pupil to 'exit', giving a clear alternative choice, a compromise if possible. Sometimes a visual support, such as a card with a photo of the quiet room, will help him to understand what you want

him to do next. If there is no room for compromise, make the request a couple of times, allowing plenty of time for him to process this information, then calmly, with few words, follow through the consequences of non-compliance if necessary (which should already have been explained very simply and clearly).

- Home/school diaries and/or school planners can help reinforce what is being communicated and keep parents informed.

A range of support strategies

Choosing the right kinds of support for the individual child is important. The following list offers a wide variety of approaches which can be used according to the child's needs.

Using visual aids

Children with an ASD often find it easier to understand the world about them through visual aids. Teachers can use a visual timetable showing times and simple drawings of the activities, so that the pupil knows exactly what they will be doing and when. This approach can be applied to all kinds of sequential processes. For a child at primary school who is particularly anxious about getting changed for PE, for example, a sequence of photos or illustrations of each stage of the process can be invaluable. The- visual aids can be laminated to make sure that they are robust and displayed where appropriate. Many schools use computer software packages to write out stories, descriptions and instructions in both words and symbols simultaneously. Other visual supports include written lists, objects and calendars which can help children understand sequence and predict what is to happen. Parents, too, may well value copies of the timetables so that they can help their children to be organised for the school day. For older pupils who wish to keep their visual supports discreetly, pasting their visual timetables into a school planner can be helpful, as can keeping pictorial reminders on a key ring in a pocket. Clocks or sandtimers can be a useful aid, too, for those who find it difficult managing their time. Please see our resource lists on pp28 for more information about useful resources.

The Picture Communication Exchange System (PECS)

PECS is a commonly used approach to teach children who have limited language. Teachers use pictures as symbols to teach children the names of different objects. Gradually a child is taught to exchange a picture for the object he or she wants, to construct simple sentences using the pictures, and indicate choices between various objects.

Social stories™

Children with an ASD who can read may be taught how to cope with different situations using the technique of social stories™, first developed by Carol Gray. Stories are written for the individual child, explaining in very clear and simple words and pictures, step by step, what will happen in situations where they may feel anxious and how they should cope with situations they find difficult. For instance, a social story™ might be used to explain what a child should do on a bus journey or when they hear a fire alarm.

Comic strip conversations

Comic strip conversations assist children with autism to develop greater social understanding, by providing visual representations of the different levels of communication that take place in a conversation, using symbols, stick figure drawings and colour. By seeing the different elements of a conversation visually presented, some of the abstract aspects of social communication (such as recognising the feelings and intentions of others) are made more concrete and are therefore easier for the child to understand.

TEACCH (Treatment and Education of Autistic and related Communication handicapped Children)

This approach is widely used within special schools and can be adapted for use within a mainstream setting. It focuses on altering the environment and using visual supports, such as timetable and schedules, to help provide structure, reduce stress by making it clear what is to happen throughout the day, and improve understanding. Children are given clear instructions for every stage of an activity, usually presented in a visual way.

SPELL

The SPELL framework has been developed by The National Autistic Society's schools and services to understand and respond to the needs of children and adults with autism. It recognises the individual and unique needs of each child and emphasises that all planning and intervention be organised on this basis. SPELL stands for Structure, Positive, Empathy, Low arousal, Links.

- **Structure** makes the world a more predictable accessible and safer place and can aid personal autonomy and independence.

- **Positive** approaches and expectations seek to establish and reinforce self confidence and self esteem by building on natural strengths, interest and abilities.

- **Empathy** is essential to underpin any approach designed to develop communication and reduce anxiety.

- The approaches and environment need to be **low arousal**: calm and ordered in such a way so as to reduce anxiety and aid concentration.

- Strong **links** between the various components of the person's life or therapeutic programme will promote and sustain essential consistency.

Distraction-free environment

Children with an ASD can benefit from working in a distraction-free environment. It may be possible for primary teachers, for example, to allocate an area of their classroom which can be kept as free from anything which may distract the pupil from their tasks, but where they may see their visual timetable. Subject teachers at secondary schools may like to find the best seating position in their classroom for a pupil with autism. In large schools, a quiet area available to pupils who have additional learning needs can be very beneficial.

Social skills

Some children with an ASD respond well to drama and role-play activities to help them learn social skills such as greetings, turn taking in conversation and watching for cues in social skills groups. A 'circle of friends' or buddy system can also help a child with autism understand the social world of the classroom and the playground (see below).

Circle of friends

A circle of friends encourages the development of a support network for a child in a structured setting, which can also extend to outside this setting. Six to eight willing and sensible children are recruited as volunteers to form the circle of friends. Meeting regularly, they can help the child to express his feelings and decrease anxiety levels. This can lead to improved social integration and higher levels of peer contact. It is not an approach to provide instant friendship, but over a period of time, the child may be able to build closer and better relationships with other children.

The group will need awareness and training on how to communicate and make the person feel more included. The form of support will depend on the pupil's needs, for example – helping the person join in lunchtime games, walking the pupil home after school to prevent bullying, reminding the pupil about homework or getting them to the next class on time. The group usually meets one lunch-time every few weeks to review the support methods and progress, with close monitoring and support by staff. (Barratt, P. et al, 1998, *British Journal of Special Education* vol.25 no.2)

Buddy system

Finding a buddy for a child with autism – possibly in the same year group or older - can help increase their confidence. They will have someone to turn to if they have difficulties understanding what is going on around them socially, or a problem understanding jokes, or problems with other children.

Mentoring

Older children may well benefit from having a mentor who could be an older pupil, a teacher or a member of the school support staff. Regular mentoring sessions offer the possibility of dealing with any problems which have occurred in the previous week, or looking at the coming week and planning how to deal with things which may cause anxiety. Buddies and mentors should also have a good basic awareness of ASDs and how they affect an individual.

Behaviour

The behaviour of some children with autism is not always easy to deal with. It may not always be immediately obvious why a child is behaving in a particular way, and it can be hard to control the situation without knowing more about what lies behind it and what kinds of strategies to use. With limited verbal communication, a child with autism may, for example, not be able to express their feelings of anxiety, discomfort, or frustration except in an outburst of unwanted behaviour. They may have learnt from experience that sometimes such behaviour achieved a desired object. Children with Asperger syndrome whose verbal communication is not severely impaired may, however, also not be able to communicate their anxieties clearly and may react in what may seem to be an extreme way. Therefore staff need to analyse what was happening before the outburst that might have upset the child, and teach him some other way of communicating what they want or what the problem is.

Monitoring cards/Time out cards/Exit passes

It may be useful for some pupils to use special coloured cards to indicate their extreme anxiety to the class teacher or to a teaching assistant rather than have to try and explain in detail what is wrong and interrupt the flow of the lesson under the gaze of all the rest of the class. The card could simply note that they will need some extra monitoring in class, or offer an exit strategy which has been agreed by staff at school, saying something like 'Urgent: please be aware that Paul sometimes has difficulty coping with social situations. If he puts this card on your table he is feeling very stressed and needs to go to the learning support department.'

Avoiding bullying

As we have already mentioned, because autism affects a person's ability to understand social behaviour, children with autism may well be vulnerable to bullying, or occasionally may display bullying behaviour simply to get a reaction from other people. A range of approaches to deal with this can be found in *Bullying and autism spectrum disorders: a guide for school staff* by Alice Stobart (see page 32).

Coping with transition times

For some children with an ASD lesson changeover times, breaktimes and lunchtimes pose particular difficulties as they become particularly anxious in the unpredictable and noisy hustle and bustle. It is helpful to have strategies in place which can help overcome these problems. It may be appropriate for the pupil to be allowed to leave the classroom a little early just before all the others so that they can get to the new classroom without encountering large crowds. Alternatively, a buddy or mentor may be able to help at these times. Breaktimes and lunchtimes could also be made less tense if buddies or a circle of friends could help – or if there were a calm place to go to when necessary – see below.

Safe place/calm refuge

It is extremely helpful to have a planned place of refuge for children with an ASD where they can go when their anxieties become so great that they cannot manage in either the classroom activity or break or lunchtimes, especially if their circle of friends, buddy or mentor are not available for some reason. In secondary schools, for example, this could be the learning support department or a specifically designated pastoral room which is supervised. In primary schools, depending on the situation, it may be possible to go to the library or other calmer area of the school perhaps with a learning support assistant and become involved in a quiet task.

Autism outreach team

Is your school able to have access to an autism outreach team? They may be able to help you with training or work out some specific strategies for individual children.

Further information and help

If you would like more information about these and more teaching strategies, please look at our resource lists on pages 30-39.

Information sheets about some of the topics and approaches mentioned in this section are available on the National Autistic Society website: www.autism.org.uk/a-z or by telephoning the Autism Helpline on 0845 070 4004.

You may also be interested in courses and training about autism spectrum disorders and education. To find out more please look at the training area of our website: www.autism.org.uk/training

Further information for professionals, students and researchers is also available from The National Autistic Society's Information Centre. Tel: 0845 070 4004 or 020 8903 3599, or email: info@nas.org.uk

5. Lesson resources for raising autism awareness and understanding among pupils

We include a range of different resources here which you can use or adapt with your classes according to their age and level of understanding.

You may be doing this, for example, as part of a general project on disabilities. Alternatively, you may be introducing the subject of autism or Asperger syndrome to children in your class because a pupil has just been diagnosed with the condition or has just decided that they would like the class to know that they have an ASD. In this case, it is best to decide beforehand with the pupil concerned and their parents whether they would like to be present during the lessons or not: some children with an ASD may like to explain about the things that they are good at but also the things that they find hard.

Our first resource on p13 is a worksheet aimed at primary-aged children specifically to help explain autism in fairly simple terms to the children as one of their classmates has the condition. You may like to use all of this, going through it with your class, or adapt parts of it to suit your needs.

Our second on p17 explains Asperger syndrome in the form of a lengthy explanatory case study. It is detailed and is suitable for older primary school pupils and secondary level pupils.

Our third resource on p20 offers an extensive plan for more than one lesson which includes activities (pp21-22) which can be adapted for the primary pupils at KS2 level (and some can be made suitable for KS1), and for KS3 and 4 at secondary school. It also includes a selection of case studies beginning on page 23 which will be mostly of interest to upper primary and secondary school pupils.

Our fourth resource on page 27 is a reward chart to use with primary-aged children with an ASD to help promote positive behaviour in the classroom. This also doubles up as a colouring activity.

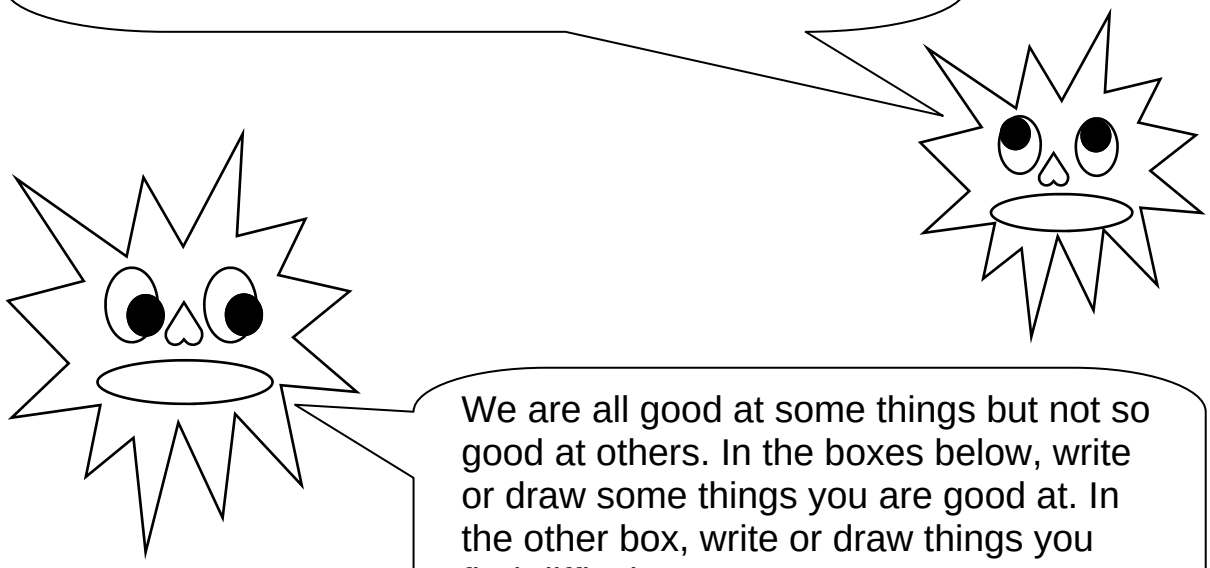
Autism worksheet

Name……..

For primary schools

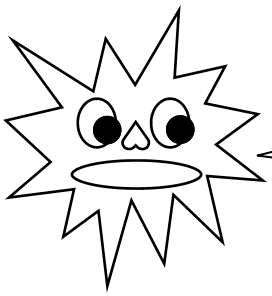
Hello, my name is Ziggy. I am here to tell you about your new classmate who has something called autism. Write their name below.

……



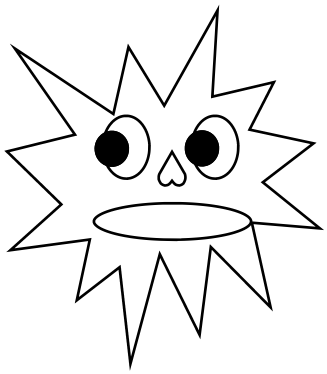
We are all good at some things but not so good at others. In the boxes below, write or draw some things you are good at. In the other box, write or draw things you find difficult.

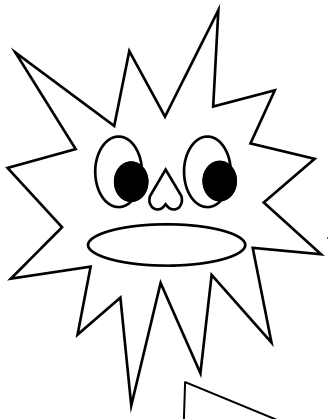
I am good at:	I am not so good at:



If a person uses a wheelchair, you know they have difficulty walking. If someone is blind, you know they cannot see. These people have disabilities. Autism is a special kind of disability.

People with autism find it hard to know what to talk about or what to do when they are with people. They can find it hard to play games or pretend.

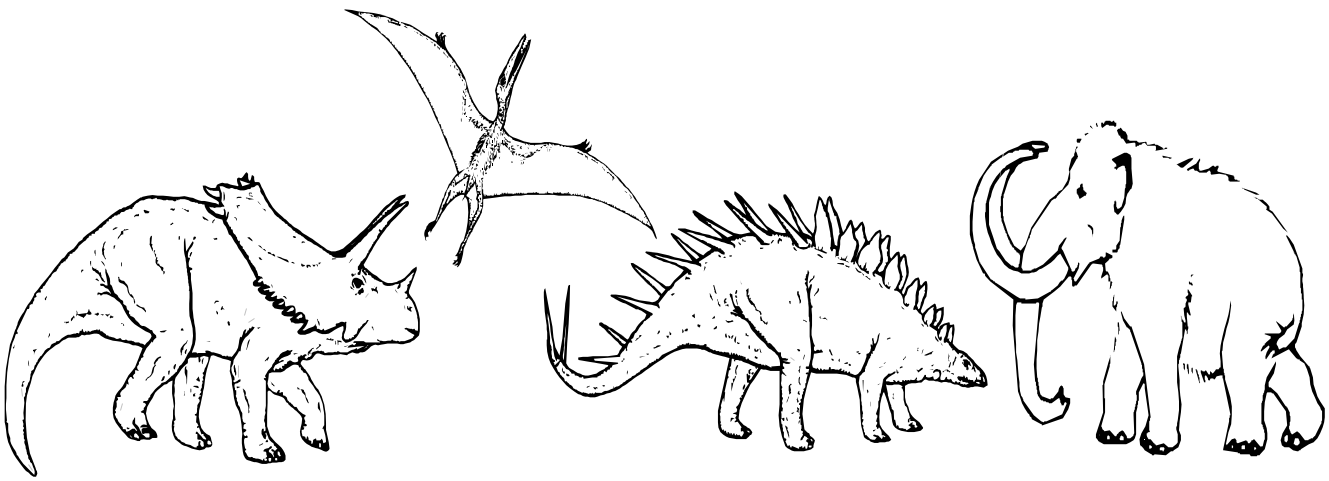




You may find your new classmate does not talk in the same way as you. They may say very little or repeat what you say. They do not mean to be rude or tease you.

They may talk over and over about the same thing, like dinosaurs. Try telling them they can only talk about this thing they are really interested in at certain times, such as playtime. You may need to keep reminding them of this rule.

Colour these in



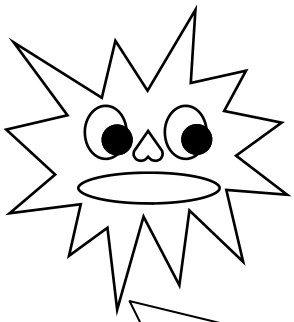
Sometimes you might find it is difficult to tell when someone is joking with you or teasing you. People with autism find this extra hard and you might have to tell them “That was a joke” or “I was only joking.”

Can you tell what the following faces are trying to express? Write your answers on the dotted lines. I have done the first one for you.

 **……I’m happy……**	 ……
 ……	 ……
 ……	 ……

People with autism find understanding faces very difficult. Sometimes when you smile at someone with autism, they might not smile back. This does not mean they are being rude or don’t want to be friendly. They just find it hard to understand that you want to be their friend and you might need to tell them that.

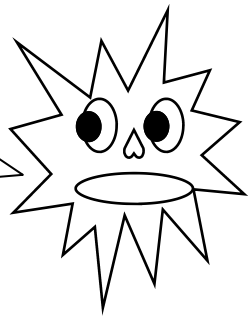
I am your friend



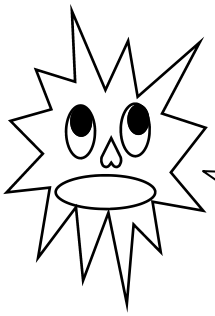
When you were very small, you had to learn to be polite like saying “please” and “thank you.” You also had to learn not to point at someone and say, “You are really fat.”

Rules like these are really difficult to learn if you have autism. If someone with autism says something like that, they don’t mean to be rude. It’s not telling tales if you ask your teacher to explain to them that what they are saying is rude and why they shouldn’t say it.

All children sometimes behave in ways that seem naughty. It is really hard to understand but children with autism often don’t know when they are being naughty. Your teacher may have to explain to them something is wrong.



Children with autism may also find it difficult to play your games. If they want to join in, you or your teacher may have to keep showing them how to play your games and how much fun it can be. It may help if you explain the rules every time you play.



Please talk to your teacher if there is anything you don’t understand in this worksheet. I hope you will enjoy making friends with your new classmate. Goodbye for now. **Ziggy**

Lesson resource 2*

Introducing Asperger syndrome*

When Martin joined his school in year 7 his classmates thought him 'strange'. He found it hard to get on with them socially, although he seemed to manage school work quite well. Martin was really good at maths and science and very knowledgeable about certain topics such as dinosaurs. However, he kept on talking about his favourite subject - tarantulas, unaware that people had lost interest. He also didn't understand when someone was joking, as he took what was said literally. For example, one day when a fire broke out in the school, one of the pupils jokingly said that she could make the most of it and use it to toast marshmallows. Martin believed that she really was going to do this and told her it was dangerous, instead of laughing.

Martin has a condition called Asperger syndrome.

What is Asperger syndrome?

Asperger syndrome is part of what is known as the 'autism spectrum', which is the phrase used to refer to the wide range of this disability. People who have autism have a special kind of disability that affects the way they communicate and relate to people around them. They may also have special or particular ways of doing things. Martin had to put in things in his bag in the same way every day.

You may know somebody with a different kind of disability, for example, someone who is deaf or blind, or uses a wheelchair, or who has learning difficulties. Autism is a disability, too, but can be quite difficult to understand. Children and adults with autism look just like anyone else without the disability (although they may behave differently). Asperger syndrome is a form of autism named after the Austrian doctor who first described it. It is at the higher end of the autism spectrum. This means the individuals are of average or higher than average intelligence. People towards the other end of the spectrum (sometimes called classic autism) have learning difficulties and sometimes do not learn to talk.

There may be a person in your class or school who has Asperger syndrome. They may have some of the talents or difficulties experienced by Martin. However, it is very important to understand that all people with Asperger syndrome are different, just as you are different from your friends. They will not be exactly the same as Martin.

Characteristics of Asperger syndrome

People with Asperger syndrome may want things to stay the same all the time. For example, they may find it difficult to cope with changes to their school timetable or a different teacher. Martin insisted that the knots on his shoe laces had to be tied in exactly the same way. He also lined up the things he needed to take to school and got angry when his brother interfered with them. Another example can be found in the book *Blue Bottle Mystery* (see reading list on p37). Ben gets very upset when his father mentions he is thinking about moving house. He cannot see the advantages of a new home.

Having Asperger syndrome can make it difficult for people to understand what other people are feeling or thinking. You may need to tell them what you are feeling. It is also hard for the person to explain what they are feeling or thinking themselves. Sometimes they may talk on and on about the subject in which they are interested. You may need to let them know when they have told you enough. One idea is to suggest they only talk about their favourite subject at break times.

Children and adults with Asperger syndrome sometime have difficulties in understanding language. They may take things literally, and not understand particular sayings. For example, once when one pupil said to Martin 'You scratch my back and I'll scratch yours', meaning 'You help me and I'll help you,' Martin replied, 'But my back doesn't need scratching.' They also have difficulties in understanding non-verbal communication – body language and facial and emotional expressions, for example. Ben in the *Blue Bottle Mystery* has to be taught about crying and tells his friend, 'Grandma says tears mean someone's sad'.

* The content of this case study is based on a realistic portrayal of Asperger syndrome taken from the TV series 'Grange Hill.'

How do doctors test for Asperger syndrome?

Sometimes, if you are unwell and go to see the doctor, you may have a blood test to find out exactly what is wrong with you. At present, it is not possible to test for autism or Asperger syndrome, although research is being carried out to see if a test can be developed. Instead, a paediatrician (a specialist children's doctor) or another qualified health professional will carry out an assessment. This assessment may include observing the child in the clinic, at home or in school and intelligence and language tests. Parents also give a detailed history of how their child has developed.

Causes

It is thought that Asperger syndrome is caused by differences in the brain. This does not mean that people with Asperger syndrome cannot do well at school. Martin, although he had difficulty with English, was extremely good at maths and science and very knowledgeable about certain subjects.

Making friends

Children and young people with Asperger syndrome canfind it difficult to make friends. However, that does not mean they don't want friends. Martin told his brother how much he wanted to make friends – but they didn't understand him and he didn't understand them. This is where you can help your classmate.

The most important thing is to try to get to know them – and a good starting point can be your school work. Just as you and other friends in your class may help each other with school work, their particular interests can be very helpful at times, too. For example, Martin's knowledge and ability was very helpful in science. He was also able to help other classmates with some computer work. Talk to your classmate with Asperger syndrome just as you would talk to any of your other friends, but you may have to be patient and explain things in some detail. Sometimes it may take a while for them to answer a question or do something you have asked.

At times you may get frustrated with your friend with Asperger syndrome just as you can from time to time with other friends or your brothers and sisters. Remember, too, that just as there are times when you want to be alone, there will be times when your friend wants to be left alone. If you don't know what they want, ask them! At other times, they may get frustrated with you, too.

It is also important to try not to get cross with them for something they do that bothers you or something they don't do that you think they should. Sometimes they cannot understand what is expected. Perhaps you can try and explain really clearly what the problem is. Remember how it feels when you are trying to do something you find very difficult.

Be a buddy

Children and young people with Asperger syndrome can be the target of bullying. One young person with Asperger syndrome has told us how bullying left him in tears for hours every night. What made matters worse, was that he was being bullied by someone he thought to be his best friend.

One of the reasons that pupils with Asperger syndrome are bullied is because they find it so difficult to communicate and relate to others. For example, when they don't understand a joke, other people may tease them about this. What is needed is a 'buddy': your school may already encourage pupils to be a buddy to other pupils who are finding it hard to settle into school life. Martin's buddy was able to explain when someone was joking and calm him down if necessary.

To be a buddy all you need do is look out for your friend with Asperger syndrome. Ways in which you can help include explaining jokes, teaching the rules of games, and helping them if they are being bullied, for example by encouraging them to tell the bully to stop. You may like to talk to a teacher first. If you would like to discuss how you can help a friend with Asperger syndrome, you can contact our autism helpline. You can email them: autismhelpline@nas.org.uk or telephone them on 0845 070 4004 (10am-4pm weekdays).

Being sensitive to sound

People with Asperger syndrome can be extremely sensitive to certain kinds of sound, taste, smell, or touch. It is important to be aware that touch and sound can actually be painful to the person with Asperger syndrome. Martin found the noise of a drill unbearable. It is important not to make fun of someone if they cover their ears in reaction to sound and noise. Kenneth Hall, a young boy with Asperger syndrome, in his book *Asperger syndrome, the universe and everything* describes the sound of children's chatter as 'dynamite going off in my ears'.

Some children and young people with Asperger syndrome find it easier to be with just one other person at a time. It can be very difficult to be in a group. This can be particularly hard during break times, when there are a lot of children running about making a noise. In some schools, the child with Asperger syndrome may be allowed to sit quietly in the library or another calmer area of the school. It may be that you are allowed to keep them company before returning to the normal routine of lessons.

Lesson resource 3

Introduction

These materials have been prepared for a two-lesson introduction to autism and Asperger syndrome. They include some activities and case studies for introducing autism to a class: you can select which you think will be most successful with your class. Timescales suggested are wide-ranging and will depend on your lesson length and can be adapted to the ability level of your pupils.

Points to highlight in the lessons are:

- that autism (including Asperger syndrome) affects a person's social and communication skills
- that autism is a broad spectrum of need and different individuals have different needs
- that careful planning, structure and organisation can really help someone with autism
- that it is important to treat all people with autism as individuals.

Lesson 1

One – ten minutes

A brainstorm with the whole class on what social and communication skills mean, covering the main areas below:

- speaking
- listening
- making friends
- understanding people.

Of course, this list can be added to. You can also use the ideas from the ideas for class and group activities, which follow.

Ten – 30 minutes

Explain that autism (including Asperger syndrome) is a disability that affects a person's social and communication skill and that it affects different people in different ways.

Over the next two lessons the class will be looking at what it involves, how it can affect different people and discussing what support can help people with autism, possibly leading to a written piece on the subject.

Hand out the case study sheets (see pp23-26) you have selected including questions. Read through with the class and have a discussion. Ask your pupils to study the different ways the people who feature in the case studies are affected by their autism. What problems have they faced and how have others reacted to them? How, if at all, are they supported in matters of structure, routine and anxiety. Ask them to think about the questions below.

- How does autism affect the person featured in the case study?
- How have other people reacted to the person?
- In what ways is s/he able to communicate and express themselves?
- How do you think that s/he might deal with social situations?
- What kind of help does this person find useful? How independent do you think s/he is? (Give three-five reasons for your answers)

30 – 55 minutes

In groups of four or five ask pupils to discuss the questions. Give each of the groups one or two case studies to work on, and then ask them to answer the question below:

- How can you best support someone with autism or Asperger syndrome?

Ask them to prepare three key points for a class discussion on the issue in the next class.

55 – 60 minutes
Plenary – draw class back together and go over the key points discussed in the class.

Lesson 2

One – ten minutes
Recap points from previous lesson: What is autism?

Ten – 25 minutes
Go back into groups and go over key points discussed last lesson, for whole-class discussion.

25 – 50 minutes
Class discussion on how to best support someone with autism.
Draw out points such as being reliable, making things structured and organised, giving clear instructions and helping individuals not to feel anxious. Sign language/visual aids can help those who are non-verbal. Emphasise that the case studies show people who are very different, for example, David is very able but Helen is much more dependent. Highlight the importance of treating people as individuals with different needs.

If a person with autism is in the class, he should be encouraged to explain things that help them. Other pupils should be encouraged to explain things they do that help support that person.

Activities to help introduce aspects of autism to a class

Aim: to reinforce previous work and to increase awareness and understanding.

Sensory activity
This activity can help the pupils understand why unexpected occurrences can be uncomfortable, which many people with autism have to cope with every day.

Select a range of edible and textured objects and place them in a box. These things can range from instant coffee granules to jelly. Ask for one volunteer to sit up at the front of the class and blindfold them. With each of your selected sensory objects, allow the pupil to either taste or feel them. The more unexpected the sensory object, the more surprised the pupil will feel. Things like coffee granules will be very unpleasant and give a better understanding of how unexpected events can sometimes be distressing. With the different pupils you selected, ask them to explain how they felt when experience a taste or feel of an object they did not like.

- You could also offer the class something to eat or drink (checking beforehand that there are no allergies!) that looks like something they are used to but in fact is something else like a chocolate spread sandwich, with a dollop of mustard hidden inside or a glass of lemonade or water with some colourless flavouring in it such as aniseed. The unexpected can be more shocking than we expect. Ask them how important trust and respect is when building relationships with people with autism.

Importance of tone of voice
Address the class in a severe tone of voice, but saying friendly, positive words. Then speak to them in a friendly voice, but using negative words eg. You are a very naughty group and I am angry with you all.'
This highlights the importance of tone and volume in communication. People with autism can miss these clues.

Listening and understanding gestures

Address the class in 'gibberish' or a foreign language, at the same time focusing on one pupil. In addition, gesture at him so that he stands up and begins to approach you. When he does this ask him in English why he is doing this. Tell him you weren't asking him simply to stand up and to come towards you, but were actually indicating to them to do something else (dependent upon what your gesture looked like!).

This highlights the importance of non verbal clues in language and how instinctively we react to them. Explain that someone with autism may take a while to process speech and would find it hard to follow non-verbal clues. They might misinterpret them or not notice them at all.

Memorise a sequence

This is a game that some people with autism who have a fascination with order and sequences would find very enjoyable and would be very good at.

Ask the class to form a circle and choose one person to start the game by saying. 'Today I went to the shop and brought myself a....,' thinking of an item and adding it to the end of a sentence. The next person in the circle then has to say the sentence with the item the last person said along with their own choice of item. This continues around the circle until someone makes a mistake. That person is then asked to sit down, and the game continues around and around the circle until the last person is left. You can adapt the sentence to suit the class's interest.

- You can introduce an off-putting noise such as a drum, vacuum cleaner or a radio. This will make it harder for people to concentrate, giving a clearer understanding of why people with autism find distractions hard to cope with.
- Ask the pupils how this game made them feel. Did any of them feel frustrated when the loud noise started?

Writing for a teenage magazine

Suggest that groups imagine that they are working for a teen magazine. Their task is to work on ten top tips for making and keeping friends for one of the pages. How easy do you think it would be for a person with autism to understand these? Rewrite them or add explanation if necessary to take account of the difficulties which people with autism face. Think about the dos and don'ts.

Understanding 'personal space' activity

Make two pupils face each other at a space of about five metres apart. Ask one to walk towards the other, then stop when it's comfortable. Ask them why they feel it's comfortable.

Then tell them to take one more step, then another, until they are practically touching. Then join them.

Ask the class where this level of closeness is acceptable – eg on the bus, in a football crowd, on the tube, etc.

Ask them where it is not acceptable, eg at the beach.

Ask where this understanding is written.

Highlight that most of us do things by instinct, but people with autism have to learn these social rules which vary, depending on who is involved, where and when.

A range of case studies* for use in lesson one

Case study 1: David

David is an artist who has Asperger syndrome. He is becoming increasingly well known for his art and works part time in an art shop, supported by The National Autistic Society's employment consultancy, Prospects.

David is very successful in his art work. He completed an MA at the Royal College of Art in Communication Design in 1996. In September 1999, he set out to record the BBC's most important architecture at the turn of the century. In June 2000, he became artist in-residence to BBC Heritage. In 2000, David's life and career were the subject of a book written by Shelia Pain titled *Artists emerging*.

David was diagnosed with Asperger syndrome in July 2002. David has always been aware that he deals with things like money and relationships differently from other people. 90% of the time David says that he feels like he does not have Asperger syndrome. He explains that his disability means he can see things very clearly, like the buildings he paints, but that other things are sometimes confusing, such as communicating with people. David finds unpredictable events difficult to cope with. At an important exhibition David had this year, he became anxious because an aspect of the show did not go as planned. Because David was anxious, he forgot about other important aspects of the show, even though he had only been working on them the day before. Before David was diagnosed with Asperger syndrome, he did not understand why he would get so anxious about things. Since he has been diagnosed he and his family can find ways of dealing with problems. David's family has been very supportive throughout his life and have helped him to achieve his full potential.

David found out about Prospects, the NAS employment consultancy that supports people with autism and Asperger syndrome, who helped him to find a job and support him at work. David said that Prospects help him at work by offering different perspectives on a problem and coping strategies with uncomfortable situations. They have given support and advice for David when he has organised exhibitions.

Case study 2: Helen

Helen was diagnosed with autism at the age five and attended the first NAS School in 1965. Then there was much less of an understanding about autism. Psychiatrists believed that Helen should go to a home. It was with the help of a dedicated teacher called Sybil Elgar, her mother and a group of determined parents that the first National Autistic Society (NAS) school was set up. The Sybil Elgar School for children with autism. Helen was one of ten children who attended the school in Ealing. The school followed the same curriculum as the national system and taught the children, initially thought unable to be educated, to talk, read, write and socialise with others.

Once Helen and some of the other pupils reached the age of fifteen, their parents realised that there were not any other options or education available to them and worked together to provide a safe, happy environment for their children to grow and develop into adults. They worked together to build a residential home in Somerset called Somerset Court where Helen still lives today.

Helen is one of the less able residents and because of this she is unable to work. This does not mean that she prefers to do nothing. Helen enjoys routine and helps her carers with keeping her home tidy. She also enjoys activities in the form of games which help her with social situations, Helen also enjoys swimming and going on outings.

* All case studies marked with an asterisk are excerpts transcribed from interviews with young people with an ASD in 2006 for the NAS publication *Make school make sense for me – children and young people with autism speak out*. The background material was provided by their parents.

Makaton is a form of sign language and symbols which Helen uses to communicate to people because she is unable to talk. This allows Helen to express herself. Not being able to have a form of communication and expression would be very frustrating and could result in negative behaviour. When Helen was a young child she would often break things. This was the only way she was able to express herself without Makaton. Helen is very attached to her mother and father and, with the help of a home like Somerset Court, Helen and her family are able to have a positive and loving relationship and she is able to be quite independent.

"Somerset Court has given Helen an environment where she is able to get the most out of life." **Helen's mother**

Case study 3: Hugh (excerpts from a recorded interview)*

I'm Hugh, I'm 14, year 9 at school. I have one brother, one sister. Brother is younger, my sister's youngest.

What do you spend most of your time doing? Playing guitar, teach myself. Download stuff from the internet and learn the chords. I've got lots of CDs. I've got 195 CDs. I like rock.

What are your teachers like? They are all right.

Is there an assistant in the class? Yes. They are all right. They help me write and stuff. Usually using a laptop. It helps. I'm not very good at writing, my writing is awful, but I get my work done better when I type it. I can touch type. The education authority provided me with it. It broke before the Christmas holidays and they've recently deemed it irreparable. Now we're waiting for a new one to arrive. They've decided what to get.

So you've had a term without? Yeah. It had a hard drive failure. Luckily I backed it all up.

What other support do you have at school? I've got an exit pass now so that if something goes wrong I go out to the learning zone for support and stuff. It's quite a big area, there's a few classrooms and a computer room. There's not a quiet area specifically set aside, it depends what time it is. That's where I go instead of French. I got taken out of French at the beginning of the year. … it caused lots of stress. I do additional literacy stuff. Sometimes if it's really bad I go there, but not always. I can talk to someone. There's always someone there. It's good. I've been there a few times for stuff like that.

What's the hardest thing at school? People who I don't get on with.

Do you get bullied? Yes. It's the same group of people just annoy me all the time. They do a range of different stuff – chucking paper at me, paper and stuff in class…not usually in break time…Happy slapping me once, got seriously dealt with. I went up to the learning zone straight away before it got around. They got detention and badly shouted at.

Hugh has Asperger syndrome, which was diagnosed when he was seven. He is in a secondary school with a moderate learning difficulties resource base because there were no autism resource bases in his area at the time he moved to secondary school. His autism was much more of a feature when he was younger, but his obsession with domestic electrical goods has gradually changed into mobile phones, audio equipment and electric guitars, which others now see as cool and OK. He has developed reasonably good social skills and has become quite independent.

Case study 4: Eleanor, aged 16 (excerpts from a recorded interview)*

How many GCSEs did you do? Did nine and I got seven Cs, E for Maths and B for Art.

Have you ever been in serious trouble? Did graffiti on one of the walls. I was feeling really down at the time. I think that there were builders, stress and headaches. It was year 10. [I was] feeling lonely. There were some new girls who were really mean and finally I rebelled: hate this school so I damaged it. I was being robbed a lot – lots of money, my phone, phone charger, anything …out of spite. What was annoying they [the teachers] know I had problems with panicky situations, so to my face they would be really torturing, then talking to my Mum and Dad they'd day they understood. Why can't they ask, 'What's wrong. Why did you do this?' and I'd tell them. They never asked me, they just said, 'This is terrible; what is wrong with you?'

Do you have any friends at college? It's a bit slow to be honest. They've all gone into their own groups and you go into a group, do your best, practically sell yourself, laugh and humour and that. Then they don't give you an inch, they don't talk to you much. I get on more with the adult teachers, adults more than people my own age. There's something so intimidating when you are sitting on your own at a table, everyone else is in groups and someone comes up and says 'Can I take this chair?' telling you that they've got lots of friends but you haven't. At breaks, I like to look in the LRC [learning resource centre] cos at least I'm doing something. I'm not doing anything in the canteen…Sometimes I go to other people's tables….When it's too crowded, I go the chapel where it's quiet.

Do you have someone you can go to if you're finding things difficult? I have a couple of people, mainly one. Once a week with Pria, I do one-to-one with her. College organised that on the first day. About anything – mostly social, how my work is going…deadlines…we plan and I can do work wit her in that room. It works well. She can get a bit over the top and worry too much, so sometimes I don't tell her things…..And I've got as helper, James, in the lessons the whole time. Really helps. I've got a couple of As., never got an A in my whole life. Wouldn't have got that otherwise.

I want to go to uni, hopefully Goldsmiths cos that's quite close and does the subjects that I want to do and is very good. Something along the lines of art.

Do you know what you want to do after uni? Not really. I was put off by my careers adviser. I'd be telling her my ideas about what I want to do when I grow up, working at home, doing art. She said, 'Well that's very hard for someone with your problem.' Well if you'd seen my work, you'd see that my 'problem', my autism, is what makes me good at art in the first place. She's never, ever, seen my work but she kind of put me off having a career so I don't know what to do.

Eleanor,16, went to a mainstream primary, a special secondary school and is now attending a Catholic mainstream college where she is studying English, Fine Art and graphics at A level. She was diagnosed at three with high-functioning autism. She has high levels of anxiety, low self-esteem and, sometimes, difficulty comprehending what is expected of her. She finds it difficult not being able to socialize with her peer group, as this can make her feel very lonely.

Case study 5: Alexander (excerpts from a recorded interview)

I'm in year 6. I enjoy mental arithmetic, literacy and science. Partly cos I'm good at it, but partly because I'm beating everyone in class. Well, almost everyone…

There are about 29 in my class because there are usually one or two off sick, 31 in total. It feels a bit full at times...it makes me feel quite claustrophobic, but I try and act as normal. I virtually always succeed. For some reason I think that it makes my body temperature go up. I go to the library at break time – it's quiet and there aren't many people. I like the books, they are better company when everyone's screaming around outside.

In the past everyone used to bully me, especially year 6s when I was in years 4 and 3. Called me names…worst thing, in my class, one or two people who were hitting me. I felt really annoyed. No one helped. I did ask the teacher but it takes time. I usually do tell the teachers. One person in particular calls me a very large amount of names. Let's just say that I learnt some of my rudest swear words from what that person used to, or still, calls me. ….

I feel like I'm getting to the end of the tunnel. In the primary maths challenge, I got through to the final. I've done the final but I haven't got the results… I think I got 25 or more. I hope I did cos then I get a gold medal. I found out that I'd reached [the final] in assembly. They were a bit shocked. Everyone thinks I'm dumb. Some of them thought I'd cheated. Most of them changed their opinion. It made me very proud and I hope that no one is going to say that pride is one of the seven sins.

I eat lunch in the dining hall. I feel claustrophobic. It's deafeningly loud cos everyone's always screaming….

Sometimes people come and help me in class. They take me out and talk about things that happened recently. They tell me what I'm supposed to be doing. It's difficult to understand sometimes. Everyone has a timetable on the interactive whiteboard. It helps being able to see what's going on.

Alexander is 11 and was diagnosed with Asperger syndrome when he was nine. He attends a mainstream primary school with a minimum of help and is very bright academically, but he has some motor skills difficulties as well as social skills problems. He is very sensitive to noise, but has learned to cope. He only had one good friend at school who moved away two years ago.

Case study 6: Anna (excerpts from a recorded interview)

What kind of school do you go to now? Fremantles. I like it. It is good fun actually. The work, for instance, they make it fun.

I go to school in a taxi. The driver's name is John. I am in class 10. My teacher's name is Mrs Thelton – she is quite nice actually. She is very helpful. This week we have been doing work about spaghetti.

I like my classroom. I like listening to stories. Our work is on the walls. The teacher puts it there: I like to see that.

Assembly in the hall is difficult for me. |It is OK at lunchtime. It's noisy, but I like noise. In assembly we are all squashed up and I don't like it. I feel sad. We have to sit there a long time….

I like literacy and music. I don't like Fridays….

If I need help I ask my teacher. I have a learning assistant [but] I would always go to my teacher if I need help. If I get anxious I get in a tizz. I'm not sure why I get anxious. I bit my nails. I have to stay seated. They tell me not to worry. I write down my feelings. I have a timetable: it helps me to see what I have to do next, otherwise I get confused. If I feel upset I can go into another room. If I need to talk, I like to talk to Wendy. She is not my teacher, I just like her. I don't know why I like her.

My friends are Jonas, Jamie and Anna. I play with them….I was bullied in my old [mainstream] school. I was left out. It was hard. They would not play with me. They chatted to each other but not to me. That made me feel sad because I wanted to be friends with them.

Anna is 14 and has been going to a special school for three years, where she has grown tremendously in confidence. She is much, much happier and has some eyelashes now, after years of pulling them out. But she is very isolated socially…She is very obsessive and repetitive, especially when anxious. A lot of the world's goings on make her feel very anxious. She has a wonderful sense of humour. She doesn't like to go very far from home – home is safe. She has had a variety of diagnoses, including ADHD, severe dyspraxia and Asperger syndrome.

Reward charts for children with an ASD

Rewards can be used to promote positive behaviour at school. Neurotypical children will often receive social praise in the school environment and have an intrinsic desire to please the teacher. As such, they will strive to behave in an appropriate manner in order to get this. For children with an ASD, this social praise may not be enough to promote good behaviour. In fact, it may even be unwelcome to them. Reward charts offer a child with an ASD the opportunity to receive some tangible reinforcement for the positive behaviour they have presented. The sample charts included here (there is a choice of two) allow the child to see the progress they are making in class, while also reminding them of the specific target they are working on. They also double-up as a colouring activity to help children express their emotions and practise fine motor skills. Once all of the targets have been met the child is allowed access to their choice of reward.

Instructions

1. Ask the child to write their name at the top of the reward chart or get a member of staff to do this.

2. Establish with the child what reward they would like to work for. This may be a favourite toy or computer programme. It may also be a discussion about their special interest.

3. Decide on four targets for the child to work on, for example, sitting for five minutes, sharing pencils, completing an activity and requesting a break appropriately.

4. As the child reaches each of these targets, he/she can colour in the corresponding butterfly or rocket on the reward chart.

5. When all four targets have been met the child is allowed access to their chosen reward.

6. Keep the reward charts in the child's personal records so that the child can look back on them to see the success he/she has achieved in class.

Some children will need to receive the reward quite quickly, for example, for every minute the child stays in the group and so on. Other children may be able to cope with rewards which are spread over the whole day. The main point to recognise is that each child will be very different and will therefore need targets and rewards that suit him/her.

This activity was developed in partnership with BIC® Kids

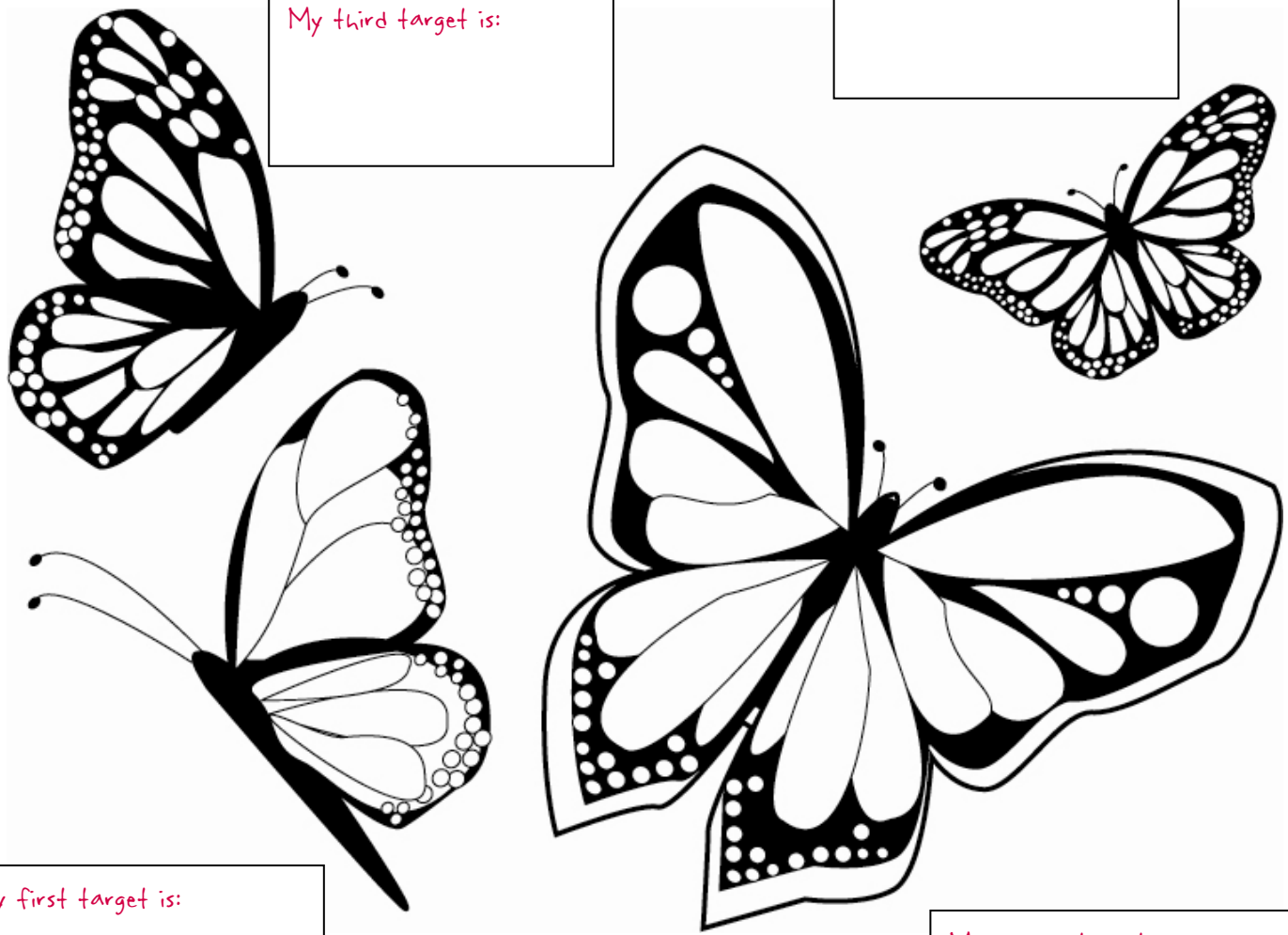
Reward chart

Child's name:

I am working for:

My third target is:

My fourth target is:



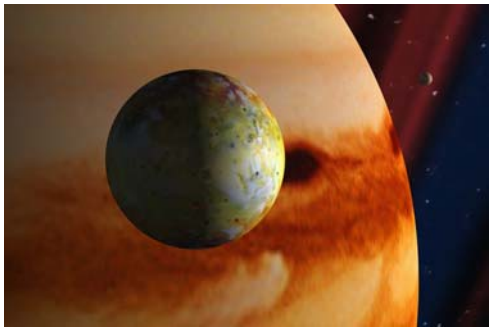
My first target is:

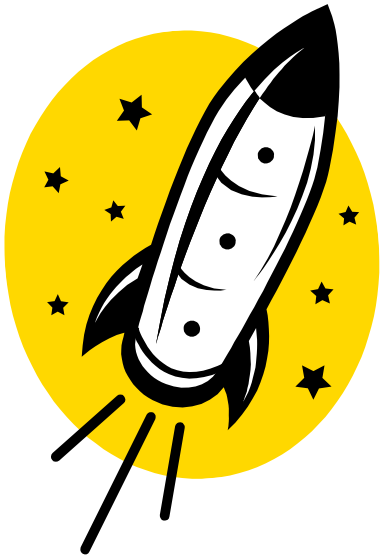
My second target is:

Reward chart

Child's name:

I am working for:

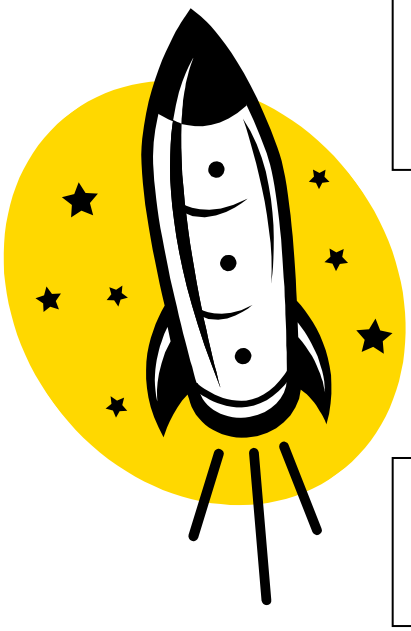




My fourth target is:

My third target is:

My second target is:



My first target is:

Resources

Staff resources

This is a selected list of useful books and resources on autism for people working in education settings. It is divided into five sections:

1. General background to ASDs
2. Education of pupils with an ASD
3. Early years and primary school education
4. Secondary education
5. Further and higher education

You may also find the lists of resources for pupils useful.

Some of the items are available from NAS Publications. To view our catalogue, go to www.autism.org.uk/shop

1. General background to ASDs

Attwood, T. (2008). *The complete guide to Asperger syndrome*. London: Jessica Kingsley,
A comprehensive guide to Asperger syndrome.

Hoy, R. (2007). *Autism and me.* London: Jessica Kingsley. DVD, 20 mins.
An 18-year-old with autism explains what it is like to have autism. Accompanying booklet.

Wing, L. (2002). *The autistic spectrum: a guide for parents and professionals.* London: Constable and Robinson
A clear introduction to autism spectrum disorders.

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2. Education of pupils with an ASD

Autism Working Group (2002). *Autistic spectrum disorders: good practice guidance. 2 vols.* London: Department for Education and Skills
Guidance intended to give practical help to those who make educational provision for children with autism spectrum disorders. In two parts, the first offers an introduction on the nature of ASDs and the range of educational interventions and the second a set of pointers to good practice in educational provision.

Available to download from: www.teachernet.gov.uk

Broderick, K. ed. and Mason-Williams, T. ed. (2008). *Transition toolkit: a framework for managing change and successful transition planning for children and young people with autism spectrum conditions.* Kidderminster: BILD Publications
Designed for use in nursery, primary and secondary schools. Includes a CD-ROM.

Dunlop, A.-W. et al (2009) *The autism toolbox: an autism resource for Scottish schools*. Edinburgh: Scottish Government
Guidance for schools and pre-schools in supporting children with ASD in the Scottish educational system.

Available to download from: http://www.scotland.gov.uk/Publications/2009/07/06111319/0

Dyrbjerg, P. and Vedel, M. (2007). *Everyday education: visual support for children with autism*. London: Jessica Kingsley

A fully illustrated guide to visual support aids that help to reduce the problems that children with autism experience in everyday life.

Farrell, M. (2006). *The effective teacher's guide to autism and communication difficulties: practical strategies.* Abingdon: Routledge

Pays particular attention to the difficulties teachers may encounter with speech, grammar, use of language and comprehension.

Hewitt, S. (2005). *Specialist support approaches to autism spectrum disorder students in mainstream settings*. London: Jessica Kingsley

A range of practical approaches to support pupils with an ASD with plenty of illustrative examples.

Knott, F and Dunlop, A.- W. (2007). *Developing social interaction and understanding: a resource for working with children and young people with autistic spectrum disorders.* London: The National Autistic Society

Designed for children in mainstream schools, a photocopiable resource bank, CD and booklet. Ages 7-14, but can be adapted for older pupils.

Leicester City Council and Leicestershire County Council. (1998). *Asperger syndrome - practical strategies for the classroom. A teacher's guide.* London: The National Autistic Society

This booklet lists the type of behaviours a pupil may present and directs the teacher to the relevant section in the book. Each section begins with a quote and is then divided into "making sense of it" and "things to try" to help the child's behaviour.

MacKenzie, H. (2008). *Reaching and teaching the child with autism spectrum disorder: using learning preferences and strengths.* London: Jessica Kingsley

Explores how the child's learning preferences, strengths and interests can be used to facilitate learning and enhance motivation.

Myles, B.S. (2005). *Children and youth with Asperger syndrome: strategies for success in inclusive settings*. Thousand Oaks, California: Corwin Press

Provides strategies for teaching children and young people with Asperger syndrome.

Pittman, M. (2007). *Helping children with autistic spectrum disorders to learn*. London: Paul Chapman

Helpful advice on structured teaching, behaviour and transition, with case studies.

Powell, S. and Jordan, R. (1997). *Autism and learning: a guide to good practice.* London: David Fulton. 170 pp. 185346421X

This book shows how a cognitive perspective on the way in which individuals with autism think and learn, may be applied to particular curriculum areas.

The National Strategies (2009). *Primary and secondary inclusion development programme (IDP): supporting pupils on the autism spectrum.* London: Department of Children, Schools and Families and Autism Centre for Education and Research, University of Birmingham

An interactive e-learning resource introducing school staff to autism.

Available to access from http://nationalstrategies.standards.dcsf.gov.uk/node/165037

Stobart, A. (2009). *Bullying and autism spectrum disorders: a guide for school staff*. London: The National Autistic Society

Detailed guidance on how to overcome bullying which relates to pupils with an ASD.

Whitaker, P. (2001). *Challenging behaviour and autism: making sense – making progress*. London: The National Autistic Society

Includes advice on how to help children cope with change and how to change problem behaviour.

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3. Early years and primary school education

Deudney, C. and Tucker, L. (2003). *Autistic spectrum disorders in young children: a guide for early years practitioners.* London: The National Autistic Society

A booklet giving practical advice to those working in a pre-school/reception setting where there is a child with an autism spectrum disorder.

Bache, K. et al. (for South Gloucestershire Council) (2005). *Guidelines for working with children with autistic spectrum disorders at foundation stage and key stage 1.* London: The National Autistic Society

Focuses on the particular needs that children with ASD have with communication and learning new routines.

Beaney, J. and Kershaw, P. (2003). *Inclusion in the primary classroom: support materials for children with autistic spectrum disorders*. London: The National Autistic Society

Practical support for mainstream staff working with pupils who have autism spectrum disorders. Contains many examples of the practical use of visual materials and picture symbols. Photocopiable resource.

Hannah, L. (2001). *Teaching young children with autistic spectrum disorders to learn: a practical guide for parents and staff in mainstream schools and nurseries.* London: The National Autistic Society

A practical guide for early years staff. It focuses on learning and play, with guidance on literacy and numeracy.

Larkey, S. (2005). *Making it a success: practical strategies and worksheets for teaching students with ASD.* London: Jessica Kingsley

Photocopiable resource.

Perepa, P. (2005). *Classroom and playground: support for children with autistic spectrum disorders.* London: The National Autistic Society

Useful booklet which focuses on behaviour, communication and social help that children need.

Sherratt, D. (2005). *How to support and teach children on the autism spectrum*. Cambridge: LDA

A book of practical advice and strategies for teaching children with ASD in primary schools.

The National Strategies (2009). *EYFS Inclusion development programme (IDP): supporting children on the autism spectrum.* London: Department of Children, Schools and Families and Autism Centre for Education and Research, University of Birmingham

An interactive e-learning resource on autism for staff working with children in the early years.

Available to access from http://nationalstrategies.standards.dcsf.gov.uk/node/168117

Thorpe, P. (revised 2009). *Moving from primary to secondary school: guidelines for pupils with autistic spectrum disorders.* London: The National Autistic Society

A short guide to help staff prepare pupils for the transition to secondary school.

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4. Secondary school education

Beaney J. and Kershaw, P. (2006). *Inclusion in the secondary school: support materials for children with autistic spectrum disorders.* London: The National Autistic Society
Contains strategies and work materials, all photocopiable.

Colley, J. (2004). *Working with an Asperger pupil in secondary schools*. London: National Autistic Society
A brief introduction to the needs of children with Asperger syndrome.

Colley, J. (2007)*Going on trips with an Asperger pupil.* London: National Autistic Society
Useful for schools and anyone planning to travel with a child with Asperger syndrome.

Daniels, E. et al. (for South Gloucestershire Council) (2005). *Guidelines for working with pupils with an autistic spectrum disorder in key stages 3 and 4.* London: The National Autistic Society
Focuses on the particular needs that children with ASD have with socialising and behaviour.

Lundine, V. and Smith, C. (2006). *Career training and personal planning for students with autism spectrum disorders: a practical resource for schools.* London: Jessica Kingsley
A guide to teaching life skills and preparation for the working environment, (American).

Plimley, L. and Bowen, M. (2006). *Autistic spectrum disorders in secondary school.* London: Paul Chapman
Looks at a variety of topics including transition from primary school, challenging behaviour, social strategies, working with parents and useful tips for staff.

Thorpe, P. (revised 2009). *Understanding difficulties during break and lunchtime at secondary school.* London: The National Autistic Society
A practical booklet with lots of autism-friendly strategies.

Wirral Independent Support for Parents (WISP) (2004). *Asperger syndrome: a mainstream school perspective.* Wirral: WISP
This DVD looks at practical ways of successfully supporting pupils with Asperger syndrome within a mainstream school setting. Duration: 30 minutes.

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5. Further and higher education

Breakey, C. (2006). *The autism spectrum and further education: a guide to good practice.* London: Jessica Kingsley
Discusses person centred planning and strategies to help FE students with an ASD.

Jamieson, J. and Jamieson C. (2004). *Managing Asperger syndrome at college and university.* London: David Fulton.
Advice and resources for students, tutors and advisors on the transition from school to college or university.

Pike, R. (2005). *Supporting students with Asperger syndrome in higher education*. London: The National Autistic Society
Guide on how to support students applying to and attending higher education establishments.

Information sheets

Social stories™ and comic strip conversations
Using visual supports

Useful websites
Websites offering helpful information about visual supports and communication aids.

www.do2learn.com

www.symbolworld.org

www.pdictionary.com

www.ace-centre.org.uk

Resources for pupils

Books

Age 3-6

Gorrod, L. (1997). *My brother is different.* London: The National Autistic Society
A book for pre-school children about having a brother with autism.

Hannah, L. (2007). *My friend Sam: introducing a child with autism to a nursery school.* London: The National Autistic Society
Uses simple wording and delightful colour pictures to describe some of the difficulties that young children with autism may have, and also some of the things they are very good at.

Hunter, S.T. (2006). *My sister is different.* London: The National Autistic Society
The ups and downs of life with a sister who has autism. Written and illustrated by 10-year-old Sarah.

Lears, L. (2003). *Ian's walk: a story about autism.* Morton Grove, Illinois : Albert Whitman
A story book about autism for young children. Fully illustrated in colour.

Age 5-8

Brock, C. (2007). *My family is different.* London: The National Autistic Society
Workbook for the siblings of a child with an autism spectrum disorder. Includes pictures to colour, puzzles and games.

Lowell, J. and Tuchel, T. (2005). *My best friend Will.* Shawnee Mission, Kansas: Autism Asperger Publishing
A book written by a child telling of her friendship with a boy with autism.

Twachtman, D. (2003). *Trevor-Trevor: a metaphor for children.* London: Jessica Kingsley
This book has been written in the form of a story to be read by adults to children.

Van Niekerk, C. and Venter, L. (2006). *Understanding Sam and Asperger syndrome.* Erie, Pennsylvania
Illustrated story about Sam, a young boy who has Asperger syndrome and a special talent.

Age 6-11

Bleach, F. (2001). *Everybody is different: a book for young people who have brothers or sisters with autism*. London: National Autistic Society
A comprehensive book aimed at siblings aged between 7 and 13 years.

Koutsis, A., De Clerq, G. and Galbraith, R. (2006). *What about me? The autism survival guide for kids: a book for the brothers and sisters of a child with autism.* Wantirna, Victoria: Wantirna Heights School
Fully illustrated in colour, this cartoon-style book is for children who have a sibling with autism. A dog called Spike guides children through the ups and downs of living with someone with autism.

Murrell, D. (2007). *Friends learn about Tobin.* Arlington, Texas: Future Horizons
Illustrated in full colour this book helps children make friends with their classmate with autism/Asperger syndrome.

Ogaz, N. (2002). *Buster and the amazing Daisy: adventures with Asperger syndrome.* London: Jessica Kingsley
A story about how, with the help of a rabbit, a young girl with Asperger syndrome overcomes bullying. Aimed at primary school aged children.

Powell, J. (2006). *Thomas has autism.* London: Evans Brothers
This fully illustrated book for primary school aged children follows a day in the life of Thomas, who has autism.

Spilsbury, L. (2001).*What does it mean to have autism*. Oxford: Heinemann Library
Explores autism in its various forms, this fully illustrated book is aimed at children aged 7 - 12.

Age 9-13

Dowd, S. (2008). *The London Eye mystery.* London: David Fickling
A mystery story involving a young boy with Asperger syndrome.

Haldane, C. and Jones, K. (2008). *Dannie's dilemma.* London: Chipmunka
Shows the daily dilemmas experienced by an 11-year-old with Asperger syndrome.

Hall, K. (2001). *Asperger syndrome, the universe and everything*. London: Jessica Kingsley
Written by a ten-year-old with Asperger syndrome, this gives a first-hand account of what it is like to have Asperger syndrome.

Hoopmann, K. (2001). *Blue bottle mystery: an Asperger mystery.* London: Jessica Kingsley
Aimed at the 9-13 age group, this novel tells a story of two young boys, one of whom is diagnosed with Asperger syndrome during the story.

Also available in the same series: *Of mice and aliens: an Asperger adventure; Lisa and the lacemaker: an Asperger adventure*

Welton, J. (2004). *Adam's alternative sports day: an Asperger story*. London: Jessica Kingsley
Tells the story of a nine-year-old who dreads sports day until his teacher announces an alternative sports day.

13+

Haddon, M. (2004). *The curious incident of the dog in the night time.* London: Red Fox Definitions
Aimed at older children and teenagers, this is a book written from the point of view of a teenager with Asperger syndrome.

Hoopmann, K. (2003). *Haze*. London: Jessica Kingsley
For older children and teenagers, this is an exciting story about computer fraud, which has an Asperger thread running throughout.

Jarman, J. (2008). *Hangman*. London: Andersen Press
A novel for young teenagers about a boy with Asperger syndrome who is bullied whilst on a school trip to Normandy with potentially devastating consequences.

Rees, C. *Truth or dare*. (2000). London: Macmillan Children's Books
A novel for young teenagers about a boy who discovers that a relative has Asperger syndrome.

Books for children/young people with an ASD

Buron, K.D. (2003). *When my worries get too big! A relaxation book for children with autism spectrum disorders.* Shawnee Mission, Kansas: Autism Asperger Publishing
Helps children with autism understand about their autism and what to do when they are overloaded with stress. For primary school aged children.

Doherty, K., McNally, P. and Sherrad, E. (2000). *I have autism… What's that?* Lisburn, Co. Down: Down Lisburn Trust/South Eastern Education and Library Board
A simply written booklet to introduce primary school-aged children to their autism spectrum disorder. Line drawings.

Gerland, G. (2000). *Finding out about Asperger syndrome, high-functioning autism and PDD.* London: Jessica Kingsley
Written by a person with Asperger syndrome, this is a useful little book for children and young people aged 10-14 with Asperger syndrome or high-functioning autism.

Harpur, J., Lowler and Fitzgerald, M. (2003) *Succeeding in college with Asperger syndrome.* London: Jessica Kingsley
Useful advice for students and their tutors in further and higher education.

Ives, M. (1999). *What is Asperger syndrome and how will it affect me?* London: National Autistic Society
Aimed at 8-13 year olds this booklet explains Asperger syndrome in simple jargon-free language for children with Asperger syndrome.

Jackson, L. (2002). *Freaks, geeks and Asperger syndrome.* London: Jessica Kingsley
Written by a 13-year-old boy with Asperger syndrome, this book is for young teenagers with Asperger syndrome. It covers topics such as bullying and dating.

Murrell D. (2001). *Tobin learns to make friends*. Arlington, Texas: Future Horizons
Written by a parent of a child with Asperger syndrome, this fully illustrated book uses trains to explain the rules of making and keeping friends. For primary school aged children.

Vermeulen, P. (2000). *I am special: introducing children and young people to their autistic spectrum disorders.* London: Jessica Kingsley

A workbook for children with an autism spectrum disorder. The first part is a theoretical introduction; the second part a series of worksheets. For children and young people aged 11-16.

Victor, P. (2006). *Baj and the word launcher: space age Asperger adventure in communication.* London: Jessica Kingsley

An adventure story for children with Asperger syndrome aged 7-11 that helps readers learn more about communication.

Yoshida, Y. (2007). *How to be yourself in a world that's different: an Asperger syndrome guide for adolescents.* London, Jessica Kingsley

For confident readers, this book gives advice for adolescents with Asperger syndrome about coping skills.

Information sheet

Autism: An information sheet for secondary school and college students. (2001). London: National Autistic Society

Written for pupils studying autism at GCSE, 'A' level or GNVQ/NVQ/SVQ level.

Available from the NAS Information Centre or from website: www.autism.org.uk/17391

DVDs

Hoy, R. (2007). *Autism and me*. London: Jessica Kingsley

An 18-year-old with autism explains what it is like to have autism. 20 minute DVD with accompanying booklet. For young people aged 13 to adult.

Rosie's story. (2006). Eye film & television.

A young boy narrates the story of his young sister, Rosie, who has autism. This 23 minute DVD shows what life is like – its ups and downs – living with autism. For children aged 7 to 13.

Help and support from The National Autistic Society

The NAS runs a wide range of services for people with autism, their families, carers, professionals, and others wanting information on autism and education throughout the UK.

Services

Autism Helpline
Our Autism Helpline offers impartial, confidential information, advice and support for people with an ASD, their families and carers. It also provides information to students, teachers and other professionals.
Tel: 0845 070 4004 Mon-Fri, 10.00am-4.00pm
Email: autismhelpline@nas.org.uk
www.autism.org.uk/helpline

Training and events
The NAS runs nationwide courses, conferences and events on a range of educational issues including the SPELL framework, educating children in mainstream schools, as well as accrediting external courses, many of which have an educational focus.
Tel: 0115 911 3367
Email: training@nas.org.uk or conference@nas.org.uk
www.autism.org.uk/training

Advocacy for Education Service
Our Advocacy for Education Service provides advice and advocacy on special educational needs provision and entitlements to parents and carers of children have an autism spectrum disorder.
Tel: 0845 070 4002
Email: advocacy@nas.org.uk
www.autism.org.uk/advocacy

NAS schools
The NAS runs six non-profit-making schools for children and young people up to the age of 19, with widely varying needs. Our schools offer flexible responses to the needs and circumstances of each individual and his/her family and are increasingly offering outreach support to colleagues in local authority schools.
www.autism.org.uk/schools

Education Support Service
Our Education Support Service operates in south east England and is linked to the three NAS schools in the region from where outreach provision is co-ordinated. The project provides support and training for teaching staff who work with children and young people with autism in London and the south east - in mainstream, independent and special schools. It offers tailormade support, mentoring, consultation and training about autism and strategies for working with pupils with the condition.
Tel: 020 7704 3801
Email: alice.stobart@nas.org.uk

Online services

NAS website
Our website contains a wealth of information about autism and Asperger syndrome and details the broad range of help and services offered by the NAS.
Visit: www.autism.org.uk

Autism Data
www.autism.org.uk/autismdata

Autism Data is a searchable database providing information on over 20,000 published research articles, books and multimedia on autism.

Signpost
www.autism.org.uk/signpost

Signpost provides personalised information for parents/ carers and people with autism spectrum disorders relevant to age, diagnosis and location. It is also useful for professionals advising parents or those with an ASD. It includes information on benefits, key services and training.

Autism Services Directory
The directory holds detailed information on education services including schools, nurseries and colleges, local authorities, parent partnerships and educational outreach services. It also provides details of training courses for teachers and other educational professionals.
Visit: www.autismdirectory.org.uk

Publications

The NAS sells a wide range of resources about autism spectrum disorders aimed at parents, people with the disability and professionals. These are available online from www.autism.org.uk/shop or from our distributor:

Central Books Ltd
99 Wallis Road
London E9 5LN,
Tel: 0845 458 9911,
Email: nas@centralbooks.com

For any other NAS publications queries:
Tel: 020 7903 3595
Email: publications@nas.org.uk

Membership

Our generous membership package keeps you up-to-date with up-to-date information and developments. It includes, among other benefits, our quarterly *Communication* magazine, a 10% discount on publications ordered from our catalogue by mail or telephone and access to a bi-monthly email bulletin of the latest articles and publications. For more details or to join, visit www.autism.org.uk/joinus, telephone 020 7903 3563 or email membership@nas.org.uk

The National Autistic Society

The National Autistic Society
393 City Road
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Switchboard: 020 7833 2299
Autism Helpline: 0845 070 4004
Minicom: 0845 070 4003
Fax: 020 7833 9666
Email: nas@nas.org.uk
Website: www.autism.org.uk