

A post-14 Personal Development Programme

Independence skills for autistic and other vulnerable students

Based on the Preparing for Adulthood framework



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Thanks to G who has been a marvellous teacher about autism



This curriculum is inspired by, and dedicated to, G, for whom it has come just a little too late.

Introduction to the PDP

Introduction

The aim of this programme is to support schools and colleges to write and deliver personalised programmes of life and independence skills for autistic young people in mainstream education. The programme may also be relevant to other young people who, for whatever reason, have additional needs in these areas.

Even when autistic young people in mainstream education are apparently managing well academically, we have found they can sometimes be ill-prepared for adulthood in terms of having the life and independence skills needed to succeed in higher education, paid or voluntary employment and independent living. Often there is no structured programme or curriculum to teach these vital skills. This is a significant gap. The potential consequences of not teaching these skills are illustrated in Sami's study.

The 2014 review of SEN, and the changed emphasis in Key Stages 4 and 5 on four core areas of independent life skills, have provided the basic framework for the PDP. These four areas are:

- **Education, Employment and Training**
- **Independent Living**
- **Community Inclusion**
- **Health**

How to use these materials

We find these materials have been most effective when key adults have received training in their use and in particular around understanding the social communication barriers (as well as the organisational and motivational ones) which can often underlie a young person's difficulties.

As the authors of these materials, One Education Educational Psychologists can work with you to support effective delivery of this programme.

Please contact the authors to discuss how we can help your setting make the most of these materials:

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Why this matters: Sami's case study

Sami is 20 years old. He spends a lot of time in his room. He has completed 2 years of further education, gaining a BTEC Level 3 qualification in IT and business. He is skilled at doing detailed research on the internet, especially into topics of interest to him. He has good programming skills, and can discuss his work at length. Sami's special interests include Star Wars and he is extremely knowledgeable about these movies.

Sami attended the local FE College and received support from a Learning Support Assistant through an EHC Plan. There were some adjustments to take account of his sensory needs and anxiety and he managed quite well. On paper, his qualifications look good.

Sami has a diagnosis of Autism. At home, he relies on his mother a great deal; for example, he needs reminders to shower and put clean clothes on and she still makes his meals. He occasionally goes to local shops on his own; he used to get the bus to and from college, but needs his mother to train him to be able to learn new travel routes. He needs help managing his money. He still dislikes busy and noisy environments.

Sami recently told his mother that he thinks his conversations with people often go wrong. He struggles to know how to start and when to leave a gap. He has noticed this by observing his mother talk to his brother and has analysed videos. He wants to practise this. He is aware his brother has friends and has told his mother he would like friends but can't seem to make it work. His mother is concerned that he is becoming increasingly isolated and lonely.

Sami is unemployed and has been so for over a year. He would like to get a job in a quiet environment such as in a small business or a library. Currently he works one day a week at his local library on a voluntary basis, organised by his mother.

This is now going well and staff understand him, but in the early days his Mum had to be called in a few times as Sami did not understand basic workplace expectations – for example, one day when he was especially tired after a broken night's sleep, he took himself to a comfy seating area, laid down and went to sleep; telling his mother he had felt tired. Sami recently applied for a job, supported by his mother, as a software developer in a new small business in the neighbouring town.

He was called for interview. This involved a group task with 6 others, where a project had to be discussed. Sami found this difficult. He knew he would struggle with this task and discussed with his mother how he would try to contribute and listen to others. Sami was not offered the job. Feedback was that whilst his coding was at a good standard he performed poorly in the group activity.

Sami has applied for 30 jobs to date with help from his mother. She is now steering him towards apprenticeships or extending his voluntary work, as she considers he may do better and develop skills in a supported work placement. However, she is concerned about how he will manage a working environment, particularly with the social aspects of this.

Sami's mother poses the question, "How could Sami have got to this stage of life and gained his qualifications, yet not have been taught the skills he needs to get a job, work and live independently?"

Principles of the Personal Development Programme (PDP)

A strengths-based approach

"... Any understanding of autism should not be approached from a position of deficit but rather from a position of difference. Autistic people are not neuro typical people with something missing or something extra added on. They are different. If we are serious about equality and inclusion within any area, then we must first of all understand that difference ..." (Breakey, 2006)

Autistic people can bring unique skills and abilities that will help an organisation thrive. It is important that these are identified and highlighted to potential course tutors / employers.

In particular, some common areas where autistic people may demonstrate above-average skills include:

- problem-solving skills and attention to detail: autistic people tend to prefer logical and structured approaches to their work, and often think in a very visual way. They may enjoy problem-solving and can bring new ideas and take fresh approaches to their job.
- high levels of concentration: autistic people may find focusing on detailed work rewarding, and can tend to work persistently and without being distracted, paying great attention to detail.
- reliability and loyalty: autistic people can be very conscientious and committed to their work, often with good levels of punctuality, honesty and integrity. For example, employers often report that they notice that absenteeism is lower.
- technical ability and specialist skills and interests such as in IT: autistic people may

develop highly specialist interests and skills, which can be very valuable in the workplace.

- detailed factual knowledge and an excellent memory: autistic people may develop highly specialist interests, which will mean that they develop very detailed factual knowledge in that area
- retention: autistic people have a preference for routine and once settled in a job will often stay in that role considerably longer than others
- resourceful: autistic people may also have had to find ways to overcome challenges and so can be resourceful.

For further information see: Breakey C (2006). The autism spectrum and further education. A guide to good practice.

Identity first language

Throughout the programme we have used identity first language: 'an autistic person' rather than using the term 'person with autism'. The majority of autistic people who express a preference prefer this term because they believe that their autism is part of them and cannot be separated from them as it is part of their neurology/ brain make-up. Some parents in particular may find this challenging and, if they do, you may choose to use 'person with autism' in your discussions. If you would like to know more, this is a helpful link:

<https://autisticadvocacy.org/about-asan/identity-first-language/>

Delivering the programme in your setting



Working with a young person
to prepare for adulthood

Delivering the programme in your setting

The young person will need a regular weekly (preferably) or fortnightly timetabled session. We suggest calling these 'Personal Development'. This programme can be used for an individual or in a small group to develop independence skills.

The questionnaires are designed for students to complete themselves. It may be also be useful and informative to cross reference with parental ratings or key staff ratings. The questionnaires are detailed and may best completed on separate occasions. There will be some repetition of key themes across the 4 areas, so feel free to ignore questions that have been covered elsewhere.

Once completed, the questionnaires guide students to identify areas for development; these can be worked on by individuals or in small groups.

Students will have their own ideas as to what they are prepared to try and the areas of development that are most important to them. Wherever possible, they should always take the lead on their own target setting, under guidance from supportive adults

As the key adult / mentor works on developing a skill with the young person, they may develop a clearer understanding of the barriers they face and their individual challenges, strengths and areas of difficulty.

The Programme Format

1) Student Pack

Each area has a questionnaire pack for the young person to complete independently or with support from their mentor. Each pack follows the same format:

- ➔ **A questionnaire** where the young person rates skills into 'always' 'frequently', 'sometimes', 'rarely' or 'never'.
- ➔ **My top things to work on** section where the young person looksthrough the questionnaire andidentifies the low scoring items('rarely' or 'never') and writesthese in a list.
- ➔ **Sorting activity** where the young person organises these items into: 'I am more keen to work on theseskills', 'I feel a bit less sure aboutworking on' and 'I don't want to work on these'
- ➔ **Top 3** where the young personchooses their top three skills towork on.
- ➔ **Skills identification and planning**where the young person identifiestheir target(s) and is helped todevise a plan to achieve the target. There is a framework that encourages the young person toreview these targets.
- ➔ **Creating a plan** where the youngperson and supporting adult summarise 'the important areas Iwill work on' and 'what I currentlydo and what I will change'.

2) Resource Banks and Mentor Tips

For each area of the curriculum there is a Resource Bank for Mentors. This is to provide you with resources, books, hyperlinks, articles, services and thoughts to consider when supporting a student or young person. The range of resources available updates constantly and these lists are not meant to be exclusive or exhaustive. If you identify a useful resource, we'd be grateful if you could let us know so the resources can be updated. Feel free to add your own links into your copy.

Guidance for the Key Adult / Mentor Role

When you are working with a young person on a plan to achieve their goal, try to work out what the barriers are to a young person achieving the independent goal, don't always assume it is just motivation.

Example: with a child who is unable to phone to make an appointment
The barriers could be:

- ➔ Social understanding: A difficulty understanding the level of formality of language, the purpose of using the phone rather than using a different mode of communication (e.g. email), understanding how to start a conversation and how and when to close the conversation or when the other person is signalling that they are ending the conversation.
- ➔ Language and communication issues: having to understand language without additional contextual information from expression, visuals etc.
- ➔ Skill gap (they have not been shown)
- ➔ Sensory issues (holding the phone by the ear, sound of a voice through a phone)
- ➔ Organisation and planning issues (loses track of time on something else/doesn't think of it)
- ➔ Or a combination! Each of these would require a different response / strategy – so personalise!

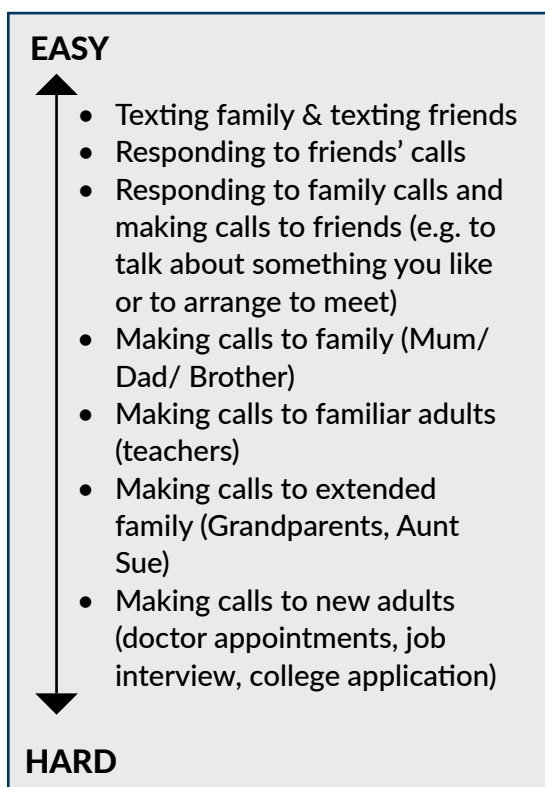
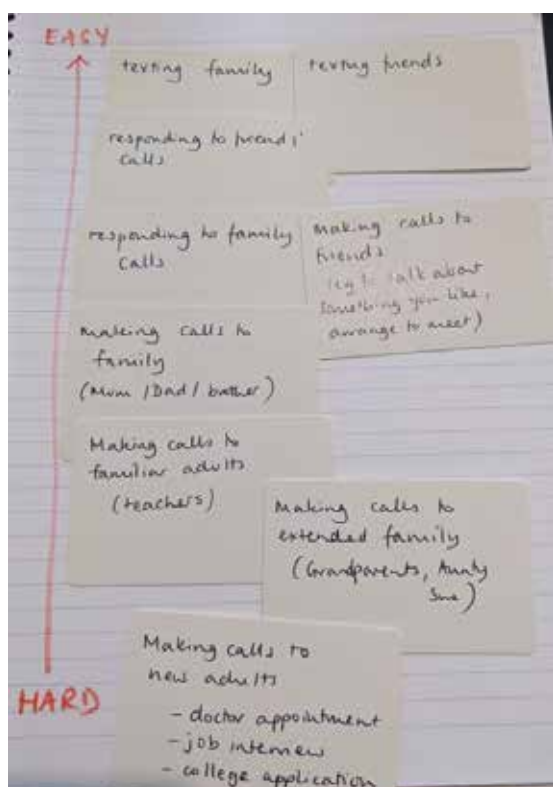
Where students have difficulties with generating ideas or talking freely, the use of **card sorts** can be very helpful.

- ➔ Either brainstorm solutions / targets with the student / group or do this yourself.
- ➔ Write the ideas on cards or post-its.
- ➔ The student can then sort these in a number of ways – e.g. my priorities, how difficult targets feel, how essential skills are, etc.
- ➔ These card sorts can be photographed and used to support curriculum planning in situations where the student needs more support with their communication.

Some students may need help to identify an appropriate goal or work out steps to target. We recommend a **small steps approach** and **reverse chaining** (where student completes final step, then 2 final steps, etc) where possible. Please see the below examples for laddering and small step approaches.

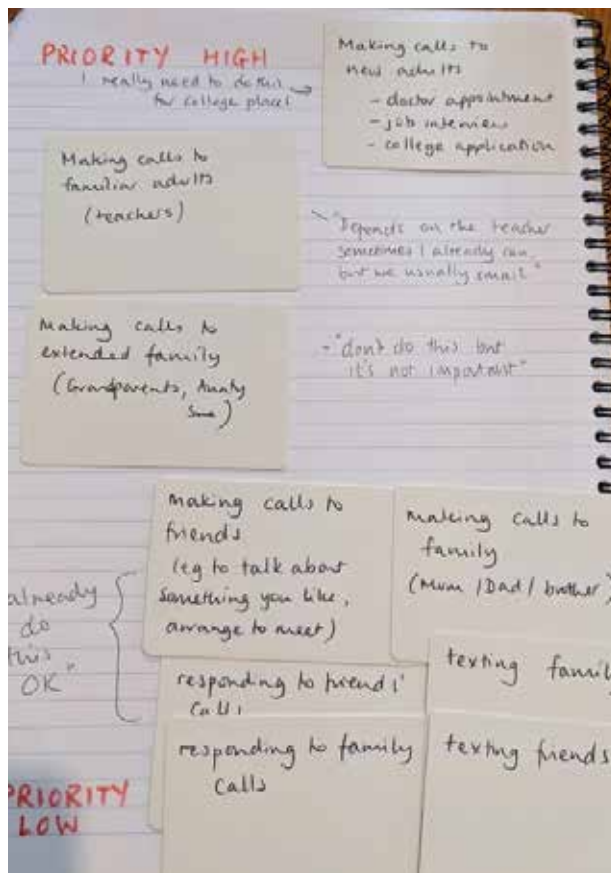
Worked example: **'I can make a phone call'**

Stage 1: Brainstorm the different types of calls that a person might make and write a card for each, either before the session or with the student. Then use these cards to ladder how hard the student finds each type:



💡 No need for professionally printed cards - it's fine to write your own notes

Stage 2: These cards can then be prioritised by the student, with notes as you wish:

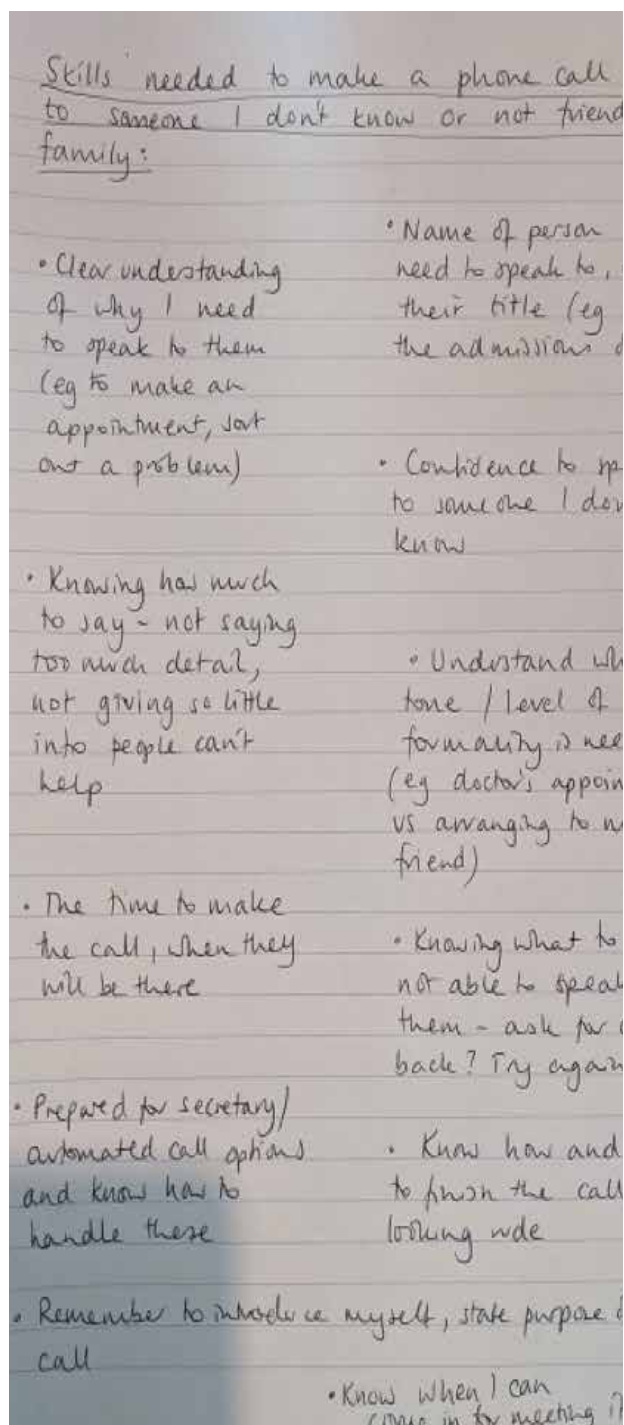


PRIORITY HIGH

- Making calls to new adults (doctor appointment, job interview, college application)
"I really need to do this for college places"
- Making calls to familiar adults
"Depends on the teacher, sometimes I already can but we usually email"
- Making calls to extended family (grandparents, Aunty Sue)
"Don't do this but it's not important"
- Making calls to friends and family, responding to friends and family calls, texting friends and family
"Already do these okay"

PRIORITY LOW

Stage 3: Then, once a priority is identified, it is important to work out what barriers or skills gaps may be contributing to the difficulty the student has. This can be done by brainstorming, or by adults using 'autism lenses' to think about what skills are necessary to complete a particular task. They can then discuss these skills with the student and see what aspects if any they feel they need more practice or advice on:



Skills needed to make a phone call to someone I don't know or not friend/family

- Clear understanding of why I need to speak to them (e.g. to make an appointment, sort out a problem)
- Name of person I need to speak to, or their title (e.g. the admissions officer)
- Confidence to speak to someone I don't know
- Knowing how much to say - not saying too much detail, not giving so little that people can't help
- Understand what tone/ level of formality is needed (e.g. doctor's appointment vs arranging to meet a friend)
- The time to make the call, when they will be there
- Knowing what to do if not able to speak to them - ask for call back? Try again?
- Prepared for secretary/ automated call options and know how to handle these
- Know how and when to finish the call without looking rude
- Remember to introduce myself, state purpose of call
- Know when I can come in for meeting if needed

Stage 4: The identified skills can then be practised using role play, or small steps programmes, or giving a script, social story, or any of a number of interventions.

Below are samples of small steps programmes.

Example for making a phone call:

1. Call the speaking clock (dial 123) or an information only line.
2. Call an answerphone by arrangement, leaving no message.
3. Call an answerphone by arrangement and leave a prescribed message
4. Call an answerphone by arrangement and leave a non-scripted message
5. Call and have the person answer who follows an agreed script
6. Use the phone to make an order (planned and rehearsed in advance)

Example of a small steps approach for the target: 'I can travel on the tram independently'

Tram: agreed plan as discussed and agreed with James and Ms Smith

1. James and Ms Smith take tram together. Ms Smith to show James how to buy bus ticket. Return journey, 2 stops
2. James and Ms Smith take tram together. James to buy the tickets. Return journey, 2 stops
3. James and Ms Smith take tram together. James to buy tickets. Travel 2 stops together. James returns to home stop alone. Ms Smith in the next carriage.
4. James and Ms Smith take tram together. James to buy tickets. Travel 2 stops together. James returns to home stop alone. Ms Smith on next train.
5. James and Ms Smith to tram station. Ms Smith waits while James travels their and back (text/ phone contact, if necessary)

Student Questionnaires & Resource Banks

Education, Employment & Training
Independent Living
Community Inclusion
Health

SECTION A

Education, Employment & Training

- i. Student Questionnaires
- ii. Resource Bank

Education, Employment and Training: Student Questionnaire

Please answer how often this is done independently, rather than with adult / parent support with organisation and prompts

Descriptor	Always	Frequently	Sometimes	Rarely	Never	Comments/ notes
(a) Study skills						
When I need to, I can record my homework accurately						
I make time to complete my homework without the need for reminders (e.g. using study periods and time at home)						
When I need to, I can make useful notes in class (annotate texts etc)						
I complete my written work independently in school / college						
I hand in work and homework independently and on time.						
I can understand teacher talk and spoken instructions						
I can take part in a group discussion; I understand how to listen to others and take my turn to explain my view politely						
When I'm asked to, I can work with others as part of a group						
I can make good use of unsupervised time, free periods and gaps between lessons and lectures (post 16)						
I am aware of the ways and styles of studying that suit me best (e.g. e-learning)						

Education, Employment and Training: Student Questionnaire

Descriptor	Always	Frequently	Sometimes	Rarely	Never	Comments (if relevant)
I can concentrate on my work when I need to, without adult supervision. I know about apps that can help						
I can find what I need on the internet, use email, create, save, print and send computer documents						
I have strategies for coping with tests and exams						
I understand about any sensory sensitivities and how to deal with them. I may be sensitive to noise, light levels, touch and tastes.						
I can explain about my sensitivities (to others, including a tutor / employer and can ask for adjustments if I need them e.g. a quiet workspace for some tasks; a quiet space to go to at breaks						
(b) Communication Skills						
I can say hello and goodbye, looking at the person						
I can ask people such as teachers or my boss questions if I need to						
I can tell people such as teachers or my boss when I am finding a task difficult or I don't understand						
I can ask familiar people for help if I need it.						

Education, Employment and Training: Student Questionnaire

Descriptor	Always	Frequently	Sometimes	Rarely	Never	Comments (if relevant)
I can start, join in with, and end conversations with familiar people						
I can make phone calls relating to education or work if I need to						
I can start, join in with, and end conversations with new people when it's appropriate						
(c) Preparation for Employment						
I have an idea of what I will do after leaving school / college and steps to achieve it						
I have discussed my future education, training and employment plans with my family / tutor / careers advisor						
I have some ideas of the sort of work I would definitely be interested in, or not want to do						
I have prepared a CV and/or personal statement for a college/ university application or work						
I have can describe my areas of strength and what I like doing						
I have practised doing interviews (e.g. for college, work experience or part-time work) and feel prepared						
I feel confident about doing an individual interview						

Education, Employment and Training: Student Questionnaire

Descriptor	Always	Frequently	Sometimes	Rarely	Never	Comments (if relevant)
I feel confident about doing a phone interview						
I feel confident about doing a group interview						
I can make use of blogs, podcasts and other formats to create a video profile						
I can ask for help and support with these plans if I need it						
(d) Personal Organisation						
I can keep an organised and tidy study space. I can develop filing / storage systems. I can organise my belongings.						
I get myself up and ready and prepare my equipment for school/ college/ work – on my own						
I travel to school/ college / my place of work independently and generally arrive on time						
I know what sort of clothing is appropriate for my school/ college/work and wear it.						
I keep track of my belongings at school/ college / in the workplace						
I make a note of and remember to keep appointments (e.g. dentist, doctor, or with tutor or careers advisor)						

Education, Employment and Training: Student Questionnaire

My top things to work on

Once you have done your questionnaire, take a look at areas where you have scored a low score such as 'rarely' or 'never'. What are these areas?

List them here:

These are the skills that you may benefit from working on.

Education, Employment and Training: Student Questionnaire

Take a look at the list and try to sort them into three categories:

Rule: You must put at least 1 thing into the first category!

You can talk about this with your mentor – What are their views?

	I am more keen to work on these skills	I feel a bit less sure about working on these	I don't want to work on these

Education, Employment and Training: Student Questionnaire

Can you agree on your top 3 things to work on? Write them here:

- 1.
- 2.
- 3.

Skills Identification and Planning

Once you have identified a priority area to work on, discuss with your mentor and set yourself some targets. These should be realistic, achievable and time limited. **This framework may help you keep track of targets:**

Target	Plan to try to achieve this target	Review and adjust if necessary (date)	Review (date)

Education, Employment and Training: Student Questionnaire

Creating a Plan

The important areas I will work on:

- 1.
- 2.
- 3.
- 4.
- 5.

What I currently do and what I will change?

- 1.
- 2.
- 3.
- 4.
- 5.

Education, Employment and Training

ii. Resource Bank

Introduction

This resource list is meant as a useful starting point and is not exhaustive or exclusive. Please add your own resources as you discover them. The format of this resource bank follows the sections of the associated student questionnaire:

- (a) Study Skills
- (b) Communication Skills
- (c) Preparation for Employment
- (d) Personal Organisation

At the end, we have included a list of other resources / websites.

Key Information

Obtaining and maintaining paid employment can be challenging for young people with an Autism Spectrum Condition. A far smaller percentage of autistic people have full-time paid employment than the general population.

This may be due to these possible reasons:

- Difficulties finding the type of job that draws on their strengths
- Difficulties with applications and interviews, so they never get the opportunity to convey their abilities
- Difficulties keeping their jobs – because of difficulties with social interactions, misunderstandings and making ‘gaffes’.

In this curriculum, it will be important to identify the young persons’ strengths and also the ‘risk factors’.

Key questions to consider:

- What are the barriers to the young person obtaining and maintaining employment and managing their life better?
- How can they be better prepared for the world of work?
- What do they need help with?
- What does the student want to be or do and is this realistic?
- What is it about the choice that appeals to them?
- How will they achieve this?
- What qualifications and skills do they need to develop in preparation for higher education and/or employment?
- How can they be supported with applications and prepared for interviews?

a) Study Skills

Difficulties that are common to autistic young people include:

1. Time management, planning and organisation
2. Difficulties coping in test and exam situations
3. Difficulties with writing

1. Time management resources

Apps can help students focus intensively for short periods of time and avoid distractions from learning. One app is the **Pomodoro technique / tomato timer** which can be used as a time management method for any task. This can address the anxiety provoked by 'the ticking clock', leading to ineffective work and study. This can be found at: <https://tomato-timer.com/>

Autistic students can find it hard to organise their workload and deal with change. Encourage learners to use mobile tech to support their study skills. Apps like Evernote and OneNote can make organisation much easier, while planning projects and tasks can be simplified using visual planning/mind-mapping tools and specialist apps like brain in hand. These can be found: www.evernote.com, www.onenote.com and www.braininhand.co.uk/education/

Some learners have difficulty with the process of note taking. Ensure that staff are aware of this, and where appropriate, provide young people with copies of notes.

2. Difficulties coping in test and exam situations

Autistic pupils face particular issues which can make taking and demonstrating their knowledge in exams especially difficult. There are changes schools can make to reflect their student's normal way of working and give additional recognition of those difficulties in exams.

The Autism Education Trust (AET) produced this free guide to help teachers and examination officers plan for and support autistic pupils. It explains why exams are an issue, lists access arrangements, explains how to apply for them, and describes the implications for the school in terms of accommodation and staffing. It includes a summary checklist of the key steps to enable an autistic student to do their best before, during and after the exam.

www.autismeducationtrust.org.uk/shop/aet-exam-accommodations/
www.autism.org.uk/about/in-education/exam-guidance.aspx

3. Difficulties with writing

It is very common for autistic students to struggle with writing; there are often a range of underlying reasons, so do some analysis with the student and their tutor.

Think about the following:

1. The task is insufficiently structured – too many possibilities for going about it, leading to anxiety / flexible thinking issues. Add structure to the task.
2. The purpose has been misunderstood and may be perceived as irritating, pointless, or impossible, which may be a flexible thinking and motivation issue. Make the purpose explicit. What is the teacher setting the work for? What features matter and don't matter?
3. The student does not understand the type or amount of communication required (very brief or literal answers, or too much information), which may be a communication issue. Clarify the mark scheme. Teach the child to 'play the game' of education e.g. why should they expand their answers
4. Handwriting at speed is difficult, uncomfortable and feels unpleasant or painful. Is the best possible use of IT being made? Does the student need tuition in keyboarding skills? Could the student be using voice recognition software?
5. There are verbal comprehension, attention or memory issues – did the student understand in the first place? Have they retained the instructions? Ensure the student has the necessary written (and possible visual) instructions and is clear about what is required.
6. The student has developed a psychological barrier to writing after negative experiences. Provide coaching, find evidence to change their opinion, give specific labelled praise. Ensure tasks are within conceptual reach of the student by good differentiation. Use 'model, cede, withdraw' method to support.

b) Communication Skills

“ ... you can be the cleverest kid in the world but you won't get anywhere in life if you can't have a conversation. For people like me a social and emotional education is so much more valuable than an academic one...”

Greenman J. (2010) Life at the edge and beyond: Living with ADHD and Asperger's syndrome
London Jessica Kingsley

Social rules that are considered second nature by many people, such as appropriate ways of greeting people and the two-way nature of conversations, are not innately understood by autistic people. They may, for example, not know how to start or maintain a conversation, approach someone to ask a question or monitor others' interest in what is being said. As they approach adulthood, some will become withdrawn, possibly owing to anxiety about talking and fear of getting it wrong (so it's easier not to try).

You may be in a good position to help your student identify the communication skills they need to work on and what the best way (e.g. individual work; group work) would be to teach the skills.

Useful resources:

- Heller Korin, E.S. (2007). *Asperger Syndrome. An Owner's Manual 2 – For Older Adolescents and Adults*. p.59
- Baker, J.E. (2003). *Social Skills Training for Children and Adolescents with Asperger Syndrome and Social-Communication Problems*.
- Kelly, A. (2017). *Talkabout for Teenagers*.
- Laugeson, E.A. (2014). *The Peers Curriculum for School-Based Professionals*.
- Winner, M.G. (2008). *Think Social. A Social Thinking Curriculum for School-Age Students*

c) Preparation for Employment

Ask the student to record their ideas, strengths, skills and preferences and reflect on what type of job might be a good match. What is their optimal working environment? Do they prefer to work alone with one or two others? Could they manage in a busy work environment?

Once they have a vision of appropriate employment, you can support them to plan and prepare, in terms of working on the skills needed and on obtaining the job

Job Applications and Interviews

To help the student to prepare job applications and interviews, think about the following:

- ➔ Predicted questions and possible responses
- ➔ Questions they might ask the interviewer
- ➔ Appropriate dress and grooming
- ➔ The practicalities around getting there

1. Finding work

A job searching and employment preparation workbook for autistic people. The National Autistic Society have published this handbook which is free to download at

www.autism.org.uk/about/adult-life/work.aspx

This is a useful resource for professionals and includes a series of worksheets, information sheets and templates for autistic job seekers within the following areas:

1. choosing a suitable role
2. applying for roles
3. interviews
4. finding work experience
5. communication and social skills
6. managing anxiety
7. preparing for the workplace

2. Seeking work; a guide for autistic people

Free to download: autism.org.uk

This is a comprehensive resource that includes:

- ➔ Advice about work
- ➔ Resources for Jobseekers
- ➔ Careers Service Information
- ➔ Disclosing your autism diagnosis at work
- ➔ Resources for Autistic Employees
- ➔ Tips for interacting and coping at Work
- ➔ What the law says about the role of your employer

3. Job Interviews

Watch the following to see what job interviews can be like for an autistic person.

autism.org.uk

www.careerconnect.org.uk

Finding Work Digital Handbook – A job searching and employment preparation workbook for autistic people. National Autistic Society

Asperger's On the Job Rudi Simone (2010, Future Horizons). Includes a Personal Job Map to help students identify appropriate fields for future employment and guide them to fulfilment

Asperger Syndrome; An Owner's Manual 2 For Older Adolescents and Adults by E.S. Heller Korin (2007, APC). Tips on CVs, making phone calls, doing interviews, explaining about my condition

4. Preparation for University

Students and families should be aware the universities have disability advisory and support services and can provide support for students who have any Autism Spectrum Condition (ASC). At Manchester University, for example, this might include support with accommodation, a lunchtime social group, specialist mentoring and access to a named disability adviser.

<http://www.dso.manchester.ac.uk/what-support-can-i-get/other-ways-we-can-help/autistic-spectrum-disorder-support/>

5. Personal Organisation

Calendars, clocks, alarms & hard space etc. can be useful productivity tools, offering prompts and reminders to help assist with organisations skills.

6. Other Resources and Websites

A Post 16 Competency Framework. A comprehensive guide

Downloadable for free from the Autism Education Trust website:
www.autismeducationtrust.org.uk

Community Care for Young People in Transition

www.autism.org.uk/communitycaretransition

Finished at school

A self-audit tool. Designed to support providers and practitioners to evaluate current practice, identify areas for further development and plan actions to improve preparation for adulthood for autistic young people. Available here: www.ambitiousaboutautism.co.uk

Career Pilot

Generic advice for 14+, 16+ and 18+ students. Plan your study and work. Available here: www.careerpilot.org.uk

What A Levels are needed for which degree and what degree is needed for which job.

Explore the following websites:

www.university.which.co.uk

www.careerconnect.org.uk

www.nationalcareersservice.direct.gov.uk

www.gov.uk/contact-jobcentre-plus

Dressing for employment.

Smart Works empowers people to dress appropriately for interviews and in the workplace: www.smartworks.org.uk

Online free courses for interests.

www.FutureLearn.com

www.open.edu/openlearn/free-courses

www.bbc.co.uk/learning/onlinecourses/

www.alison.com

Use of appropriate assisted technology

www.keytools.co.uk/assistive-resources/assistive-technology
www.braininhand.co.uk/

www.autism-alliance.org.uk/information-resources/assistive-technology

Travel Training

Autistic Society for the Greater Manchester (ASGMA) have created a useful travel training guide document that can be found here: <http://data.asgma.org.uk/node/321>

Supported Employment organisations in Greater Manchester

www.pureinnovations.co.uk
www.unitedresponse.org.uk/trafford-employment-services
www.breakthrough-uk.co.uk/#!/employment--skills/cxpn
base-uk.org/about/members/bury-mbc
base-uk.org/about/members/tameside-borough-council
base-uk.org/about/members/wigan-council
www.shaw-trust.org.uk/shaw-trust-in-your-area

Work experience and supported internships in the digital industry that may suit young people with autism

Digital Advantage is an award-winning Community Interest Company that delivers innovative work experiences to young people of all ages and abilities. Their programmes include Digital Inc. which is a 2-year programme offering training to groups of students with special educational needs with a focus on employment skills. They also offer a 1 year supported internship in partnership with The Manchester college. These are available to 16-24-year-olds with Education Health & Care Plans.

Digital Advantage operate in Greater Manchester, Lancashire, Cheshire, West Yorkshire, Staffordshire and Liverpool. www.digitaladvantage.org.uk

SECTION B

Independent Living

- i. Student Questionnaires
- ii. Resource Bank

Independent Living: Student Questionnaire

Please answer how often this is done independently, rather than with adult / parent support with organisation and prompts

Descriptor	Always	Frequently	Sometimes	Rarely	Never	Comments/ notes
(a) Getting about and Travel						
I can get to places by myself near my home: walking / on a bike						
I can cross the road safely, including identifying the safest place, avoiding distractions e.g. no headphones / earphones						
I can use public transport (bus, tram, train) on my own to get from home to school / college						
I can use public transport (bus, tram, train) on my own to get around the city						
I can order a taxi and explain where I want to go online or by phone						
I understand how I can stay safe on public transport and know what to do if something unexpected happens (e.g. I miss my stop, bus breaks down, I am approached aggressively by someone)						
I can travel independently around the country (using the train or coach)						
I can plan what to take with me on a journey (phone charger, headphones, bus pass, money etc)						
I can plan a journey using maps, timetables and apps.						

Independent Living: Student Questionnaire

Descriptor	Always	Frequently	Sometimes	Rarely	Never	Comments (if relevant)
(b) Money management						
I can make purchases in a shop and check I am given the right change						
I can make sensible choices about using my money. I understand the difference between luxury and necessity – with food, transport and clothing						
I am able to keep my money (purse/wallet) and banking details safe and secure						
I have a bank account and a debit card. I can use online banking to check my account and make transfers. I understand about security						
I know what to do if I get into difficulties with money / lose my bank card /driving licence						
I have an understanding of loans, credit cards, credit, savings and debts.						
I can manage my money, including any allowances from the government, independently						
I understand about how persuasive sales techniques (online, adverts, phone, in shops) are used to try to make people spend money they may not need to spend						
I know some basic rules about keeping my money safe online and avoiding scams. I have heard about phishing and cloning						

Independent Living: Student Questionnaire

Descriptor	Always	Frequently	Sometimes	Rarely	Never	Comments (if relevant)
(c) Daily living / Personal Organisation						
I can get myself up, dressed, washed and ready for school / college						
I can prepare myself for my day, including, for example: keys, ID, wallet, bus pass, phone, planner, laptop, calculator						
I have strategies to avoid losing personal items (e.g. phone, keys, wallet, coat) and am rarely doing so. I can stay calm and know what to do if I lose something important						
I can find things I need in my room. I can organise my belongings. I can develop filing / storage systems						
I can get myself ready for bed and ensure I go to sleep at a sensible time						
I can prepare my own simple meals and drinks with or without using a recipe.						
I help with keeping the kitchen clean and tidy e.g. set / clear a table / clear up / wash up						
I can use a variety of kitchen equipment independently						
I know how to be safe in my home (e.g. use of fire extinguisher, smoke alarms, door and window locks)						

Independent Living: Student Questionnaire

Descriptor	Always	Frequently	Sometimes	Rarely	Never	Comments (if relevant)
I am aware of potential dangers in the kitchen including of electrical equipment						
I know how to do my own laundry						
I can shop for food; I can make a shopping list and compare prices in a shop						
I understand about healthy eating and buying healthy food						
I can keep appointments, usually get to places on time and remember important dates						
(d) Towards living independently						
I am comfortable spending increasing amounts of time at home on my own						
I know what to do in unexpected situations, e.g. if a stranger knocks on the door						
(e) Digital Awareness and Safety						
I can use social media safely and appropriately. I know the risks of meeting someone in person who I met online						
I understand about what is a hurtful or offensive post						
I would know what to do if someone sent me a message that was hurtful or offensive						

Independent Living: Student Questionnaire

My top things to work on

Once you have done your questionnaire, take a look at areas where you have scored a low score such as 'rarely' or 'never'. What are these areas?

List them here:

These are the skills that you may benefit from working on.

Independent Living: Student Questionnaire

Take a look at the list and try to sort them into three categories:

Rule: You must put at least 1 thing into the first category!

You can talk about this with your mentor – What are their views?

	I am more keen to work on these skills	I feel a bit less sure about working on these	I don't want to work on these

Independent Living: Student Questionnaire

	I am more keen to work on these skills	I feel a bit less sure about working on these	I don't want to work on these

Can you agree on your top 3 things to work on? Write them here:

- 1.
- 2.
- 3.

Independent Living: Student Questionnaire

Skills Identification and Planning

Once you have identified a priority area to work on, discuss with your mentor and set yourself some targets. These should be realistic, achievable and time limited. **This framework may help you keep track of targets:**

Target	Plan to try to achieve this target	Review and adjust if necessary (date)	Review (date)

Independent Living: Student Questionnaire

Creating a Plan

The important areas I will work on:

- 1.
- 2.
- 3.
- 4.
- 5.

What I currently do and what I will change

- 1.
- 2.
- 3.
- 4.
- 5.

Independent Living: Resource Bank

ii. Resource Bank

Introduction

This resource list is meant as a useful starting point and is not exhaustive or exclusive. Please add your own resources as you discover them. The format of this resource bank follows the sections of the associated student questionnaire:

- (a) Getting About and Travel
- (b) Money Management
- (c) Daily Living and (d) Towards Living Independently
- (e) Digital Awareness and Safety

Key Information

It is important to help young people think about the skills they need to practice to function independently and stay safe in the home and community; to start to build up time being home alone, as well as taking on more chores and responsibilities.

In the home and when out and about, autistic students are particularly vulnerable. They can be tricked or exploited as they can be generous and honest but also sometimes naive, easily to dupe and may take things at face value. Safety is of prime importance, so, in conjunction with families, make sure young people have rehearsed what to do in a range of 'expected' and 'unexpected' situations. You may also notice that the following affects your students' independence:

- ➔ A strong dislike of being in crowded spaces that includes public transport
- ➔ Difficulties with planning (e.g. timings, routes)
- ➔ Fear of the unexpected; difficulties coping with unanticipated issues or conflict (e.g. late bus or tram; missing the stop, an unusual or negative comment from a stranger)
- ➔ Previous negative experiences
- ➔ Reduced sense of danger
- ➔ Attention difficulties which means that they cannot focus on multiple things at the same time, sustain attention or switch attention between activities/situations

Key questions to consider:

- What are the barriers for the young person in developing their independent living skills?
- What activities do they want in their routine and/ or what motivates them?
- What skills do they need to develop to help them to be independent at home?
- What skills do they need to develop to help them to be independent in the community?
- What personalised lessons or strategies do they need to help them develop these skills?

a) Getting About and Travel

Many autistic young people have difficulties using public transport and it can give rise to anxiety; so they may avoid it, or avoid travelling independently. The key to engaging them in a travel training programme is finding out what might be their motivation (for example, seeing a friend, work experience, going to a place of interest) and supporting students to plan and practice public transport routes. It may also be helpful to plan with parents.

Autistic students may wish to develop skills including:

- ➔ Locating their local tram / bus stop
- ➔ Using a ticket machine; buying and using a bus pass
- ➔ Selecting the appropriate platform
- ➔ Learning local routes, reading timetables and maps or using apps to help them get around
- ➔ Knowing how to stop the bus appropriately (to get on and off) and how to queue
- ➔ What to do if something unexpected happens
- ➔ Knowing what to do in an emergency and their safety protocols

Consider:

- Google maps to show pictures and routes of anywhere you want to go including public transport, walking and cycling. Use this to plan with the student(s). The Transport for Greater Manchester Journey Planner will tell you how to get anywhere in Greater Manchester via public transport.
- Parents and other supporters may know other travel based apps you can use.
- Practice the same routes is the best way to improve judgement around timings and distance (something many autistic people find this hard at first)
- Some people will need extra training around social skills and social rules before travelling solo on public transport. Teach social rules about where to sit on a bus / tram (e.g. take up an empty double seat before sitting next to someone).
- Role play challenging situations on public transport.
- After practice with an adult, arrange travel buddies to practise routes; try to prepare alternative routes.
- Always carry spare cash and a charged mobile phone with emergency contacts programmed into it.
- Prepare and always carry a what to do / who to contact card if I have a problem or if I am late for any reason.
- Plan and do the route to college / work / work experience before you start there.
- Many autistic young people have difficulty with sense of direction. They may lack awareness of their surroundings or get lost easily. (Though others may be outstanding at this!) This puts them at greater risk of accidents, including as pedestrians. Are they aware of safety as pedestrians? (e.g. avoid using headphones).

Useful Resources

Some of the resources listed below, particularly the travel training services, can help develop skills and confidence. You may identify independent travel training teams in your area.

p. 70 Asperger Syndrome An Owner's Manual 2 – For Older Adolescents and Adults
E.S. Heller Korin (2007)

Transport for Greater Manchester. Journey planning and maps:

- ➔ www.tfgm.com/Pages/default.aspx
- ➔ Travel Training in Greater Manchester
- ➔ <https://tfgm.com/accessibility/travel-training>

Manchester Travel Training Partnership

Offering travel training to students who qualify for home to school transport.

www.mttp-travel-training.org/pages/about-mttp.php

Pure Innovations Travel Training

www.pureinnovations.co.uk/what-we-offer/independence/travel-training/

Travel Passes for Disabled People

<https://tfgm.com/tickets-and-passes/passes-for-disabled-people>

E-Card produced by Greater Manchester Police

<https://www.appropriateadult.org.uk/index.php/information/for-vulnerable-people/identifying-vulnerability#ecard>

NAS Passport to Individual Support

network.autism.org.uk/knowledge/policy-guidance/autism-passport

<https://www.autism.org.uk/about/family-life/everyday-life/road-safety.aspx>

Autism Friendly Driving Schools

Contact the NAS Family Services Development Project on Tel: 0161 998 4667 or look at:

www.autism.org.uk/about/family-life/everyday-life/driving.aspx

The ASDAN RoadWise Short Course. This can accredit up to 60 hours of activities relating to the consequences of dangerous driving, dangers on the road, the law, transport and the environment, vehicle maintenance and vulnerable road users. The course provides a focus for work with young people around issues of road use.

www.asdan.org.uk/courses/programmes/roadwise-short-course

b) Money Management

Money safety (physical and virtual) needs to be taught explicitly. Teach students to spot the signs that someone might be taking advantage of them. Encourage them to check-in with a trusted supporter if they think this may be happening.

- ➔ It can be helpful to liaise with parents regarding pocket money or allowances so that young people can learn to budget whilst living at home. Budgeting may best be learnt by making some early mistakes
- ➔ Saving for bigger items is a useful skill to learn young
- ➔ Given the tight restrictions on forms or identification over 18, it can be easier to set up a young person's own bank account when they are 16 or 17.

Consider:

- Liaise with maths staff about lagging skills relating to financial transactions, e.g. change, percentages etc.
- Use problem solving role play cards, e.g. you've spotted items you don't recognise on your bank statement or phone bill
- someone at school / college keeps telling you owe them money
- there's a dispute about whether you handed the cashier a £20 note or a £10 note
- you have booked a train / concert ticket online and realise you've booked it for the wrong date

Useful Resources

National Autistic Society. A comprehensive 'managing money' section on their website:
<https://www.autism.org.uk/about/adult-life/managing-money.aspx>

There is also a managing money online training module:
<https://www.autism.org.uk/professionals/training-consultancy/online/managing-money.aspx>

Easy to Read Information about money and banking.
<http://www.bild.org.uk/resources/easy-read-information/money/>

ASDAN Personal Finance Course.
www.asdan.org.uk/courses/programmes/personal-finance-short-course

Scottish Autism. They have developed six videos to support and enable autistic individuals to some of the challenges autistic people face when going to the bank, such as waiting in queues, speaking to different people and having to remember PIN codes. They include advice on how to keep money safe and guard against fraud, online and telephone transaction

www.scottishautism.org/services-support/support-individuals/accessing-bank

MoneySavingExpert. Martin Lewis website
<http://www.moneysavingexpert.com/>

Post Office Card Account.
www.postoffice.co.uk/post-office-card-account

c) Daily Living and d) Towards Living Independently

Difficulties that are common for autistic young people include anxiety, sleep, diet and personal organisation.

Anxiety:

Some autistic students are living with high levels of anxiety about attending school or college; so if it is this that is preventing them from getting up and out in the morning, then further assessment of the underlying issues is desirable.

Sleep:

A common difficulty is sleep and lack of it; this may be linked to late night online activities. The NAS website has a comprehensive section on sleep difficulties and disorders (see below). Sleep education can be helpful including education about how much sleep is desirable for optimal functioning; the impact on the brain of sleep deprivation; good sleep hygiene and useful sleep apps. Encouraging students and parents / carers to keep a sleep diary can be a useful intervention.

<https://www.autism.org.uk/about/health/sleep.aspx>

Diet:

Many autistic young people struggle to eat a varied or balanced diet. In conjunction with families, it should be possible to plan an education programme that might involve menu and shopping planning. They may need support to develop good night and day, eating. For further information and strategies:

<https://www.autism.org.uk/about/health/eating.aspx>

Personal Organisation:

Many young people have difficulties with keeping track of their workspace, documents and possessions

See p. 64 Asperger Syndrome An Owner's Manual 2 – For Older Adolescents and Adults E.S. Heller Korin (2007)

To what extent are the students' ratings of their daily living skills in line with those of their parents/carers? It should be helpful to plan these skills in conjunction with families. Some lines of enquiry:

- ➔ Is the student still dependent on their family to get them up, ready and out in the morning?
- ➔ Do they need help organising their belongings so they can find things when they need them and not lose things regularly?
- ➔ Do they understand some of the rules relating to staying safe in the home and community?
- ➔ Could you draw up some targets in conjunction with families and offer some support with some 'small steps' planning and monitoring?
- ➔ Are they starting to spend small amount of time at home alone?
- ➔ Do they understand about staying safe online?

Consider:

- Keeping valuables out of sight
- Avoid speaking unnecessarily to strangers
- Avoid staring at people when in the community
- Not making inappropriate comments out loud
- Not taking back streets / short cuts
- Knowing how to call the emergency services
- Being able to provide personal details to appropriate people in an emergency
- Making sure they have your own mobile phone, keep it charged, and have emergency contacts in it you can call for support
- There are an increasing number of apps and aids that can be used in the home to help keep people safe, e.g. door cams that allow you to see who is calling before opening the front door

The following NAS website contains guidance on changes that can be made to help autistic people feel more comfortable in their surroundings. This may be a change to the physical environment and information about providing structure and routine. It can be used to help autistic people in their home, education setting and residential or supported living accommodation.

<https://www.autism.org.uk/about/family-life/in-the-home/environment.aspx>

See also p. 69 Asperger Syndrome An Owner's Manual 2 – For Older Adolescents and Adults E.S. Heller Korin (2007)

'Getting Ready to Live on Your Own

e) Digital Awareness and Safety

Autistic young people may need 'over and above' the standard school offer when it comes to education about digital safety. It will be helpful to do some individual assessment of the possible knowledge gaps and potential pitfalls.

Useful Resources

NAS website.

www.autism.org.uk/services/nas-schools/radlett-lodge/learning/online%20safety.aspx

Cerebra. A parent guide for internet safety for young people with Learning Disabilities and Autism. Also some Safety Tips when using the internet on a computer and mobile phone.

www.cerebra.org.uk/download/learning-disabilities-autism-and-internet-safety/

Think Safe to Stay Safe website. Safety activities, facts and education for autistic young people in Northern Ireland.

www.wethinksafe.com/index.php?src=gendocs&ref=internet&category=Resources

Childnet website. Autism and online safety: secondary school toolkit

www.childnet.com/blog/autism-and-online-safety-new-toolkit-launched-for-secondary-schools

SECTION C

Community Inclusion

- i. Student Questionnaires
- ii. Resource Bank

Community Inclusion: Student Questionnaire

Please answer how often this is done independently, rather than with adult / parent support with organisation and prompts

Descriptor	Always	Frequently	Sometimes	Rarely	Never	Comments/ notes
(a) Social interaction and skills						
If I see a group of friends chatting, I am confident to go and join in with them						
With people I know and like, I am able to begin a conversation with them and keep it going						
I can start and end conversations with people I don't know						
I can say hello and goodbye to friends and people I know at the right time						
I can say hello and goodbye politely when introduced to strangers (e.g. look at them, smile, nod, use a handshake etc)						
I can speak to people I know on the phone (eg mum, grandparent, friend)						
I can speak to new people in real life (eg to ask directions, introduce myself, offer help)						
I can speak to unfamiliar people on the phone (e.g. make an appointment)						
I can arrange to meet up with my friends e.g. agree a time and place and stick to it						
If plans change, I am able to adapt to the new plan without getting very upset						

Community Inclusion: Student Questionnaire

Descriptor	Always	Frequently	Sometimes	Rarely	Never	Comments (if relevant)
I can let people know about a change of plan if I have to make one						
I know why choice of clothes can be important and how to dress appropriately for different situations (e.g. job interview, college)						
(b) Friendships and Relationships						
I can name a friend / friendship that has lasted for a long time						
I can pick up hints in conversation (e.g. when someone wants to end the conversation)						
I know how to change the way I use language depending on who I am speaking to – for example, my teacher, a friend, my mum, or a police officer						
I have smart ways of handling arguments						
I have smart ways of handling teasing						
I have smart ways of handling / reacting to bullying and cyberbullying						
I know when someone is being unkind or taking advantage of me						
I can handle it and stay calm if I am disappointed e.g. a low test/essay score						

Community Inclusion: Student Questionnaire

Descriptor	Always	Frequently	Sometimes	Rarely	Never	Comments (if relevant)
I understand about being a good sport and good winning and losing						
I can accept an adult's opinion about how I can improve, without getting too annoyed						
I can calmly accept instructions and opinions from a person in authority even when I don't agree with them						
I can tell if other people are upset by me, are disappointed in me or happy with me by their tone, expression or what they say						
If I need to, I can explain to people about my difficulties with communication and how they affect me						
If I need to, I can explain to people about any sensitivities to sound, light, touch and smell and how they affect me						
If I need to, I can explain to people about any anxiety I feel and how it affects me						
(c) Dating						
I understand that there are social rules around dating to keep both people safe						
I know how to be safe in the early days of dating (eg meeting in a public place, telling someone your plans, etc)						

Community Inclusion: Student Questionnaire

Descriptor	Always	Frequently	Sometimes	Rarely	Never	Comments (if relevant)
I understand that in sexual relationships, both people should be comfortable with agree to what we are doing (i.e. I understand about consent)						
I know how to end a relationship / I know what to do if a relationship becomes hurtful or dangerous						
I understand that some information is private or confidential and can manage this sort of information appropriately, and also when information must be shared to keep someone safe						
I understand that in sexual relationships, both people should be comfortable with agree to what we are doing (i.e. I understand about consent)						
(d) Social and Community Involvement						
I go to clubs, social, leisure or sporting activities arranged by school or college, independently (with friends or alone)						
I go to clubs, social, leisure or sporting activities outside school or college, independently (with friends or alone)						
I have or have done voluntary work or a part-time job						

Community Inclusion: Student Questionnaire

Descriptor	Always	Frequently	Sometimes	Rarely	Never	Comments (if relevant)
I can make my own arrangements to meet up with friends (e.g. face to face, by text, in whatsapp group)						
I meet up with friends with similar interests out of school						
I have kept friendships going out of college / school						
(e) Going out and about locally						
I feel comfortable going to local places with a friend or alone (e.g. shopping, park, library)						
I can choose what to do / where to go / what to eat and drink in my unstructured time / when I am out						
I feel safe going to places with (a) friend(s) in the evening						
I can plan a leisure activity (e.g. booking tickets and planning transport)						
(f) Flexibility						
I don't get too stressed or anxious in new or unfamiliar situations						
I can respond calmly to unexpected changes to routine						

Community Inclusion: Student Questionnaire

Descriptor	Always	Frequently	Sometimes	Rarely	Never	Comments (if relevant)
(g) Keeping Safe in the Community						
I can make my own arrangements to meet up with friends (e.g. face to face, by text, in whatsapp group)						
I meet up with friends with similar interests out of school						
I have kept friendships going out of college / school						
I know strategies to help me stay safe when I'm out						
I could ask someone suitable for help in an emergency						
(h) Digital Awareness and Safety						
I can use social media safely and appropriately						
I know the risks of meeting someone in person who I met online						
I understand what is a hurtful or offensive post						
I would know what to do if someone sent me a message that was hurtful or offensive						
I know that I must not send or distribute pictures of any unclothed person who is under 18 because it is against the law (and it is never a good idea to send unclothed images)						

Community Inclusion: Student Questionnaire

My top things to work on

Once you have done your questionnaire, take a look at areas where you have scored a low score such as 'rarely' or 'never'. What are these areas?

List them here:

These are the skills that you may benefit from working on.

Community Inclusion: Student Questionnaire

Take a look at the list and try to sort them into three categories:

Rule: You must put at least 1 thing into the first category!

You can talk about this with your mentor – What are their views?

	I am more keen to work on these skills	I feel a bit less sure about working on these	I don't want to work on these

Community Inclusion: Student Questionnaire

	I am more keen to work on these skills	I feel a bit less sure about working on these	I don't want to work on these

Can you agree on your top 3 things to work on? Write them here:

- 1.
- 2.
- 3.

Community Inclusion: Student Questionnaire

Skills Identification and Planning

Once you have identified a priority area to work on, discuss with your mentor and set yourself some targets. These should be realistic, achievable and time limited. **This framework may help you keep track of targets:**

Target	Plan to try to achieve this target	Review and adjust if necessary (date)	Review (date)

Community Inclusion: Student Questionnaire

Creating a Plan

The important areas I will work on:

- 1.
- 2.
- 3.
- 4.
- 5.

What I currently do and what I will change

- 1.
- 2.
- 3.
- 4.
- 5.

Community Inclusion

ii. Resource Bank

Introduction

This resource list is meant as a useful starting point and is not exhaustive or exclusive. Please add your own resources as you discover them. The format of this resource bank follows the sections of the associated student questionnaire:

- (a) Social Interaction and Skills
- (b) Friendships and Relationships
- (c) Dating (including Sexual Health and Sexual Relationships)
- (d) Social and Community Involvement
- (e) Going out and about locally
- (f) Flexibility
- (g) Digital Awareness and Safety

Key Information

Autistic students may require additional support to develop their community inclusion because of their individual needs, which might include:

- ➔ Misinterpreting or misunderstanding social communication including jokes, sarcasm
- ➔ Misunderstanding of others' intentions towards them; for example autistic people have been unwittingly drawn into crime e.g. handling stolen goods by more streetwise peers. The autistic person may not understand that they are being used.
- ➔ Difficulties with organising, sequencing and prioritising which can affect time management or decision making
- ➔ Anxiety about new and unfamiliar people or places
- ➔ Attention difficulties
- ➔ Understanding how to respond to challenge or disagreements appropriately
- ➔ Knowing how to keep themselves safe and who to trust

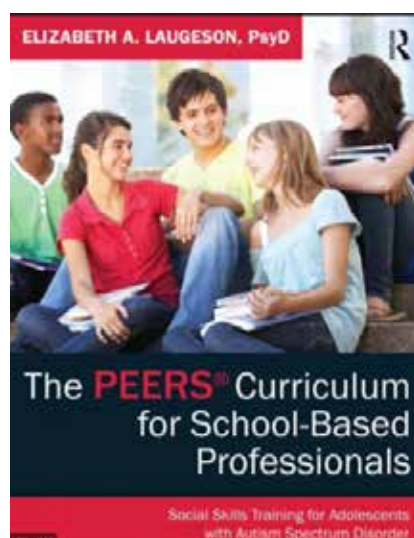
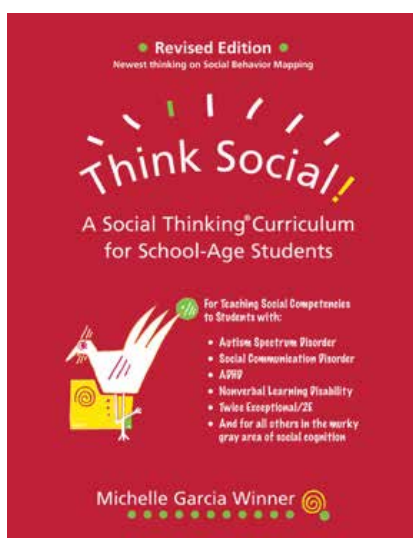
Please note, a number of the skills in this area involve discussion of dating, going out, buying pizza or tickets etc. and there may be small costs (e.g. film tickets) or sensitive information (e.g. discussion of rules in dating, consent in relationships) involved. It is therefore a good idea to **inform parents of lesson plans and seek parental permission** to cover topics or to facilitate an evening at the cinema (e.g. by prearranging a suitable date and venue that would be accessible to all). Autism outreach services or health services may be able to present some sensitive information to young people if this is felt more appropriate.

Key questions to consider:

- How can the student be better prepared for being within the community?
- What hobbies and interests motivate them?
- What activities do they currently do or have they done within community settings?
- What were the barriers and motivators?
- What direct teaching have they had to support their social communication? Can you build on this learning and make it more relevant for post-14?
- How do their social communication skills impact their interactions with unfamiliar people within the community?
- How do they keep themselves safe in the community, with new people or in new relationships?

a) Social Interactions and Skills

Use social skills teaching resources such as Michelle Garner Winner's 'think social' series or the PEERS programme for schools by Elizabeth Laugeson:



There are many other suitable resources.

Small Step Programmes

Devise small step programmes for challenging activities

Example for making a phone call:

1. Call the speaking clock (dial 123) or an information only line.
2. Call an answerphone by arrangement, leaving no message.
3. Call an answerphone by arrangement and leave a prescribed message
4. Call an answerphone by arrangement and leave a non-scripted message
5. Call and have the person answer who follows an agreed script
6. Use the phone to make an order (planned and rehearsed in advance)

b) Friendships and Relationships

This section is a good one for structured activities based on role play, discussion, and examples. You may find some helpful activities in text books such as those mentioned above.

Aim to support the young person to think about being balanced with friendships so that relationships are sustained (e.g. not needing to be the only friend / needing the friend always to be available; making sure that you sometimes are the first person to text or issue an invitation instead of always expecting your friend to do that and you just respond)

Role Play

Use role play and discussion to work out ways people signal that they are bringing a conversation to an end.

For example:

- Looking away frequently and consistently
- Standing up
- Picking up bags or coat, or checking watch
- Moving towards the door
- Saying stock phrases such as 'anyway...' or 'I mustn't use up any more of your time'; 'I'll let you get on.'

Use role play, examples and discussion to investigate the different ways we speak to different people, and how a very few word changes make a huge difference.

Examples:

When someone has cooked you some soup

- 'I'm sorry, I'm not that keen on tomato soup' versus 'I can't stand tomato soup, it's disgusting'

When referring to someone:

- 'That old woman over there' versus 'that older lady over there'

Other useful resource:

- ➔ Heller Korin, E.S. (2007). Asperger Syndrome An Owner's Manual 2 – For Older Adolescents and Adults. p. 73 - 82

c) Dating

The use of role play and scenarios is helpful. It may be useful to book a visit from an autism specialist health based person or autism outreach service (see general resources, above) to talk frankly about women, pornography, and consent in sex. Teen women's magazines may have useful articles as a prompt for discussion. Social stories can be used alongside role play to reinforce where necessary.

There is a chapter in the PEERs manual about dating and p. 81 in Heller Korin, E.S. (2007). Asperger Syndrome An Owner's Manual 2 – For Older Adolescents and Adults.

General Sexual Health and Sexual Education Resources

This list is by no means exhaustive and is intended to be a starting point.

- ➔ **Life Support Productions** have produced DVD's and resources for special educational needs, Primary and Secondary. Highly recommended for children and young people with autism, www.lifesupportproductions.co.uk these videos look at growing up, cleanliness, relationships, consent, being gay or lesbian, safe sex and so on.
- ➔ **NAS website** www.autism.org.uk/about/communication/sex-education.aspx has some good information and resources listed
- ➔ **Halton NHS Clinical Commissioning group** commissioned a series of comic strip novels and apps by SPARC including, mental health and fake mates and trouble with the law
- ➔ **Sex Education Forum** www.sexeducationforum.org.uk. The Sex Education Forum is a membership organisation and works together with its members and other stakeholders to achieve quality sex and relationships education Members include schools, colleges, youth settings, local authorities, NHS trusts, local and national organisations and individuals.
- ➔ **GALOP** – National LGBP domestic abuse helpline TEL: 0800 999 5428 or www.galop.org.uk/
- ➔ Brook Young People is a charity for young people under 25yrs providing relationship and sex information. www.brook.org.uk/our-services
- ➔ Grange Outreach; the local autism specialist school, can offer bespoke outreach advice and consultation. School nurses may also be able to support students and families with any particular issues.

A note about gender identity.

Young people may approach school staff about their gender identity. We know that a significant proportion of those young people who question their gender fit diagnostic criteria for autism.

If young people seek advice it is important to be aware of government guidance in order to best support such students.

The government advice on teaching about gender identity has recently changed and the updated guidance can be found here

www.gov.uk/guidance/plan-your-relationships-sex-and-health-curriculum

We do recommend you read the updated statement on gender identity which makes some strong statements on what should and should not be covered. it concludes as follows: “while teachers should not suggest to a child that their non-compliance with gender stereotypes means that either their personality or their body is wrong, and in need of changing, teachers should always seek to treat individual students with sympathy and support’.

In terms of providing non-autism specific resources which represent different viewpoints, Mermaids <https://mermaidsuk.org.uk/> is the original charity supporting transgender youths and their families and tends towards a more affirmation based model. It is closely linked with Stonewall.

Transgender Trend www.transgendertrend.com explores the social context of gender identity issues in the UK today and takes a respectful but more cautious approach, particularly medically, to those questioning their identity. It is closely linked with the Safe Schools Alliance.(NB if ‘transgender trend’ is google searched, a non-affiliated more affirmative site will appear first in google rankings; this may cause confusion).

Both sites will have onward links to associated materials, books and literature etc. Transgender Trend also produces a free pack for schools.

For clarity, both sites have faced accusations from the other of being harmful to youngsters who are questioning their identity. We suggest you research both with an open mind. It is likely that over the next year or two there will be more clarity in guidance one way or the other.

In terms of understanding some of the controversy in this area, it is important to know that there has been a huge increase over the past 10 years in the number of young people questioning their gender and seeking referral to the Gender Identity Services.

This is especially so for those born female, with a 4400% increase in referrals to gender identity services since 2010 for teens born female and now identifying as male. Reasons for this are not fully clear and remain speculative.

d) Social and Community Involvement

Use Local Offer and local and national organisations to identify suitable / supported opportunities for socialising or arrange for your young people to meet out of school, e.g. to go climbing or bowling. (NB ensure parental agreement)

ASGMA, the autistic society for Greater Manchester Area, is a useful resource locally, specifically their aspirations project:

Tel: 0161 866 8483

Email: admin@asgma.org.uk

Address: 1114 Chester Rd, Stretford, Greater Manchester, M32 0HL

e) Going out and about locally

Safety

Work with your YP to make a list of rules for safety when going out.

Key items to include:

- ➔ that someone should know where you are going and when you expect to be back
- ➔ the need to communicate if plans change or you encounter a problem – e.g. you miss the bus.
- ➔ check with parents whether youngsters do send texts (communication being a core difficulty) in these circumstances.
- ➔ Discuss apps such as Find my iphone and the tracking options in some apps such as snapchat. When might you want these features turned on?

How can you be safe when meeting someone new, e.g. for a date?

- ➔ Many women have made a prior arrangement for a friend to call after, say, half an hour to check all is well.
- ➔ If the person wants to leave the date, they can pretend that the call is a family emergency; this allows them to leave safely.
- ➔ Some parents and teens have prearranged to use a code text such as sending an x on its own; this means, 'I'm not comfortable here, come and get me'. The parent will then send a text back which pretends that there is a family emergency and that they will have to collect their son or daughter early. This allows the teen to exit a situation they are uncomfortable in, without losing face with their peers (eg, drinking alcohol at a sleepover).

Look at Youtube for warning films such as Kayleigh's love story (warning, about a murder) or the Breck Bednar story which warn about meeting strangers met online.

- ➔ Whilst recommending they never meet a stranger is safest, do discuss sensible rules for if they were to meet someone when an adult, e.g. via online dating – during the day, in a busy place, with another friend, have an exit strategy, have someone know your plans etc.

Booking tickets

Help the young person or people find a film they would like to see, or a show they'd like to watch. Guide them through the process of buying tickets, with parental permission. Then set a challenge to book for a second or third film or show, reducing the amount of support each time. This could be done by a pair of students with similar interests.

f) Flexibility

Explore with your young people the things that make them anxious.

- ➔ Talk about flexibility of thought as one area of difficulty in autism and what this means, and how people might manage (e.g. asking for a schedule for the visit, looking up place being visited online beforehand, building in 'rest breaks' for decompression time, making use of specific guides such as the Manchester airport guide for autistic travellers, <https://stockport.fsd.org.uk/kb5/stockport/fsd/service.page?id=U7gQ5anVdZ0>, use of Special Assistance or the sunflower lanyard scheme, travelling outside of peak periods, etc.)

Work out how to identify, be aware of and manage anxiety. Normalise anxiety in that everyone feels some anxiety at new things. Remember the key points about anxiety:

- ➔ It is normal
- ➔ It is predictable and expected
- ➔ It feels unpleasant, but doesn't actually hurt us
- ➔ It passes

g) Keeping Safe in the Community

Discussion and identification of ways to keep safe. The sorts of points you might include in a list on 'Staying Safe when out and about' might include:

- ➔ Keeping valuables out of sight
- ➔ Avoid speaking unnecessarily to strangers; but choose the right sort of person to approach if you need help (what would the right sort of person be?)
- ➔ Avoid staring at people when in the community
- ➔ Not making inappropriate comments out loud (what is inappropriate?)
- ➔ Not taking back streets / short cuts unless very familiar and confident in that area and in daylight
- ➔ Being able to provide personal details to appropriate people in an emergency
- ➔ Knowing how to call the emergency services

h) Digital Awareness and Safety

Young people with autism may need 'over and above' the standard school offer when it comes to education about digital safety. It will be helpful to do some individual assessment of the possible knowledge gaps and potential pitfalls.

Websites

- www.autism.org.uk/services/nas-schools/radlett-lodge/learning/online%20safety.aspx
- Cerebra – A parent guide for internet safety for young people with Learning Disabilities and Autism. Also some Safety Tips when using the internet on a computer and mobile phone.
<https://cerebra.org.uk/download/learning-disabilities-autism-and-internet-safety/>
- Think Safe to Stay Safe website. Safety activities, facts and education for young people with autism in Northern Ireland. www.wethinksafe.com/index.php?src=gendocs&ref=internet&category=Resources
- Childnet website - Autism and online safety: secondary school toolkit
www.childnet.com/blog/autism-and-online-safety-new-toolkit-launched-for-secondary-schools

Other Resources and Websites

Teenage Talkabout. A Social Communication Skills Package – A. Kelly

Social Skills Training. For Children and Adolescents with Asperger Syndrome and Social-Communication problems – J.E. Baker

Think Social! A Social Thinking Curriculum – M.G. Winner

The Peers Curriculum for School Based Professionals – E.A Laugeson

Asperger Syndrome. An Owner's Manual for Older Adolescents and Adults. E.S. Heller Korin

National Autistic Society Recommended

- NAS E-Befriending Scheme. Tel: 02920 629314 or 07920295911, email: e-befriending@nas.org.uk
- e-Buddies a Best Buddy International Programme. www.ebuddies.org/about/

SECTION D

Health

- i. Student Questionnaires
- ii. Resource Bank

Health: Student Questionnaire

Please answer how often this is done independently, rather than with adult / parent support with organisation and prompts

Descriptor	Always	Frequently	Sometimes	Rarely	Never	Comments/ notes
(a) Sleep						
I usually get 8 or more hours sleep per night						
I understand the importance of getting enough sleep for learning and wellbeing						
I know what does / does not help me sleep						
I have some strategies I use to help me sleep						
(b) Cleanliness and Hygiene						
I understand why it is important to keep myself clean						
I can wash my body and my hair independently and do a good job						
I wash regularly and without needing reminders						
I take responsibility for choosing clothes that are clean and appropriate for different situations e.g. school / work experience / night out						

Health: Student Questionnaire

Descriptor	Always	Frequently	Sometimes	Rarely	Never	Comments (if relevant)
(c) Food and Diet						
I understand what a healthy diet is						
I eat enough variety of food to keep me healthy						
I can heat up food and prepare simple meals						
(d) Health, wellbeing and medical needs						
I know why exercise is important						
I take enough exercise each week to keep my body healthy						
I know what sports and leisure facilities I can use where I live						
I can tell someone if I am in pain or feeling unwell						
I know the kind of problems that doctors and hospitals deal with						
I can go into the doctor to talk about a problem on my own (This can vary according to the sort of problem; that's OK.)						
I can make my own appointment to see a doctor (17 and over)						
I know the risks associated with excessive use of drugs and alcohol						

Health: Student Questionnaire

Descriptor	Always	Frequently	Sometimes	Rarely	Never	Comments (if relevant)
(e) Mental Health						
I can recognise when I am feeling stressed, anxious or depressed						
If I need to, I can explain to someone how I am feeling						
I know things I can do or apps/books to use if I am feeling bad						
(f) Sexual Health						
I understand that in sexual relationships, both people should be comfortable with agree to what we are doing (i.e. I understand about consent)						
I understand how to use contraception to prevent pregnancies and STDs.						
I understand that it's OK not to feel ready for or want a sexual relationship						

Health: Student Questionnaire

My top things to work on

Once you have done your questionnaire, take a look at areas where you have scored a low score such as 'rarely' or 'never'. What are these areas?

List them here:

These are the skills that you may benefit from working on.

Health: Student Questionnaire

Take a look at the list and try to sort them into three categories:

Rule: You must put at least 1 thing into the first category!

You can talk about this with your mentor – What are their views?

I am more keen to work on these skills	I feel a bit less sure about working on these	I don't want to work on these

Health: Student Questionnaire

	I am more keen to work on these skills	I feel a bit less sure about working on these	I don't want to work on these

Can you agree on your top 3 things to work on? Write them here:

- 1.
- 2.
- 3.

Health: Student Questionnaire

Skills Identification and Planning

Once you have identified a priority area to work on, discuss with your mentor and set yourself some targets. These should be realistic, achievable and time limited. **This framework may help you keep track of targets:**

Target	Plan to try to achieve this target	Review and adjust if necessary (date)	Review (date)

Health: Student Questionnaire

Creating a Plan

The important areas I will work on:

- 1.
- 2.
- 3.
- 4.
- 5.

What I currently do and what I will change

- 1.
- 2.
- 3.
- 4.
- 5.

Health: Resource Bank

ii. Resource Bank

Introduction

This resource list is meant as a useful starting point and is not exhaustive or exclusive. Please add your own resources as you discover them. The format of this resource bank follows the sections of the associated student questionnaire:

- a) Sleep
- b) Hygiene
- c) Food and Diet
- d) Exercise and Physical Health
- e) Mental Health
- f) Sexual Health

Key Information

Autistic students may have a range of barriers that impact their health and their ability to look after their own health. This may be due to a range of reasons:

- ➔ Sensory differences. Having a heightened sense of smell/ touch/ noise may make washing and showering feel unpleasant. Pain sensitivity and differences in proprioception might make physical exercise more uncomfortable. Sensitivity to noise and light can also impact ability to get to and stay asleep.
- ➔ Social understanding issues including social imperative of cleanliness e.g. the importance of cleaning or overly fixating on cleanliness/ washing multiple times daily.
- ➔ Difficulties with executive functioning may make it hard to switch activity or initiate activities, e.g. switching from gaming to having a shower, or in managing time successfully to ensure they have washed their clothes.
- ➔ Communication issues may make it hard for students to, for example, explain their symptoms to a doctor or dentist. They may struggle to identify and articulate what is wrong, or may experience social anxiety when communicating sensitive information to a person perceived as an authority figure. They may experience physical symptoms of anxiety, such as headache, stomach ache, but they may not understand the anxiety which underpins these symptoms.
- ➔ Sleep problems are common. There are numerous interconnected causes including: anxiety or rumination/ over-thinking, poor executive functioning and strong focus on preferred activities, irregular secretion of melatonin or having an atypical body clock.
- ➔ Understanding social rules in relationships and dating can be difficult especially autistic students. It is extremely important to teach about how to show that you would like to date someone, about consent and health in sexual relationships, and about what actions are not appropriate.
- ➔ Food issues. This might include a restricted range of food eaten, and /or digestive issues such as constipation or food intolerances. It is important that a balanced diet can be achieved even if this is from a smaller range of foods than typical. It is also useful when people can find something on a menu that is acceptable to them often enough that they are confident in eating out.

Key questions to consider:

- What are the barriers for the young person in looking after their health?
- How can they be better prepared for independence?
- What health, cleanliness or wellbeing activities need to be incorporated in their routine? (not all at once!)
- What skills do they need to practice to help them to look after their own health needs?
- How will you adapt sex education for autistic students in particular?
- Do they need personalised lessons or strategies to help them develop these skills?

a) Sleep

The following websites have helpful information relating to sleep difficulties:

www.autism.org.uk/advice-and-guidance/topics/physical-health/sleep/autistic-adults

<https://sleepcouncil.org.uk/wp-content/uploads/Sleep-Council-Sleep-Diary-Interactive.pdf>


b) There are a growing number of apps that support sleep:

Sleep apps.

- Sleepio is based on CBT
www.nhs.uk/apps-library/sleepio/
- Headspace uses guided meditations
<https://www.headspace.com/meditation/sleep>
- Technology such as the dodow which slows breathing using a visual model (a projected light that enlarges and contracts and you breathe in time with it) can be helpful. A model with white noise as an option also exists
www.mydodow.com/dodow/en-gb/home
- Weighted blankets can help some people, many models are available at a range of prices
www.standard.co.uk/shopping/esbest/home-garden/bedroom/best-weighted-blankets-a3912931.html

Sleep diaries can be useful to find out how a person can improve their sleep patterns. This example is from the sleep council's website (above):

Examples of Sleep Diaries



Sleep Diary: **MORNING**

Complete each morning

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7
Day of the week							
What time did you go to bed last night?							
What time did you wake this morning?							
How long did it take you to first fall asleep (in minutes)?							
Did you fall asleep: Easily After some time With difficulty							
How many times did you wake in the night?							
How long were you awake during the night in total?							
How long did you sleep last night in total?							
What disturbed your sleep? (physical or mental factors such as stress, worry, noise, lights, comfort etc)							
How would you rate your quality of sleep from 1-5? (with 1 being very poor and 5 being very good)							
How do you feel this morning: Refreshed OK Lethargic							
Any other notes							

For sleep tips and other helpful advice visit www.sleepcouncil.org.uk



Sleep Diary: **END OF DAY**

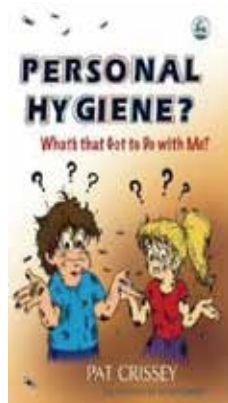
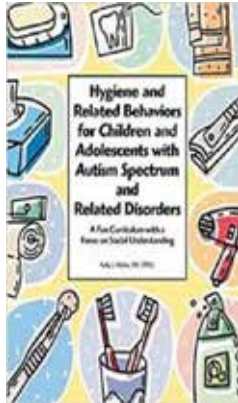
Complete at the end of the day

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7
Day of the week							
How many caffeinated drinks did you have BEFORE 5pm?							
How many caffeinated drinks did you have AFTER 5pm?							
How many alcohol units did you have BEFORE 5pm?							
How many alcohol units did you have AFTER 5pm?							
In minutes, how much exercise did you do today BEFORE 9pm?							
In minutes, how much exercise did you do today AFTER 9pm?							
Have you taken any medications today? And if so, what.							
Did you have a nap during the day or evening and for how long? (in minutes)							
Throughout the day have you felt any of the following: Grumpy Impatient Tired Moody Unable to concentrate							
In the hour before bed what has your bedtime routine included?							

For sleep tips and other helpful advice visit www.sleepcouncil.org.uk

b) Hygiene

There are many free apps for tracking periods, such as: mycalender or Clue.
Book/social story suggestions for hygiene include:



c) Food and Diet

Government led strategies such as the Eatwell plate or reducing sugar by making swaps for 'healthier' food may not be salient for young autistic people who may have a variety of sensory issues around some foods and may have a restricted range of foods that they eat. This might make autistic students feel they may as well not bother trying to eat healthily as they are unable to attain the government's recommended balance of foods.

A more personalised version of a healthy diet could form the basis of group discussion, where each person is invited to consider foodstuffs they do enjoy or will eat that fall into each category. This may enable youngsters to see how they can eat a more balanced diet even from a restricted range of foods.

Example food areas

- Meats and proteins: eggs, cheese, chicken nuggets, beef burgers, milk, yoghurt
- Vegetables and fruits: peas and sweetcorn, apples, grapes, strawberries
- Carbs: white bread, rice, mashed potatoes, chips, plain popcorn
- Other foods: crisps, chocolate, sweets

Consideration of choosing a specific diet

Certain diets based on worthy principles (e.g. veganism) mean that a person must work harder to ensure a range of foods for good health are consumed. It is particularly important that an autistic vegetarian or vegan teen considers their nutrition to stay healthy; this can be harder where a person already eats a restricted range of foods. There can also be a greater risk, particularly in girls, of developing unhealthy relationships with food in autistic youngsters eg anorexia. This should always be discussed with parents if a mentor becomes concerned.

d) Exercise and Physical Health

Exercise

The World Health Organisation recommends an hour a day of activity as an ideal.

Consider: What type of exercise might a young person commit best to? What equipment do they need?

For a young person doing nothing a small start can be more achievable – for example walk home from school / get off bus a stop earlier / get dropped outside school grounds and walk in.

For those keen to take more exercise but unsure where to start, free apps such as NHS couch to 5k can be useful structured plans to support progress and can be linked into structured activities such as the 'parkrun' initiatives for those who grow to enjoy running.

Many young autistic students may prefer non-team sports such as climbing or trampolining. There are also fun circuits such as <http://www.totalninja.co.uk/> which are a sort of adult soft play!

Local agencies such as ASGMA may be able to facilitate sporting activities. Look on local offer for specialist sessions e.g. disability tennis.

Going to the doctor / dentist / hospital

Social stories at an age appropriate level may help reassure the young person. Some hospitals have special arrangements for those with autism, it is worth checking..

<https://mft.nhs.uk/wythenshawe/services/autism/>

They may like to write their symptoms down to show the doctor, or use an iPad or other device to support their communication during the consultation.

A business card explaining that they are autistic can be given to the doctor on entry to the room or by a supporting adult. Many health professionals may be aware of the 'sunflower lanyard' scheme for hidden disabilities.

<https://hiddendisabilitiesstore.com/>

Role play making an appointment by telephone – be the receptionist, ask which doctor they prefer etc.

e) Mental Health

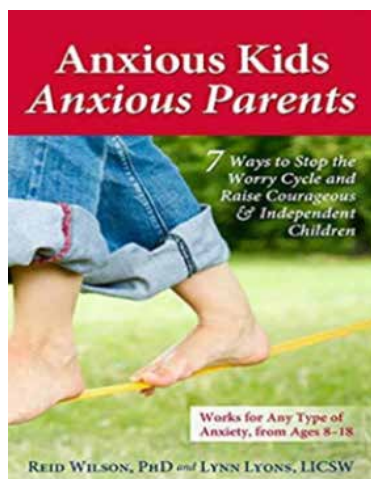
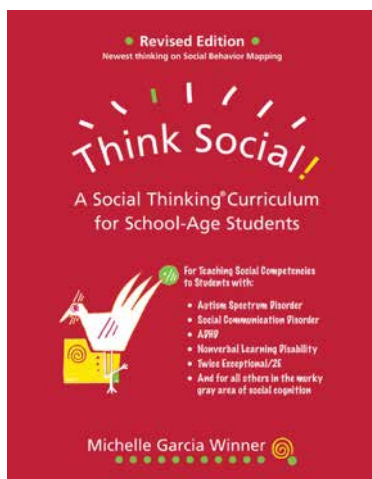
A key skill as a mentor dealing with mental ill health is knowing what can be handled by school/parents/young person and when outside help and support is needed via CAMHS or 16/17 support services (e.g. Emerge). For suicidal intent, A and E is needed.

Consider:

- Talking about the experience of anxiety and depression – it is not unusual or uncommon to experience these feelings at some point during teen years.
- Modelling managing anxiety. Talk about times you felt anxious and how you managed that.
- Sharing key messages:
 - Anxiety is normal
 - It is predictable (we know the sorts of things that make people anxious, e.g. new situations, new people, big test, being under pressure)
 - It is time-limited
 - It goes away
- Discussing what happens when you avoid something scary completely - it makes the anxiety come back bigger next time (short term gain, long term pain!). The best strategy is to have a go at what you can manage.
- When might each different level of support be useful (small group discussion?)
- Discussing the role of social media in mental health including grooming, bullying and radicalisation, and how to protect yourself. Agencies such as CEOP , kidpower, childnet , the prevent strategy
- Discuss appropriate support for mental health and options available, e.g. self-help (mindfulness, apps) talk to a trusted adult, use Kooth, counselling in school, access to age appropriate support services such as 42nd St, Emerge, CAMHS

Useful resources

Many materials such as **Michelle Garnier Winner's social thinking** materials or the **Anxious Kids Anxious Parents** materials can be helpful



Support for mental health.

- ➔ Self help (mindfulness, apps) talk to a trusted adult
- ➔ Kooth
- ➔ Counselling in school
- ➔ Access to age appropriate support services such as 42nd St, Emerge, CAMHS

Relate. They have materials such as info for parents on their website.

Anxiety. www.relate.org.uk/relationship-help/help-family-life-and-parenting/parenting-teenagers/mental-health/teen-anxiety

Depression. www.relate.org.uk/relationship-help/help-family-life-and-parenting/parenting-teenagers/mental-health/teen-depression?gclid=EAlaIqObChMIa_SsuaW5glV-ibPtCh2ULAIdEAAAYASAAEgLjC_D_BwE

YouTube. A number of youtubers such as **Zoella** have also produced videos about managing anxiety which teens may find helpful if they respect the youtuber!

Social Media.

- ➔ CEOP
- ➔ Kidpower
- ➔ Childnet. For example, www.childnet.com/?gclid=EAlaIqObChMI1f3OxqXu-5AIVWeDtCh2v3QgNEAAYAiAAEglvGvD_BwE
- ➔ The Prevent Strategy

f) Sexual Health

See previous information in **Community Inclusion: Resource Bank**

Consent. The 'cup of tea' consent video is very useful:

www.youtube.com/watch?v=oQbei5JGiT8

Autism toolbox Scotland has a number of online resources aimed at autistic youngsters

www.autismtoolbox.co.uk/supporting-wellbeing/sexual-health/

Cambian Group. Where there is a lack of understanding of boundaries some of the resources mentioned in this document may be invaluable

www.cambiagroup.com/media/1474414/Inappropriate-Sexual-Behaviour-2018.pdf

Brook. The very helpful traffic light tool from Brook

<https://legacy.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>

Growing Up in Greater Manchester (Greater Manchester Autism Consortium). Any teen may experience confusion over their sexuality or identity. The GMAC materials provide a range of links in their resource pack to support gay, bisexual, lesbian or transgender autistic teens.

https://b50226bd-7fce-4823-8dcc-d3ae72875d8c.filesusr.com/ugd/8f-09d3_00be12ce5da64a20a0c43e5891e323a9.pdf



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