Section 5

Top tips and practical resources for autistic young people

Tools for young people

How to talk about autism

Talking about being autistic can be difficult. You don't have to tell someone straight away if you are autistic, you can get to know them a little bit first. It can be scary to talk about being autistic as you don't always know what other people know about autism. It can be useful to find out what they know before telling them about yourself.

Some people describe autism in different ways. It can be described as 'a way of seeing the world differently' or 'being really good at one thing and not so great at others'.

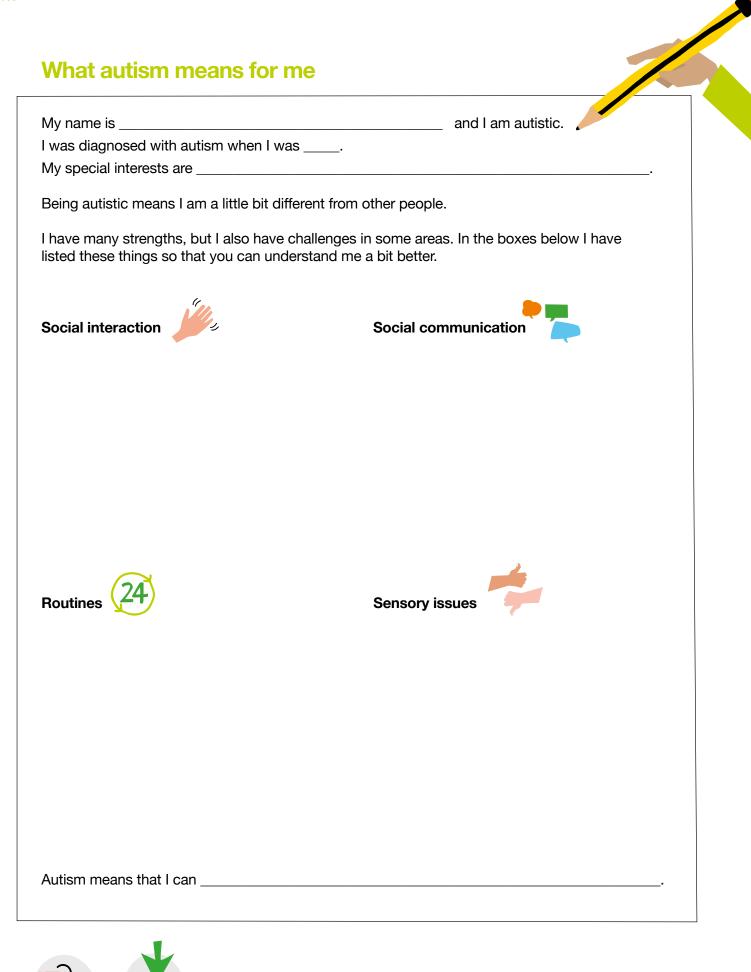
Being autistic is not bad or less than someone else, you might just have difficulties with socialising with other people or find overwhelming environments a challenge.

When you think about autism and how being autistic might impact you, you can describe where your differences are. For autistic people they usually have four areas in which they are different to non-autistic people. These are social interaction, social communication, routines and repetition (social imagination) and sensory issues. Use these headings to help you when describing autism. Talking to the other young people at your youth group is something you can work on with your youth group leader. They can help you choose a specific time during a session to talk about autism and being autistic. You can talk to the young people in your group about things you do, say or think so that they can understand when they are around you or working with you in the future. You don't have to talk to the group alone; ask someone to support you to talk about yourself or any differences you have.

> Ultimately, telling people that you are autistic is up to you. You don't have to tell people if you don't want to. Telling people you are autistic can mean better understanding and support for when things might go wrong.

Editable

Download



Section 5



Top tips for peers

As well as a comfortable and accessible environment, a huge part of going to a youth group or club are the other young people you get to meet. Unfortunately, lots of us found that peers weren't particularly welcoming or friendly and made going to these clubs quite uncomfortable.

Here are our top tips for peers:

If you have any questions about autism, please ask. If the young person doesn't feel comfortable explaining, you can use the <u>section</u> of Include Autism with more information.

Don't laugh at others for the way they move. Things like waving hands, flapping arms, playing with fidget toys and tapping rhythms are called 'stims' or 'stimming' and are really important for self-regulating and keeping calm. If you stop someone from stimming it can make them very distressed.

Meltdowns and shutdowns aren't funny – please don't try and make others have either of these. Instead ask what the best thing to do to help during a meltdown or shutdown is. It might be offering a distraction, allowing for some space or helping them to a quieter area. It's really important that we don't dwell on the meltdown or shutdown as it is the past and we would like to move onto the next task.

77

When your peers accept you as you are you finally get a sense of belonging. It's a feeling like nothing else.

Sometimes an autistic young person might be really good at talking to other people and taking part in the youth group and sometimes they might really struggle. When this happens know that they aren't trying to ignore you or trying to be rude, they just aren't able to be our normal selves.

Autistic people can have really focused hobbies or interests which they like to talk about a lot. This means that because they're so excited to talk about their interests they don't always realise other people might not be as interested.

What might I need for support?

This tool is something you can bring with you to a youth group to help tell the youth group leaders what they can do to include you and make you feel comfortable.

You can \checkmark tick options that you like and add your own.

		•	
Name:		Age:	
Parent/Carer name:			
Parent/Carer contact details	:		
My diagnoses:	My medication:		
What to do during a meltdown / shutdown	l like to be:	Please:	
	left alone	let my parent or carer know	
	allowed to leave	let me move onto the	
		next activity	
	checked on by staff	-	
	checked on by staff sat somewhere quiet	let me play with a toy	
	-	-	
Behaviours to ook out for	sat somewhere quiet	let me play with a toy other	
	sat somewhere quiet Things that show I'm upset: scratching	let me play with a toy other looking scared	
	sat somewhere quiet	let me play with a toy other looking scared covering my ears	
	sat somewhere quiet Things that show I'm upset: scratching not talking to anyone	let me play with a toy other looking scared	
	sat somewhere quiet Things that show I'm upset: scratching not talking to anyone leaving the room	let me play with a toy other looking scared covering my ears jumping around	
	sat somewhere quiet Things that show I'm upset: scratching not talking to anyone leaving the room looking angry	let me play with a toy other looking scared covering my ears jumping around	
	sat somewhere quiet Things that show I'm upset: scratching not talking to anyone leaving the room looking angry Things that show I'm happy:	let me play with a toy other looking scared covering my ears jumping around other	

What might I need for support?

continued...

These are my strengths

I like to talk about:

I am good at:

Who supports me

parent

carer

support worker

Their name is ____

They help me with

They are called:

personal assistant

mum

dad

name

carer supporter

Other _____

Things that are important to me

Editable

What might I need for support?

continued...

Preferred communication	I like to talk with:			
	words	someone reads my responses		
	hands	other		
	my tablet			
	l can:			
	talk in front of a group	talk when prompted		
	talk to one person	talk in a quiet area		
		other		
	l can hear:			
	in quiet areas	when you talk to me directly		
	when there is lots going on	when you say my name		
		other		
	Please talk to me with:			
	words	other		
	pictures			
	respecting my communication badge			
Things that help me understand	visual information	I prefer to work in a quiet space		
	written instructions one question at a time give me time to think I need to know beforehand	fidget toys keep me calm and		
		help me concentrate I like words and pictures I use ear defenders other		
				I need to do something else



One page profile about me

If you don't want to fill in the support table you can use a one page profile.



I

I

L

۰.

. . .

I

I

-

MY			
ΟΝΕ	PAGE	PROF	LE
My one page profile	e		
Your name:			

Age: _____

Occupation: _____

What people appreciate about me

What is important to me

How to support me

Section 5