

Positive Approaches to Supporting People with Autism Spectrum Conditions (ASC)

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Activity

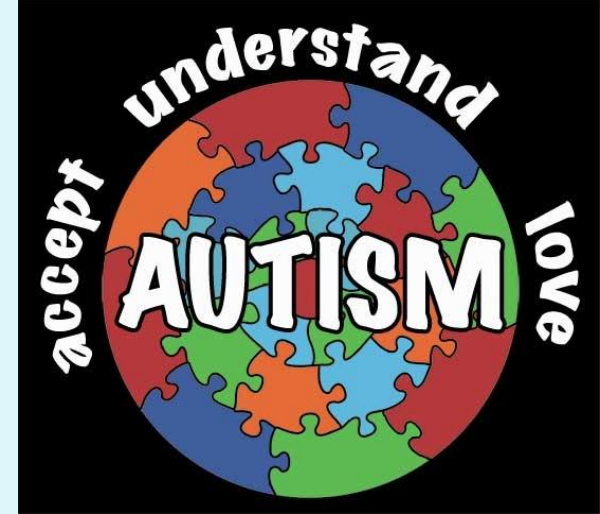
▶ Setting the scene...



Aims

- ▶ What is ASC
- ▶ Prevalence/gender ratio
- ▶ Female presentation
- ▶ Diagnosis
- ▶ Triad of Impairments
- ▶ Sensory sensitivity
- ▶ Behavioural concerns

To help us....



- ▶ People need to be Autism aware
- ▶ Consider the implications ASD is having on the person
- ▶ Ensure care is person centred. “One cap doesn’t fit all...”
- ▶ Adapt care/support provision accordingly
- ▶ Constantly review support and question...

Mental Health

- ▶ Increased risk of MH problems.
- ▶ AS can exist along with any mental illness, very complex to treat.
- ▶ Anxiety very prominent
- ▶ High incidences of depression
- ▶ Increased co-morbidity with ASD/ED in Women.
- ▶ Suicide



Autism is...

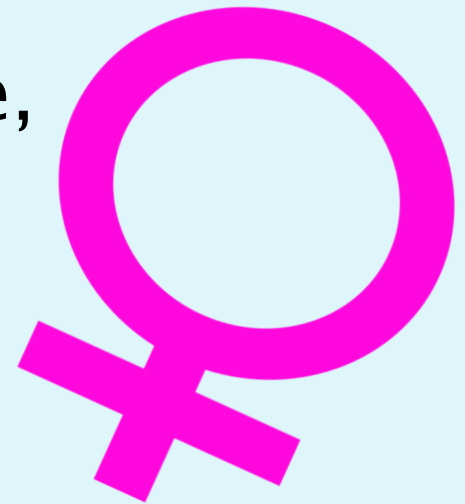
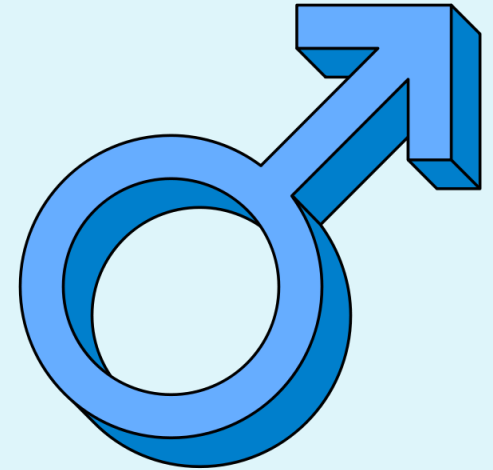
A lifelong, developmental disability that affects how a person communicates with and relates to other people, and how they experience the world around them. (National Autistic Society)

What's it like to have an ASC?

- ▶ “How does it feel? It sometimes feels like I'm an alien stranded on the wrong planet. I don't fit in with other people and I don't understand other people's behaviours, feelings or communication well. Trying to keep up with what they're on about, what they really mean, what they expect from me etc. and having to constantly try to adjust to their ways of doing things and their rules, is very exhausting. They don't understand me either, but for them the easiest way is to simply dismiss me or ignore me. They don't feel like they need to make any effort to meet halfway, they expect us to bridge the whole gap and completely adjust to them, which is ironic, because we are considered to have a disorder/disability exactly because we can't do that! So many of us end up somewhat socially isolated because of this, which is not very nice.”
Adult with Asperger's syndrome

Prevalence and Gender Ratio

- ▶ Prevalence rate of 1 in 100 of the population
- ▶ Used to be 7:1 (male:female)
- ▶ Then 4:1
- ▶ Now?
- ▶ Females more difficult to diagnose, research ongoing in this area...



Girls and women

3 in 4 people diagnosed with Autism are male. Until recently, it was thought that Autism affected males more than females. Now though, it is recognised that some of the gap in diagnosis rates is because girls and women can have subtly different presentations of Autism, which can be more difficult to identify. Here are some examples:

I tend to engage in more social interactions than boys.
Usually I'm led by others, rather than initiating social contact myself.

I'm more likely to be able to control my emotions and behaviour in social settings, such as at school.
I'm more likely to have my meltdowns in private than in public.

I engage in a lot more pretend play than boys my age.
My play tends not to be fluid, but to have elaborate, intricate rules that govern it.

I watch my peers closely and mimic their behaviour.
It appears that my understanding of social interactions is higher than it is.

I often make really intimate relationships with others. My friendships are based on a shared interest, or working with someone.
When the job or interest changes, I don't know how to (or want to) keep the friendships going, and drift away from the people I've been close to.



Update regarding women with Autism SIGN 145

Gender Differences in Autism

The number of females presenting with ASD is consistently under-reported due to misdiagnosis.

A possible explanation for this is that the instruments used are not sufficiently sensitive or specific enough to identify ASD characteristics in females.

How presentations of ASD vary between males and females remains to be completely determined.

Research regarding the possible different symptom profile of females is in its infancy and is susceptible to sampling issues due either to gender stereotyping at diagnosis or better adaptation by females potentially leading to under-representation of females in clinical samples.

[Temple Grandin](#)

- Females with ASD may have better coping skills than males with ASD which may lead to fewer females being diagnosed, even when they have equivalently high levels of autistic traits to males who do receive a diagnosis.
- This may lead to females being older when ASD is considered as a potential diagnosis.
- Females with ASD may show less severe signs of repetitive and restricted behaviours and interests than males with ASD. This may be evident from six years onwards but not before age six.
- There may be a higher incidence of disordered eating in females with ASD than males with ASD
- Females with ASD may show less impairment in theory of mind tasks than males with ASD

- If ASD is accompanied by an intellectual disability then the ratio changes to 1:2 female to male.

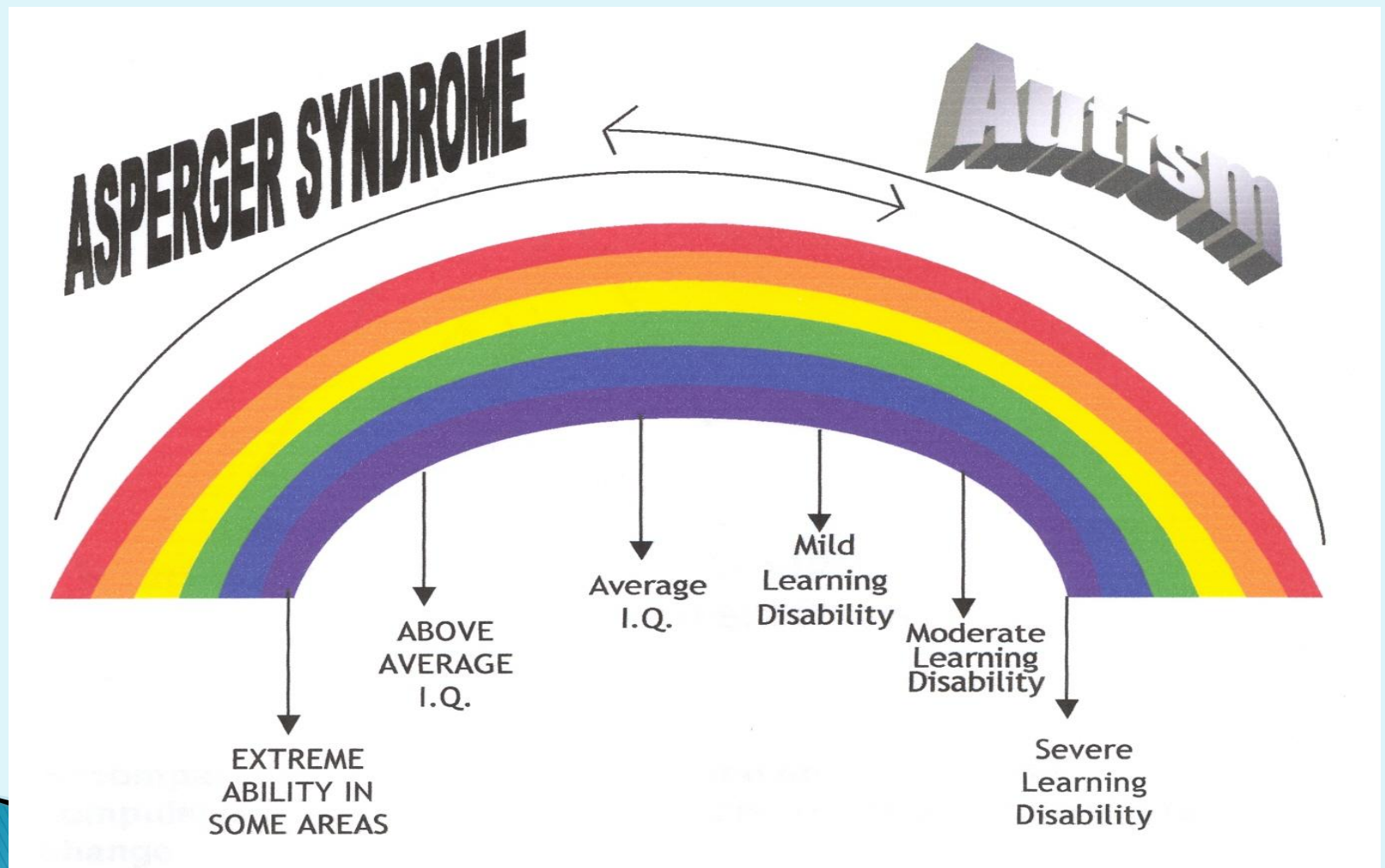
- As restricted interests and stereotyped behaviours are common in people with intellectual disability, this ratio may reflect an over-representation of ASD in females with low IQ. Alternatively, this may support the hypothesis that females with a higher IQ have better adaptation and compensation abilities which prevent ASD symptoms reaching a diagnostic threshold

Recommendation from SIGN:

- **Healthcare professionals should consider that females with ASD may present with a different symptom profile and level of impairment than males with ASD.**



The Autism Spectrum



People can be impacted in more severe ways by some or all aspects of being autistic. Some people may face little challenge in some aspects of life, and huge challenge in other aspects. Imagining the Autism Spectrum as a linear progression from “Mild” to “Severe” doesn’t capture the complexity of Autistic people’s experience. Here, Rebecca Burgess, illustrator and parent of an Autistic child illustrates how this may cause difficulty for an individual.



Identifying and Diagnosing Autism

How would you describe this creature to someone who can't see the photo?



Write your answer here:

To be a bird a species has to have six characteristics: feathers; wings; two legs; lay eggs; backbone and warm-blooded.

**A human has two legs and a backbone, but isn't "a little bit bird".
A creature either is, or isn't a bird.**



A diagnosis of Autism means that an individual fulfils a number of formal criteria. Without fulfilling those criteria, an individual isn't autistic.

When you were describing the individual bird above, you needed more than the simple criteria. You needed to describe the colour of the feathers; the shape of the beak; where it lives; and maybe more. Same with Autism!

The Triad of Impairments

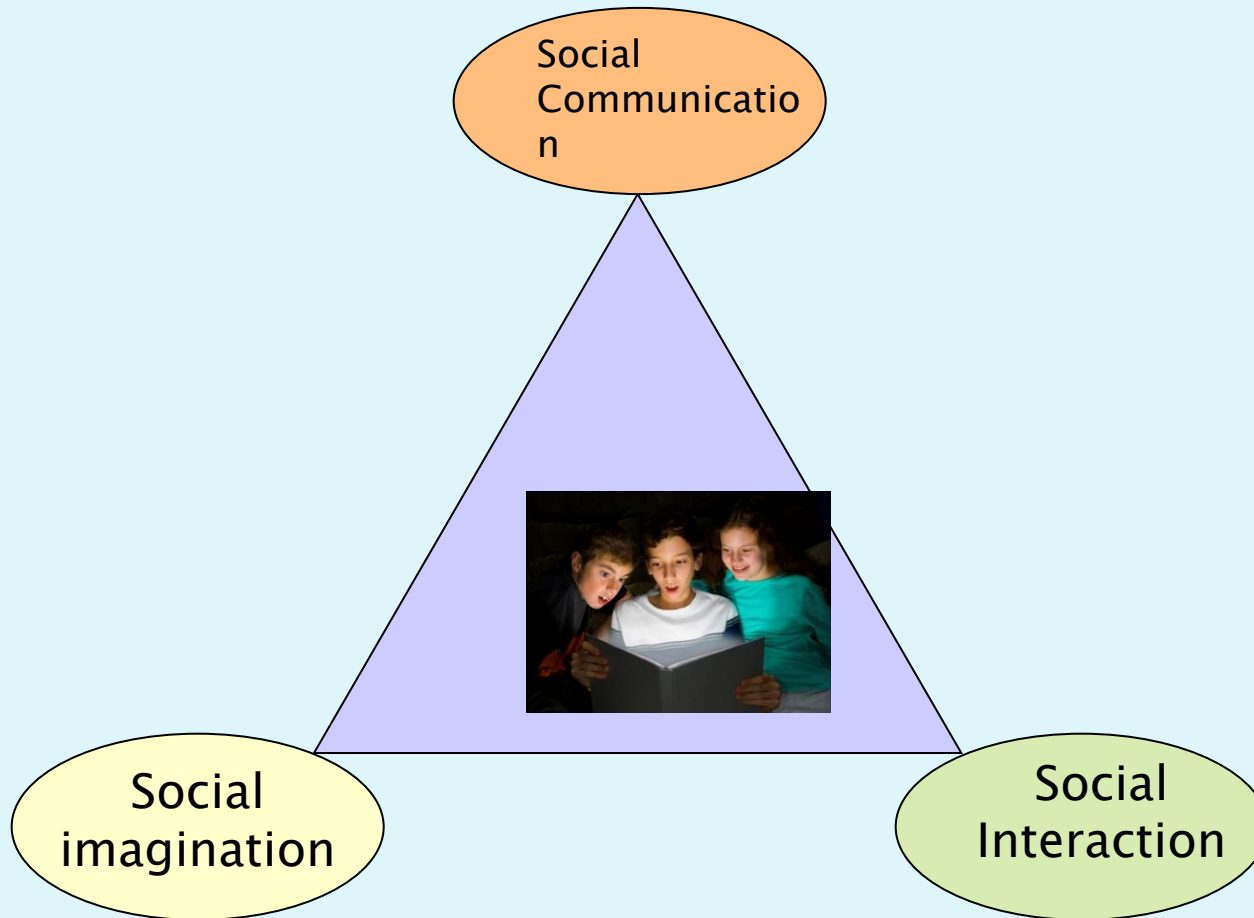
- ▶ Lorna Wing 1979
 - ▶ 3 core areas of difference
 - ▶ Deficit model increasingly rejected by people with an ASC and their families
 - ▶ Behavioural description
-
- ▶ DSM V = The Diad Communication and Interaction together. More specific and removes the term Asperger. Sensory issues will be included
 - ▶ ICD 11 (due?)

Beyond the Triad

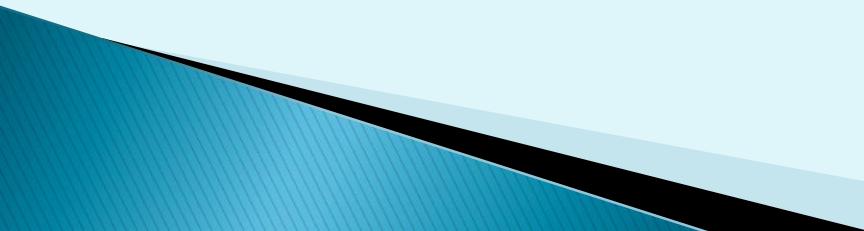
SENSORY ISSUES :

- ▶ Processing
- ▶ Perception
- ▶ Interaction with the environment

The Triad of Impairments



SOCIAL COMMUNICATION

- ▶ Wide variation in extent of problem – verbal and nonverbal communication
 - ▶ Absence of speech
 - ▶ Individuals with no speech may have a good understanding of language
 - ▶ Conversely, some individuals may be verbally fluent but have little understanding of language
- 

Understanding communication

Communication is a two-way flow of messages, usually with a purpose, such as making a request, or sharing information.

Think about the communications you have had with people today. Can you identify what the purpose of some of these were?

Write your answer here:

These are some of the reasons you may have given



Communication is made up of many different types of messages: our words, tone of voice, facial expressions, body language, gestures, images and sounds are all part of communication.



“Is this person wanting to play, or threatening to attack?”

What kind of communication and interaction information would you notice to answer this question?

Write your answer here:

You might get information from:

- his **body language** – eg tense or relaxed; open or making himself look bigger and more dominating; moving into your personal space, or giving you room;
- his **gestures** – eg how he is holding the bat.
- his **eye contact** – tiny clues from the muscles around the eyes let us know whether eye contact is aggressive or friendly

He might speak, and you’d have information from his **words**, and his **tone of voice**, or other **sounds** he makes.

You could also get information from the **context**.

- Are you in a park, or a dark alley? Do you know him already, and if so, how has he treated you before?

We know that in situations where the words and body language don't match the body language is by far the most important part of the communication. Here are two examples!



Some researchers have suggested that the words we speak convey basic , factual information, and the rest of our communications add “flavour” to this. However this doesn't really explain lying, or how much we can communicate without words at all.

We don't understand exactly how the different aspects of communication work together to convey our meaning. But we know that they do!

Body language, tone of voice, context, gestures, facial expressions and the spoken word are all aspects of communication that Autistic people may have differences in understanding, using or interpreting.

Using and understanding words

Imagine...

You are in a restaurant in the middle of Paris. It's busy and you are hungry. You can remember some of your High School French, but not much.

The menu is complicated, and you don't recognise many words. It's noisy, and the waitress is speaking to you rapidly in an accent you haven't heard before. You are trying to explain what you want, but she doesn't understand you.

This scenario illustrates two important aspects of verbal communication:

- **Vocabulary:** how many words can we recall and recognise?
- **Comprehension:** how many words do we know the meaning of? Can we work out meanings from how these words are put together? Is the sound of the words spoken what we expect?

It also illustrates some **barriers** to your communication with the waitress:

Eg: using words, understanding written and spoken words, accents, environment, speed of speech, time needed to process words.

Autistic people can experience similar barriers to communication in their day to day lives.

All Autistic people are individuals, and have unique strengths and challenges in their communication and interaction. There are some common differences that Autistic people can display:

Literal interpretation: Verbal communications are complex, with tone of voice, stress, context, and body language working together with words to create meaning. (Remember “She didn’t mean to break the window”?).

Autistic people can find it very confusing that neurotypical people use language in an imprecise way – often, the words used don’t accurately convey meaning. When we looked at differences in perceiving context, we saw that the autistic brain is thought to attach one meaning to a piece of information (in this case, a word). This would lead to autistic people having difficulty in recognising that words can have multiple meanings depending on the context.

Here are some examples of the kind of non-literal language use that might be difficult for an autistic person to decode:

“My head is going to explode”

An attempt to convey a feeling, not a reality.

“Always do what adults say”

Contradicted by “stranger danger” advice!

“I’ll be back in a minute”

A short, undefined length of time, not exactly one minute.

“Make up your mind!”

Is this the same as **“Make up a bed”**?

“That’s fishy!”

Why is something suspicious the same as a fish?

“Wow, it’s hot in here”

An implied request to open a window, not just a comment on the temperature.

Echolalia: The repetition of words or phrases spoken by others. Some autistic people may repeat the last word they have heard. Others may repeatedly use phrases they have heard from TV .



Non-verbal communication: Some Autistic people may not use words, but communicate through sounds. Attempting to convey their meaning to people who don't understand their language can be frustrating and distressing.

Tone of voice: Some Autistic people may not use their speaking voice to express emotion – their speech patterns may be “flat”, with out much change in tone, rhythm or volume. Some may use different or unusual accents as part of their communication.

Word finding and processing: Similarly to our restaurant example, some Autistic people may have difficulty in recalling and understanding words, leading to delays in responses or frustration when trying to express themselves.

Over formal or over familiar: Some people may not change the way they communicate in different settings or with different people.

Differences in communication are not necessarily related to intelligence.

In the restaurant scene we imagined earlier, your lack of knowledge of French doesn't mean that you are not smart, or that you have nothing to say. It just means that you and the waitress have a different way of communicating about the world.

Body language and gestures

We've seen already that much of our communication is physical not verbal: **gestures**, **posture**, facial **expressions**, and **body language** are also used to convey meaning. Some people communicate predominantly in physical gestures, such as a member of the deaf community using sign language.

Body language and gestures could be thought of as “signs” – and like a picture or symbol, a single gesture can stand for many words. Words, signs and pictures can change their meaning, depending on their **context**.

Gestures are a form of “explicit” body language. We tend to think that a gesture has one fixed meaning. But, just like the RED MAN road crossing sign, meaning can change with context.



Putting a finger over your lips could mean:

- Speak more quietly.
- Be silent.
- Keep this a secret.

The meaning of gestures can be different in different cultures too.

Nodding means “yes”. Unless you are Greek or Bulgarian, when it means “no”!!

A Thumbs Up is a sign of approval. Unless you are Thai or middle eastern, when it is very rude!



These two people both have their arms folded. Can you identify what non-verbal information would lead you to believe that they are expressing different things?

Write your answer here:

Most people find the question you were just asked very difficult to answer! You might have identified: the different way their arms are crossed; differences in how their shoulders are positioned; different facial expression; clues in the environment (it's snowing in the second picture!).

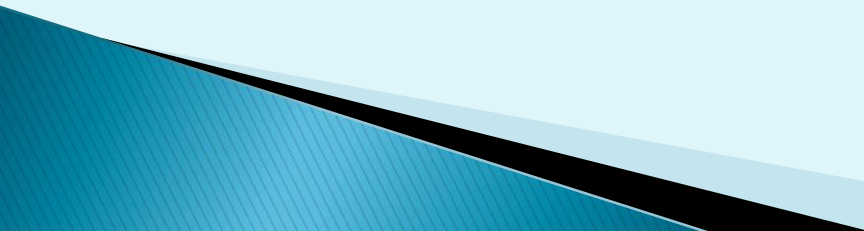
Many of the body language, facial expression or gesture clues we use to work out someone's intentions or meaning are tiny and very subtle. The neurotypical brain processes a lot of this information automatically, without having to think about it specifically.

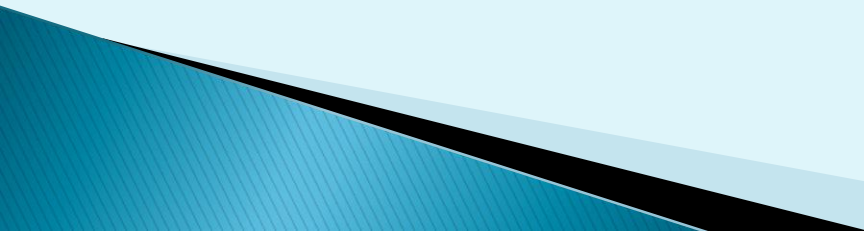
There is a theory that the Autistic brain processes one piece of information at a time. Much of the processing that is done automatically, or subconsciously by the neurotypical brain appears to have to be done consciously by the Autistic brain.

Imagine if, every time you had to work out whether someone was annoyed or cold, you had to put the same amount of effort into working out the clues as you just did to answer that question! It would probably be exhausting, and frustrating!

This is what understanding body language can be like for many Autistic people.

Other considerations

- ▶ Difficulties with initiating and sustaining a conversation
 - ▶ Some people may be unresponsive to verbal feedback such as praise
 - ▶ Some may be unresponsive to non-verbal feedback such as nodding
 - ▶ Difficulties in understanding and using pronouns (eg 'I' and 'you')
- 

- ▶ Visual information (eg photographs) is often easier to understand than verbal information
 - ▶ People with an ASC who are fluent in speech tend to have a narrow range of topics in conversation
 - ▶ Question and answer routines are common
 - ▶ Personal experiences may be difficult to communicate
 - ▶ Conveying feelings, the expression of emotion may be difficult
- 

- ▶ Difficulties with making and communicating choices
- ▶ Behaviour may be a form of communication in people with an ASC

The arrows describe differences you might notice when communicating and interacting with an Autistic person.

Eye contact: could be intense or rare.

- Allow the person to determine levels of eye contact.
- Be aware that lack of eye contact doesn't mean lack of interest.
- If intense eye contact makes you uncomfortable, gently explain this, and explain why you may have to look away.

Literal use of language.

- Try to be as precise as possible with requests, instructions or questions.
- If you use idioms, metaphors or analogies, check that the person understands what you mean.
- Use shorter, simpler sentences.

Longer processing times

- Allow plenty of time for people to process your communication
- Don't reword or repeat questions or instructions! It just adds to the processing time.
- Break complex questions into shorter ones.
- Use pictures and diagrams to help understanding.

Standing / sitting too close or far away.

- Be explicit about personal space.
- Use seating or other external cues to define personal space.

Confusion over the purpose of interactions

- Provide clear explanations of what, who, when, why, where in advance, in writing. (Some Autistic people value this for social invitations as well as professional appointments)

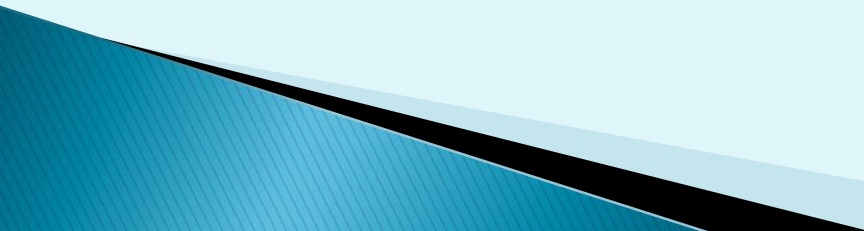
Appearing disinterested

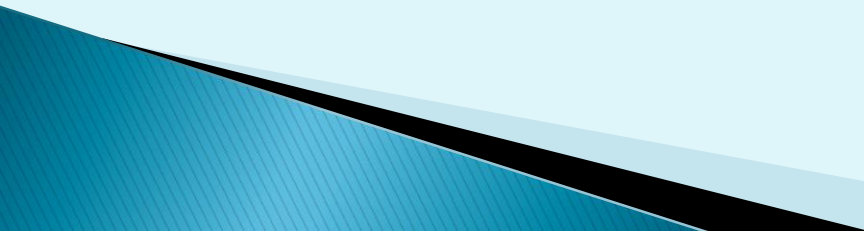
- Don't assume that tone of voice and body language don't always represent level of interest.
- Use different types of communication – verbal, written, graphics.
- Use known interests to help start interactions

Non verbal communication

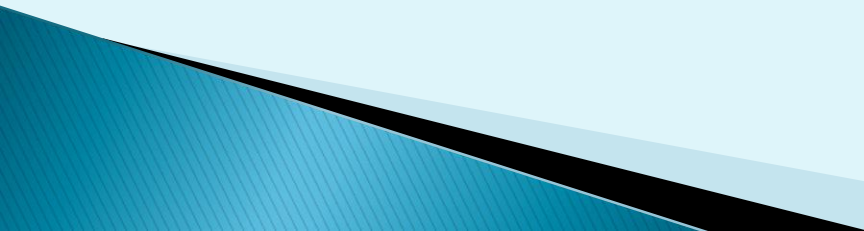
- Don't assume that a non-verbal person doesn't understand what you are communicating.
- Learn to communicate using any assistive technology, or picture system the person needs

SOCIAL IMAGINATION

- ▶ May believe that others know what they know, think what they're thinking etc (lack of theory of mind)
 - ▶ Generally think in concrete, literal terms
 - ▶ Difficulty in generalising and transferring skills learnt in one area to another
 - ▶ Difficulty with time, predicting what might happen next, problem solving
 - ▶ Separating fact from fiction
- 

- ▶ Understanding/interpreting others' intentions
 - ▶ Vulnerable to exploitation
 - ▶ Shifting attention from one task or instruction to another may be difficult
 - ▶ Change can be difficult (environmental, staff etc)
 - ▶ Coping strategies include a need for sameness, routine and predictability
 - ▶ Too much information – Diverted
- 

SOCIAL INTERACTION

- ▶ Impairments in communication and imagination will affect social interaction
 - ▶ Social rules are often difficult to understand for the person with an ASC
 - ▶ The social behaviour of people with an ASC may be termed 'aloof', 'passive' or 'active but odd' (Wing 1996)
 - ▶ Some individuals exhibit all three types of behaviours, depending on the circumstances
- 

Social interactions = contacts between two or more people. They are the building blocks of society – what makes us a community, rather than millions of isolated individuals.

Our social interactions are not all the same.

Some might be **accidental**: Eg a conversation with someone in the supermarket queue.

Others might be highly **regulated**: Eg the etiquette for meeting the Queen.

And mostly, something in between!

As people interact, they develop rules, common beliefs and expected behaviours that help to make sense of our world, and function easily within it. Some of these rules are spelled out, others are not.

Here is an everyday example of when the social rules are not spelled out:

Two people almost bump into each other trying to walk through an entrance at the same time.

There aren't any explicit rules about what should happen here.

The people often both move to the same side, bumping into each other again.

Sometimes there is quite a “dance” as they work out between them who should step aside and who should go first! Getting to a solution involves really skilful communication and interactions: reading of the other person's intentions, their body language, anticipating what they are going to do next, and communicating our own intentions verbally, through body language or gestures.

We've seen how Autistic people can have significant differences in these areas of communication. Now let's see how these can affect their social interactions.

Simone attended her friend's funeral. She hadn't seen her friends partner, Jackie, for a long time. She approached Jackie and said "Hello! How are you?!?" in a bright voice. Simone was expressing her pleasure in seeing Jackie, and didn't realise that this was not appropriate for the funeral.

Jake enjoys playing board games. He gets very upset if someone doesn't follow the rules to the letter, and storms off, angrily accusing them of deliberately cheating.

Lucy has been unwell for a long time. She hasn't been to see the doctor, because all appointments need to be made by phone call, and Lucy can't use the phone.

Adam has been to social skills classes, where they've been practicing to hold a dinner party. He's been taught that when someone arrives, you shake their hand, and offer to take their coat. At the dinner party, Adam follows these rules, even with his parents, and people who are not wearing a coat.

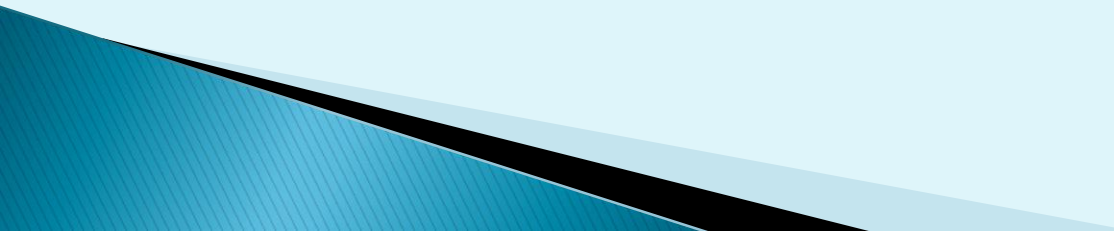
Paul has difficulty maintaining a tenancy. Other tenants complain that he watches TV at high volume, or hovers in the middle of the night. Paul reacts very aggressively when people speak to him about this, and doesn't understand what the problem is.

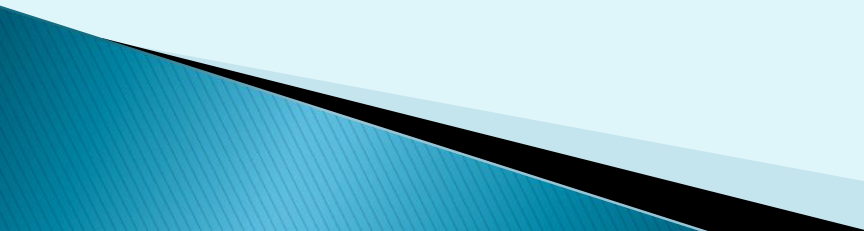
Mark's colleagues have spoken to their manager about him. They feel uncomfortable around him, as he tends to stand really close to them.

Sally finds break times at work really difficult. She eats her lunch in the break room, but then doesn't know what to do. She usually cuts her breaks short, and her colleagues think she's really unfriendly.

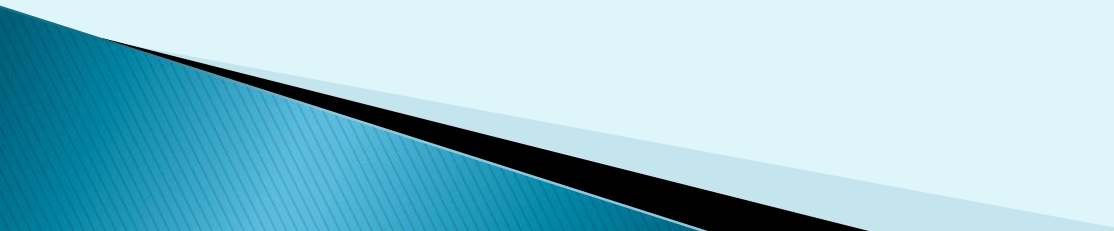
Monique finds eye contact difficult. She experiences eye contact as being as intimate as kissing on the cheek. People often think she is being evasive, or uninterested because she doesn't use much eye contact.

These are examples of the difficulties faced by people who have good verbal communication. Autistic people who are non-verbal find their social interactions even more difficult.

- ▶ Some people may imitate others behaviours, mannerisms etc in an attempt to fit in
 - ▶ Difficulties with turn-taking
 - ▶ Difficulties forming and sustaining friendships
 - ▶ May not be motivated by the need for social approval
- 

- ▶ Social behaviour may change over time
 - ▶ Some may show no interest in the needs of others
 - ▶ Some may show little awareness of the feelings of others
 - ▶ Some may find it difficult to appreciate the point of view of others
 - ▶ Some appear to have little competitive spirit
 - ▶ Make it stop
- 

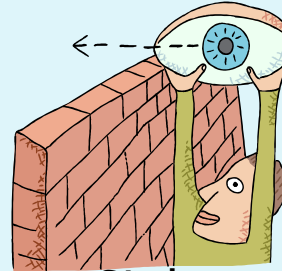
Activity

- ▶ Think of an interaction you had this morning. Write in detail as much about this interaction as you can.
 - ▶ Where was it?
 - ▶ What actually happened?
 - ▶ How did you feel?
 - ▶ Did it go as planned?
- 

The Seven Senses



Hearin
g



Sight



Smell



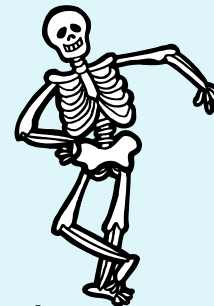
Touch



Taste



Balance



Body
Awareness

Proprioception and Vestibular



Implications!



Visual (Light) –

- ▶ Very sensitive to bright lights.
- ▶ Be more agitated during the day.
- ▶ Try to hide in dark areas.
- ▶ Require special lighting in the house
- ▶ May be presumed to have visual impairment





Implications!



Auditory (Sound) sense –

- ▶ May try to drown out noise by being noisy.
- ▶ Become agitated in noisy areas.
- ▶ Become fixed on small sounds or internal sounds.
- ▶ Be unable to separate sounds.
- ▶ Will hear any discussion about favoured subject. (May misinterpret this)



Implications!

Tactile (touch) sense –

- ▶ May feel light touch as pain.
- ▶ May need very firm touch to feel secure (Temple Grandin).
- ▶ Avoid physical contact.
- ▶ Pain threshold may be very high or have difficulty conveying pain.
- ▶ Have clothing preferences



Implications



Olfactory (smell) sense;

- ▶ May be over sensitive to certain smells, perfume, detergents, some foods...
- ▶ May not notice smells which should be obvious i.e. burning, chocolate, etc.
- ▶ May sniff people, objects.

Implications

Gustatory (taste) sense

- ▶ May only eat foods of a certain consistency
- ▶ May eat inedible substances
- ▶ May prefer very spicy, sweet, sour, foods.
- ▶ May develop major dietary problems
- ▶ Sensory overload– The Shopping centre



SOLITUDE– “The Cure”



- ▶ If no-one to communicate with – No impairment.
- ▶ If no-one to interact with – No impairment
- ▶ If nothing changes – no impairment of imagination.

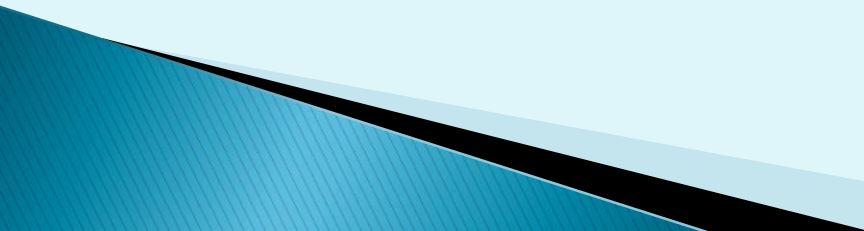
▶ Overload – The Party

T. Attwood April 08

Behavioural concerns

Due to the difficulty with understanding social information and language many people with Autism may use a variety of behaviour to signify their needs.



- ▶ Behaviour may be a form of communication
 - ▶ There is usually always a reason for behaviour even if it not apparent
 - ▶ Context
 - ▶ You need to look for triggers and clues as to why a situation may have developed
 - ▶ Behaviour may be due to an absence of skills
 - ▶ It is important to have empathy and compassion for the person and to address behavioural issues ethically and sensitively
- 

Internal Triggers

Conditions within the body that contribute to challenging behaviour.

THINK MEDICAL FIRST

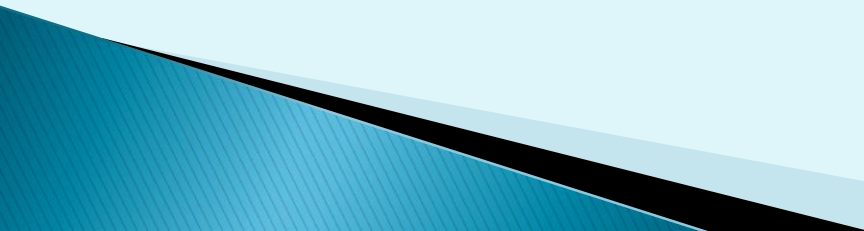


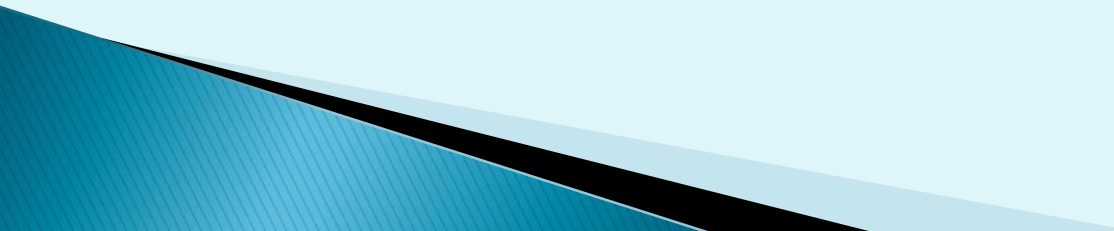
External Triggers

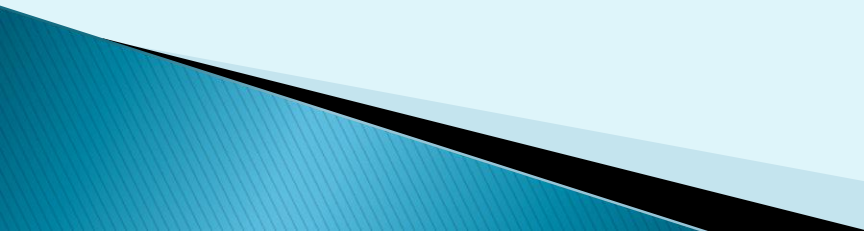
Conditions or events occurring outside the person which increase the chance of a behaviour occurring

THINK ENVIRONMENT

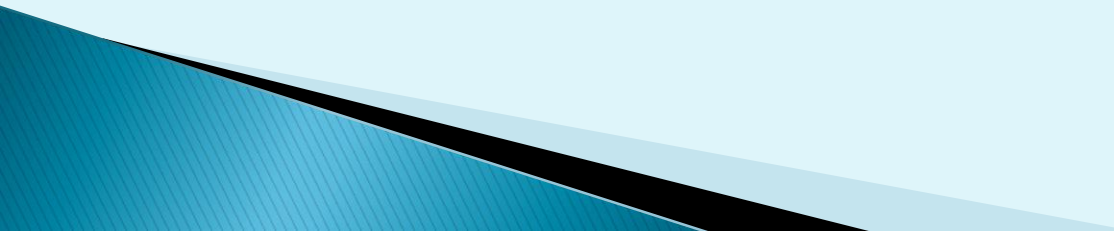
THE ENVIRONMENT

- ▶ Some people with an ASC are known to have difficulties processing. This can make everyday environments very challenging for them.
 - ▶ Audit the environment
 - ▶ Observe and note if behaviour is different in a range of settings
 - ▶ Look for signs of distress eg closing eyes, fingers in ears
- 

- ▶ Labelling areas by function using pictures or symbols, labelling cupboards and maintaining a consistent environment will all help
 - ▶ Be sensitive to the persons need for their own space
 - ▶ A visually over-stimulating environment may be difficult for some people to cope with
 - ▶ YOU are also part of the persons environment
- 

- ▶ It is therefore important that you are as consistent as possible
 - ▶ Say what you mean and mean what you say
 - ▶ Be aware of your body language, proximity to the person
 - ▶ Be aware that the person will be aware of you on a sensory level
 - ▶ The person may use non-social aspects to identify you eg your glasses
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MOTIVATION

- ▶ Motivation is a key factor in all human behaviour. When working/living with a person with an ASC you need to recognise that:
 - ▶ Your social approval or disapproval is unlikely to be a reason to comply
 - ▶ The person may have interests that can be used as motivators
 - ▶ The reason why you need to do something might be clear to you but is it clear to them ?
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Quiz

1. What is the term for repeating words or phrases?

- ☐ A: Echolalia
- ☐ B: Formal language
- ☐ C: Literal language
- ☐ D: Gestures

2. Which of the following are differences in social communication that Autistic people may display?

- ☐ A: Taking a long time to respond to a question
- ☐ B: Using language in unexpected ways
- ☐ C: Preferring visual or written communication
- ☐ D: All of the above

3. Which of the following might be a purpose of communication?

- ☐ A: Sharing feelings with someone
- ☐ B: Expressing needs
- ☐ C: Resting your mind
- ☐ D: Getting information from someone

4. Gestures always mean the same thing.

- ☐ A: True
- ☐ B: False

5. Which of the following might help an Autistic person to respond to a question?

- ☐ A: Repeating it several times
- ☐ B: Allowing plenty of processing time
- ☐ C: Writing the question down
- ☐ D: All of the above

6. Which of these phrases may be confusing to an Autistic person?

- ☐ A: I'll be back in two seconds!
- ☐ B: I'll kill you if you do that again.
- ☐ C: The girls got into a cat fight.
- ☐ D: All of the above.

7. Which of these strategies might support an Autistic person to attend an appointment?

- ☐ A: Asking them to phone beforehand
- ☐ B: Giving information in a letter
- ☐ C: Being vague about the purpose so they don't get worried beforehand
- ☐ D: Providing a list of questions beforehand

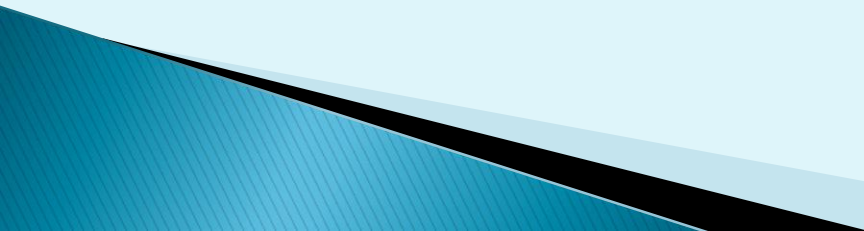
8. Why might an Autistic person stand or sit too close?

- ☐ A: They don't understand the social rules about personal space
- ☐ B: They are aggressive
- ☐ C: It helps them to hear better

9. Autistic people may find it difficult to socialise in a group because:

- ☐ A: They misunderstand the social expectations
- ☐ B: They are rude or offensive
- ☐ C: The interactions become more complex when more people are involved
- ☐ D: They want to keep their friends for themselves

10. Autistic people who are non-verbal usually have a Learning Disability too.

- ☐ A: True
 - ☐ B: False
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Find out more

Useful websites:

Autism Network Scotland <http://www.autismnetworkscotland.org.uk/>

National Autistic Society <http://www.autism.org.uk/>

Scottish Autism <http://www.scottishautism.org/>

TripleA's <http://www.triplea.uk.com/index.html>

Scottish Government Autism Strategy <http://www.autismstrategy.scot.nhs.uk/>

Scottish Government Autism Toolbox <http://www.autismtoolbox.co.uk/>

The Welsh Government Autism information site: <http://www.asdinfowales.co.uk/home/>

Monique Botha TED talk <https://www.youtube.com/watch?v=NCAErePScO0>

NHS web resource for GPs and primary care practitioners <http://asd.nes.scot.nhs.uk/>

Questions?

