From mountain to sea

Aberdeenshire
COUNCIL

Autism Spectrum Disorder and Asperger Syndrome

Guidance for teachers and support staff

December 2017

Contents

Visit aberdeenshire.gov.uk

"He lives in our world in his way"   (Parental Quote)

This quote from a parent whose son has Asperger syndrome encompasses and underpins our planning for young people with Autistic Spectrum Disorder (ASD)

1 Introduction

Autism is a complex, lifelong developmental disability that affects how a person communicates with and relates to other people and how they experience the world around them Scientists are not yet clear what causes autism but believe there to be a genetic component. Often, people feel being autistic is a fundamental aspect of their identity.   Autism is a spectrum condition with wide variation in the way in which people are affected.

Appropriate management and intervention can reduce the barriers to learning and help children and young people achieve their potential, both academically and socially. Schools have a responsibility to meet the needs of children and young people with ASD following the principles of GIRFEC and prepare them to participate as fully as possible in independent life within their communities.

 There are about 700 000 people in the UK living with autism, more than 1 in every 100. It appears to affect more men than women, but people from any nationality, culture, religious or social background can have autism.

Like other autism profiles, Asperger syndrome (AS) is a lifelong developmental disability that affects how people perceive the world and interact with others.. Children with AS are intellectually able and less likely to have experienced early language delay. As their strengths often mask their difficulties with social and communication skills, it may be well through primary school or even later before their needs are recognised. People with AS may feel their social differences mean that others don't understand them, find the world overwhelming causing considerable anxiety and wonder why they are different.

2 Brief History

Early childhood autism was first described by Leo Kanner (1943). He identified a group of children who were quite distinct, e.g. they chose to be isolated from other children, they resisted change, could be highly anxious and had significantly delayed language development. Kanner thought the prevalence of children with these characteristics was rare.

Meanwhile, Hans Asperger, working in Vienna in 1944, wrote a paper on a group of children he was working with who had similar features but had developed speech in infancy (though not used for interpersonal communication). These children had similarities to Kanner autism but also had grammatical language and were intellectually average/superior and were described as having Asperger Syndrome.

 There is a different quality in how people with ASD communicate, cope socially and think – they "live in our world in their way". The key to working effectively with a child with Asperger syndrome is learning to think, feel and respond as they do. It is useful to use the analogy of interpersonal communication being a sixth sense. A person with sensory deficit has a very different view of the world than someone without

impairment, e.g. a person with a hearing loss copes with the world in a different way from someone whose hearing is intact. A person with autism may experience confusion in situations requiring social judgements, i.e. almost everywhere.

Teachers and support staff can often feel a high level of anxiety about the unknown. It should therefore be helpful to have information about autism and how to make the school environment as supportive and stress-free as possible.

3 Triad of Impairments

Lorna Wing and Judith Gould's (1979) research led them to conclude that all people with autism have impairment in three key social areas to a greater or lesser extent:

- Impairment of social understanding and interaction (knowing what to do, when, with other people)
- Impairment of social communication (knowing what to say to other people and
- Understanding what they are saying to you)
- Impairment of social imagination linked with flexibility of thinking (understanding what people are thinking and feeling).

Some examples are listed below:

3.1 Social Interaction and Understanding

Children with autism often have difficulty recognising or understanding others' feelings and intentions and expressing their own emotions. They may:

- Appear insensitive due to problems understanding all the social rules and may say or do inappropriate things which could be mistaken for rudeness, e.g. "You look fat" or "That man is weird"
- May seem aloof and indifferent to other children and adults or want to join in and not know how may play alongside others unable to initiate play – they seek time alone when overloaded/not seek comfort from other people
- Might approach others but not have an understanding of two-way responses, e.g. game of 'tig' involves understanding that when caught, it's your turn to chase. Team games can be difficult.
- May behave in socially inappropriate ways without understanding why.

3.2 Social Communication

Children with autism have difficulties with interpreting both verbal and non-verbal language. They may demonstrate the following:

- Problems with communication, particularly understanding irrespective of ability ➔ give time to process and reduce load of information
- Appear to have perfect spoken language but speak in a formal, pedantic manner, sometimes with an unusual accent or monotonous tone, e.g. "How do you do?" rather than "Hi"

- Have little understanding of everyday aids to understanding, e.g. humour, gesture, facial expression, vocal tones such as sarcasm or emphasis. This can lead to major misunderstandings
- Will interpret literally e.g. 'pull your socks up' may lead a youngster to do this literally rather than understand the implication that they need to make more effort.
- Have no idea of the information and feelings conveyed by language over and above its literal content, e.g. "Have you any family?" maybe answered by 'yes' or 'no' however the person asking the question may be inviting them to give more information about their family.

3.3 Imagination

Children with autism have difficulty with creative thought. They may:

- Have an unusual, all-absorbing interest which is of no interest to their peers, e.g. astrophysics. They want to talk about it all the time and have little interest in what others enjoy and so have no common social language
- Have no common social language
- Lack interest in imaginative games that involve pretending
- Have difficulty transferring skills from one setting to another, e.g. homework – doing school work at home.

A young person's behaviour is likely to change with age and be influenced by the level of learning disability.

4 Incidence of Autism

Various studies show that more men and boys than women and girls have autism and anecdotal evidence shows ratios ranging from 2:1 to 16:1

- ➢ 11.5 children with autism per 1,000 children (NAS May 2001-7)
- ➢ Current statistics – over 1 per 100
- ➢ Found throughout the world
- ➢ Male to female ratio 10:1 Asperger syndrome 4:1 classic (varies in research)
- ➢ Little evidence of a social class bias
- ➢ Asperger's 26/10,000 (Gilberg & Gilberg 1989).

 In 2014 the number of children reported as being on the autistic spectrum in Scotland was almost 10 000 and that the majority of mainstream schools now have one or more children with ASD.

5 Diagnosis

Diagnosis is based on the presence of the triad of impairments and is measured, world-wide, by two very similar diagnostic instruments. There are also other checklists available and used alongside.

Current practice guidelines strongly recommend a multi-disciplinary approach to assessment and intervention with information gathered from a range of settings. For young people in Aberdeenshire, however, diagnosis is currently made by the medical profession, i.e. Psychiatry or Clinical Psychology.

6 Common Characteristics

A child on the autistic spectrum may be different from their classmates in a number of ways:

- Special interests and fascinations e.g. timetables, dates of birth, natural history, types of cars, tiffany lamps, vacuum cleaners. Children with Autism need to be taught how to have a two-way conversation and show interest in someone else's hobbies
- Motor difficulties: Children are often poorly co-ordinated and struggle with activities such as hopping or riding a bike. Unusual gait and posture is common. Handwriting can be problematic as is presentation of work. Personal organisation, sense of direction and time can also present a major problem. This is particularly relevant for young people moving into a new situation such as a secondary school where anxiety can be overwhelming.
- There are likely to be good days and bad days.
- Be visual learners and have difficulty with abstract concepts
- To be understood, instructions, plans etc. need to be presented both orally and visually.
- Dislike of change and enjoyment of repetitive activities and routines
- Young people with autism need predictability and can be completely phased by unexpected change. A visual timetable for activities both at home and school can be an very important support. As some changes are inevitable,, e.g. a teacher being unexpectedly absent or a change of classroom, it is important, where possible, to prepare the pupil in advance.
- Need to be taught flexibility within routines e.g. a routine for brushing teeth is important to follow but the route of a car journey to school should be varied.
- Limited non-verbal communication skill – little facial expression or gesture. This can be particularly problematic when the pupil is distressed. Anxiety may be displayed in unusual or even unacceptable ways.
- Sensitivity to sensory stimuli e.g. a buzzing light, a flickering screen, a sudden noise (e.g. fire alarm), smells; tastes.
- Children with ASD may have a restricted diet.
- Short concentration/high distractibility
- Fixation with an activity that has no clear end (inability to move on) e.g. Minecraft and may have problems with free play situations.

6.1 ASD Learning Style

Because of difference in perception, processing and recall of information, pupils with ASD have a different perspective on the world and this is reflected in their general learning style:

- Sensory/perceptual difficulties
- Uneven pattern of strengths and weaknesses
- Motivation – may be narrow in focus
- Distractibility
- Focus on detail, poor awareness of relative importance
- Difficulty with dual focus
- Difficulty combining or integrating ideas
- Concrete thinking – difficulty with symbolic or abstract language concepts, difficulty with inference/deduction
- Literal understanding of language
- Difficulty in understanding others' meaning and intentions
- Organisational, planning and sequencing problems
- Difficulty getting started – task, conversation etc. and moving on to the next
- Difficulty in generalising skills, poor problem solving skills, e.g. mental arithmetic
- Tendency to anxiety
- Can visualise fine detail but can't rotate images, e.g. geometry.

6.1.1 However pupils with ASD also have positive abilities and strengths, which can be built upon:

- Strong visual learners – thinks in pictures and not spoken or written word
- Good rote learners
- Excellent long term memory but can't process and integrate
- Can be very focused
- Knowledgeable about areas of interest
- Often enjoy topic-led 'project' work or research
- Can be skilled in particular areas, often art/technology/music
- Attention to detail/precision
- Can develop unusual but effective learning strategies, e.g. maths problems
- Rule conscious
- Honest.

7 GUIDELINES FOR MANAGING PUPILS WITH Autism

7.1 Classroom Environment

- Create a calm working environment
- As pupils with ASD need space, a pupil may need their own desk, preferably on the edge of the classroom and close to storage area. Blank wall space is ideal, but the pupil needs to be able to see the rest of the class (back to the room likely to create anxiety).
- There may need to be more structure around the working environment e.g. left to right, top to bottom and a system set up for the child to follow.

- Within the classroom environment you may need to incorporate visual structure such as individual timetables, task organisation
- Designate a place for leaving personal belongings
- Avoid unexpected changes to classroom layout
- Ensure the structure of the classroom is clearly laid out
- Minimise distractions – noise, disturbances, smells etc.
- Plan for a "way out" – clear access to the exit.

7.2 Around School Environment

- Offer calm places to go during breaks. Open, large social areas (e.g. dinner queue) may be a source of stress
- Provide a map of school on induction to Academy, with routes identified
- Consider providing support in corridors e.g. transition buddy, colour coding subject areas
- Consider letting out of class early to avoid the crush and business of corridors
- Consider checklists for various daily routines e.g. homework, school bag contents for the day, going to the canteen for dinner
- Consider a "get out of class" card.
- Communication e.g. match level of verbal instruction to cognitive processing ability, use of visual supports, time for processing and responses
- Avoid free choice which may cause anxiety, but introduce choice gradually to encourage decision making. Present limited choices (2 or 3 options only)

Ensure the pupil understands what is expected of them. He/she should always know:

- Where do I have to be?
- What am I doing?
- Who can I ask for support?
- How much do I have to do?
- When will I know I am finished?
- What will I do next?

Never tease or use sarcasm – it could be taken literally as a criticism

- ✓ Put instructions in writing/visual supports, particularly homework
- ✓ Keep instructions short with one key noun, supported by visual prompts where appropriate
- ✓ Use written plans visual timetables , and support youngsters to create their own including mind maps

Avoid negatives – clear positive instructions are much better

- ✓ Give time for responses
- ✓ Make the implicit – explicit – teach the skill required and don't assume that the child will absorb the idea!
- ✓ Teach clear rules for social interaction
- ✓ Use language that is clear, precise and concrete

✓ Always forewarn as early as possible if there is to be a change of plan.

7.3 Attention/Distractibility

Pupils with Autism are likely to have short attention span and can be exhausted by social interaction, which comes naturally to others. Build in planned regular breaks between structured activities. Allow time to unwind when/where required.

7.4 When Teaching New Skills

- Ensure you have attention – begin with their name – check that he/she knows he's being addressed – prompt gently to sustain attention
- Allow time for information to be processed – slow down – no rapid fire
- Allow time for this pupil to give precise responses
- Do not overload with information and avoid ambiguity
- Grade tasks, gradually increase demands promoting success.
- Facilitate organisation by providing strategies, structure and resources which removes barriers. E.g. work station and visual timetable
- Rules assist feeling of security, but need to be flexible as appropriate to the situation. Walking on the left side of a corridor may require a change if an object is in the way, but no sharp knives to be taken into school is the rule for everyone's safety.
- Check what has been understood
- Mean what you say, always be consistent and always follow through.
- Physical exercise can often be used to reduce and manage stress (for both teachers and pupils!)
- Recognise signs of stress and anxiety
- Avoid confrontation (this is not win/lose but an attempt to enable the best possible functioning)
- Do not crowd – with people, instruction, words or expectations
- Allow plenty of physical and personal space
- Teach turn taking and waiting skills, e.g. for discussion
- Have an agreed plan that allows the pupil to leave the classroom and go to a designated quiet space if stressed, e.g. a pass card

What is it about Autism that may be challenging or worrying?

- The pupil may say and do things that feel like a personal attack. A problem central to autism is lack of empathy or tuning into feelings. There is therefore, no intention to hurt
- The pupil often appears to be disengaged from the lesson making the teacher feel they are not managing to interest the pupil. In fact, pupils with ASD may not be able to look and listen at the same time and, therefore, look out the window, wander around or go into some personal activity such as lining up pencils. Teachers need to monitor attention in a different way, e.g. Accuracy of pupils work

- Pupils with ASD often do not respond to incentives and praise that other children may respond to because they cannot conceptualise that staff have thoughts about their work. Instead ask the pupil what motivates them as it may be different from other pupils
- They may not seek out staff approval which gives you no positive feedback from them
- They may not ask for help, unaware that you care about them and want to help – this is because they cannot initiate conversations
- They may try to follow their own rigid agenda rather than fit with the plans of the class, e.g. always talk about natural history. Negotiation may be needed, with agreements possibly written down
- They may not be able to do paired or group tasks where imagination is required. It is important to know they are not being deliberately uncooperative.
- When stressed, a pupil with autism may show their anxiety in ways that seem inappropriate, e.g. cry, hand flap, rock, scream, run out, cover their heads. It is therefore, very important to anticipate stress and note anxiety in order that you provide the right support.

8 The Role of Staff

- When working with pupils on the autistic spectrum learning is on social interaction as well as academic progress because the approach required is holistic. Provision must be according to individual needs according to GIRFEC. Understand the pupil's ability to interpret social cues and support
- Provide a good role model and advise in social tasks such as turn-taking in conversation
- Engage peers in social interaction
- Listen to how the pupil interprets what is said to him and anticipate difficulties
- Explain, show and make clear if confusion arises
- Get to know the sources of rigidity and obsessional behaviour likely to lead to stress – make changes accordingly and teach flexibility
- Analyse and break down situations that cause alarm – perhaps a visual checklist will help
- Support tasks – by breaking into small sections using visual structure.
- When supporting a pupil, be concise with verbal information and use visual supports as appropriate.
- Keep facial expressions and gestures simple and clear
- Be sensitive to the child's attempts to communicate
- Set up situations which will encourage the child to attempt to communicate.
- May need help to structure a verbal presentation e.g. a talk in school
- Help with organisation
- Teach anxiety/stress reducing strategies as part of the daily routines. Think about how to reduce stress, e.g. a few minutes looking at a nature quiz
- Ensure effective communication between the team around the child/young person.

9 Top Tips

Be:

➢ Calm
➢ Positive
➢ Consistent
➢ Apply all of the above principles and practices

9.1 Social Interaction

✓ Go at the child's pace when trying to develop interaction – you may need to 'move down' developmentally
✓ Identify what the child likes and dislikes socially – use this knowledge when planning activities
✓ The child is more likely to interact with familiar people, so give him time to get to know you.

9.2 Behaviour

✓ If the child has an obsession, don't try to stop it. In time, you may be able to limit it – in the meantime use it positively.

9.3 General

✓ Every child is different – what works for one may not work for another
✓ Every child is variable – so if the child is having a 'bad' day, consider how you might help to reduce the number of bad days by de-escalating anxiety

NB The long-term aim is to enable this pupil to be as independent as possible in life and to acquire skills and strategies which allow them to move on and lead a fulfilling life within their community.

9.4 Social Stories

Social Stories and Comic Strip Conversations help children and young people with autism to develop greater social understanding and stay safe. Social stories are a learning tool devised by Carol Gray (Section 10). A Social Story accurately describes a context, skill, achievement or concept according to 10 criteria providing a learning experience that is descriptive, meaningful and physically, social and emotionally safe for the child or young person.

The 10 criteria are as follows:

1. **The Social Story Goal** – the goal of the Social Story is to share accurate information using a content, format and voice that is descriptive, meaningful, and physically, socially and emotionally safe for the intended child/young person
    - Every Social Story displays a respect for the child/young person (audience) regardless of the topic
    - The safety of a Story is the author's first concern

2. **Two-step discovery** – keeping the goal in mind, gather relevant information to improve understanding of the audience in relation to a situation, skill or concept and to identify the specific topic/s and type/s of information to share:
   - Consider how a situation may look, feel, smell, or sound like to the child/young person and how a concept may be perceived, understood or processed
   - Gather information before deciding upon the specific topic (saving the author time and the audience frustration)
   - 50% of Social Stories must applaud what the child/young person is doing

3. **Three parts and a title** – The Social Story has a title and introduction that clearly identifies the topic, a body that adds detail and a conclusion that reinforces and summarises information
   - Writing with the introduction, body and conclusion in mind helps authors efficiently identify, describe and reinforce the most important concepts in a Social Story
   - Introduction: clearly states the topic
   - Body: adds further description and/or explanation
   - Conclusion: refers back to the concepts, situations and/or achievements that initiated the Story

4. **FOURmat Makes it Mine** – The Social Story is tailored to the individual abilities, attention span, learning style and talents/interests of the child/young person
   - Individualised factors should be considered: length of the Story, sentence structure, vocabulary, font and font size, tailoring to audience talents / interests, organisation of the text and illustration
   - Format is developed from an understanding of the audience so that in turn may help the audience to understand
   - Consider the following: age and ability, use rhythmic and repetitive phrases, incorporate the child/young person's talents/interests to hold attention, illustration refers to the use of visual supports to assist with meaning of the text

5. **Five factors define Voice and Vocabulary** – the Social Story has a patient and supportive 'voice' and vocabulary defined by 5 factors:
   - First or third person perspective
   - Past, present and/or future tense
   - Positive and patient tone
   - Literal accuracy
   - Accurate meaning
     - ☐ Many Social Stories are written in the first person voice
     - ☐ A Social Story uses positive language
     - ☐ Social Stories safeguard the self-esteem of the audience
     - ☐ Social Story authors select words, phrases and sentences that are accurate, even if literally interpreted
     - ☐ Social Story authors use the most efficient vocabulary possible by selecting words most likely to be clear messengers of their meaning

6. **Six questions Guide to Story Development** – A Social Story answers relevant 'wh' questions that describe context including: where, when, who, what, how and why
   - The basic 'wh' questions remind us to include basic information that we might otherwise take for granted
   -
7. **Seven is About Sentences** – A Social Story is comprised of descriptive sentences as well as optional coaching sentences.
   - Descriptive sentences accurately describe observable factors, refer to another person's internal state, may be used to enhance the meaning of surrounding statements such as describing commonly shared beliefs, values or traditions with a culture
   - Coaching sentences gently guide behaviour via descriptions of effective Team or audience responses
     - ☐ Describe expected or effective responses or possible choices
     - ☐ Provide suggestions or reminders
     - ☐ May include self-coaching sentences
8. **A Gr-Eight Formula** – One formula ensure that every Social Story describes more than directs: ratio of 2:1 for describe vs coach
9. **Nine Makes it Mine** – a Story draft is always reviewed and revised if necessary to ensure that it meets all defining Social Story criteria
10. **Ten Guides to Implementation** – 10 guides to implementation ensure that the philosophy and criteria are consistent. These are:
    - Plan for comprehension
    - Plan Story support
    - Plan Story review
    - Plan a positive introduction
    - Monitor
    - Organise Stories
    - Mix and math to build concepts
    - Story re-runs and sequels to tie past, present and future
    - Recycle instruction into applause
    - Stay current

The above information is extracted from Carol Gray's 10 Criteria for Writing a Social Story.

Social stories may be written using Widgits to provide visual support and ensure understanding.

9.5 Communication systems – Makaton, PECS, Apps etc.

There are a variety of communication systems available for use with children including Makaton signing and symbols, Picture Exchange Communication System (using Widgit symbols – please see the Aberdeenshire Total Communication Policy), Pixon Boards, Apps for I-pads and computers etc.

Advice and support may be sourced from the NHS Grampian Speech and Language Therapy Service to determine the most appropriate system for the child/young person and to provide staff with training.

9.6 Sensory rooms

All Aberdeenshire schools with either an enhanced provision centre or community resource hub will have a sensory room with a minimum specification of equipment.

The purpose of the sensory room is to provide an environment where the sensory needs of the child/young person can be met with a suitable programme of stimulation depending upon whether the child is hyper or hyposensitive to certain stimuli.

Sensory rooms with UV light may also be used to provide a bright visual stimulus for teaching and learning as fluorescent colours under UV light are 30 times brighter than in daylight.

Whilst some children with ASD may find time in the sensory room to be calming provided the correct equipment is activated, the room is not a place for 'seclusion' in order to calm an angry and distressed child. There is a danger that a child engaging in physical demonstrations of anger may hurt themselves if they break equipment, may injure adults who are supervising them, and cause considerable and expensive damage to specialist equipment.

Use of sensory rooms should be risk assessed with regards to the child's needs, and especially for access when children are in a highly emotional state.

9.7 Continuous Lifelong Professional Learning

Courses to support knowledge, understanding and planning for appropriate learning around sensory integration needs are now available on ALDO. These courses have been produced by a multidisciplinary team in Education and NHS Grampian.

The Post Graduate Diploma in Autism may now be undertaken through the University of Aberdeenshire Council. Please refer to ALDO for more information.

Information is available on a variety of websites such as the National Autistic Society, and through local organisations such as the Grampian Autistic Society.

10 USEFUL REFERENCES

Aune Beth, Burt Beth and Gennaro Peter (2010) **Behavior Solutions for the Inclusive Classroom: A Handy Reference Guide that Explains Behaviors Associated with Autism, Asperger's ADHD, Sensory Processing Disorder and other Special Needs** Future Horizons, Inc. Texas USA

Attwood, T (1998). **Asperger's syndrome: A Guide for Parents and Professionals**: Jessica Kingsley

Cumine, V; Leach, J and Stevenson, G (1998). **Asperger Syndrome, A Practical Guide for Teachers**: David Fulton

Grandin, T (1995). **Thinking in Pictures**: New York: Doubleday

Gray Carol (2015) **The New Social Story book: 15th edition** Future Horizons Inc. Texas USA

Haddon, M. **The Curious Incident of the Dog in the Night Time**: Vintage

Hewitt, S (2003). **Including Pupils with Autism at Breaks and Lunch Times**: Nasen

Jachson, L (2002). Freakes, **Geeks and Asperger Syndrome: A user guide to Adolescence**: Jessica Kingsley.

Jordan, Rita and Jones Glenys (1999). **Meeting the Needs of Children with Autistic Spectrum Disorders**: David Fulton

Notbohm Ellen and Zysk Veronica (2010) **1001 Great Ideas for Teaching and Raising Children with Autism or Asperger's** Future Horizons, Inc. Texas USA

Notbohm Ellen (2012) **Ten Things Every Child with Autism Wishes You Knew** Future Horizons, Inc. Texas USA

Powell, S and Jordan, R (1997). **Autism and Learning**: London: David Fulton

Sainsbury, C (2003). **Martian in the Playground**: Lucky Duck Publishing Co.

Shannon Des Roches Rosa, Myers Jennifer Byde, Ditz Lilz, Willingham Emily and Greenberg Carol (2011) **The Thinking Person's Guide to Autism**

The National Autistic Society (1999) **What is Asperger syndrome, and how will it affect me? A guide for young people**

11 HELPFUL WEB-SITES

This is a brief list that is not comprehensive but which may contain useful information and links to other helpful sites.

Autism Network Scotland

A hob of direction to services for people affected by ASD, information, advice and emotional support.

Autism Resources

A clearinghouse of information about autism spectrum disorders.

Autism Spectrum Connection

This is an online resource for information on Asperger Syndrome and Autism and is supported by the Autism Spectrum Connection, a charitable organisation.

Autism Society of North Carolina

Contains a description of services available in North Carolina and the most comprehensive bookstore on autism in the world. Books can be ordered online

Autism Society (America)

The Autism Society of America website with links to state and local autism society chapters and several articles and other information about the autism spectrum.

Autism Toolbox

Website provided by Scottish Government in partnership with the national charity Scottish Autism with support from the Autism Network Scotland. The autism toolbox supports the inclusion of children and young people with ASD in mainstream education services, and signposts to other useful sites.

Do 2 Learn

Contains free printable learning tools, such as picture cards and suggestions for creating schedules or visual instructions

Grampian Autistic Society

Information and support to ensure best education, care, support and opportunities for people with autism in the North East of Scotland

Scottish Autism

Charity providing support for children, young people and adults through outreach, respite and short breaks, day and vocational opportunities, supported living and signposting to other services

TEACCH Autism Program

Contains descriptions of the TEACCH programme, list of workshops, and educational recommendations

The National Autistic Society

Information about autism, schools and services, professionals and training, helplines and advice, and the autism spectrum directory

Date	Version	Status	Reason
December 2017	2.0	Guidance	Update and refresh

Visit aberdeenshire.gov.uk