



NDC POST DIAGNOSTIC WORKSHOP

Essentials Week One

Introducing



Naomi



Margaret

Workshop Etiquette



- Please mute your mic when not talking.
- Please leave your camera's on- it's much nicer for us to talk to faces rather than blank screens.
- Please ask questions by putting the raise hand icon up or in the chat function if that's more comfortable for you.
- Please be mindful to the terminology you use.
- This is your workshop, so please do make the most of it.
- Anything discussed and shared during this workshop will remain confidential.

WHAT HAPPENS IN THESE SESSIONS



- **Week 1. Introduction.**
- **Week 2. Life Coaching approach.**
- **Week 3. Executive Functioning.**
- **Week 4. The Sensory System.**

- **What would you like to get from these sessions.**

WHAT WE ARE GOING TO COVER



- What is autism
- What is ADHD
- Communication
- Strengths of Autism/ADHD
- Identity

WHAT IS AUTISM?



Autism is a neurodevelopmental disorder with difficulty with social interaction, communication and restrictive or repetitive interests or activities.

(National Autism Society)

CONSIDERATIONS WHEN WORKING WITH SOMEONE



Communication

Social Interaction

Repetitive and Restrictive Behaviours

How the individuals prefer to communicate.

Level of language and comprehension. Caution! These might be at different levels.

How does the individual like to interact?

Baseline their use of gestures, facial expressions and eye contact..

Rigid thinking and thought processes.

Special interest can be key to building up trust and rapport

Be aware of sensory needs.

Body, Hand and Finger movements and repetitive speech

COMMON NEEDS AUTISTIC PEOPLE EXPERIENCE

- Communication
- Sensory
- Physical health
- Psychological
- Emotional
- Understanding neurotypicals

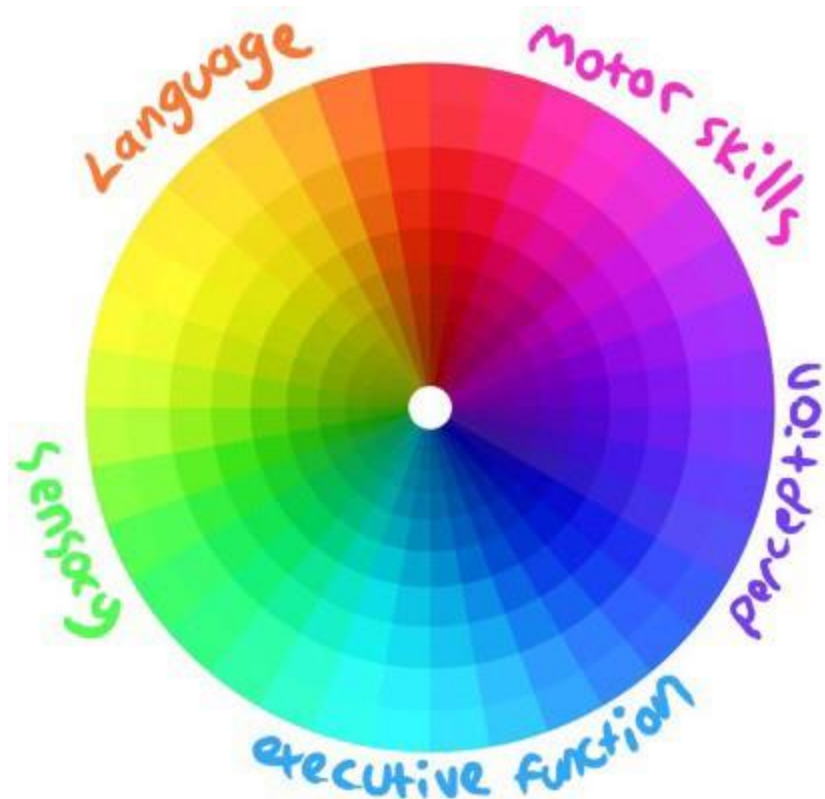


AUTISM FACTS



- Around **700,000** people may be autistic, or more than **1 in 100 in the population**.
- It is estimated there are around **5,900** autistic people in Oxfordshire.
- Between **44% - 52%** of autistic people may **have a learning disability**.
- Autism is a **hidden disability** – you can't always tell if someone is autistic.
- Autism doesn't just affect children. Autistic children grow up to be autistic adults.
- While autism is incurable (and we shouldn't want to cure it), the **right support** at the **right time** can make an **enormous difference**.

PROFILES OF AUTISM



- Female presentation (*this is not always just for females)
- Pathological Demand Avoidance (PDA)
- Autism with a learning disability (IQ below 70, functional impairment which are both present before 18 years old)
- Savant syndrome

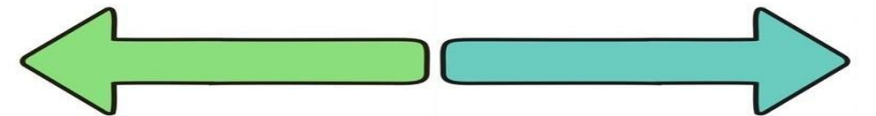
THE SPECTRUM EXPLAINED



The autism spectrum is not linear, instead it is spherical.

Each autistic person has an individual profile that in itself will fluctuate depending on certain factors.

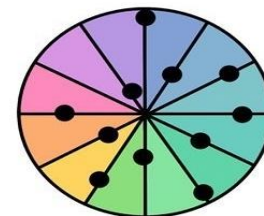
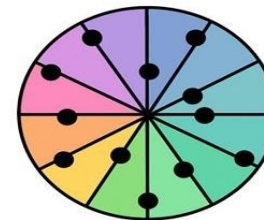
What people think the autism spectrum is



Low functioning
More autistic

High functioning
Less autistic

What the autism spectrum actually is



- | | |
|-----------------------|-------------------|
| Emotional regulation | Stimming |
| Routines | Eye contact |
| Executive functioning | Intense interests |
| Social differences | Anxiety |
| Fixations | Posture |
| Sensory sensitivities | Masking |

Izzy @ autieselfcare

WHAT IS ADHD?



ADHD is a mental health condition that is defined through analysis of behaviour. People with ADHD show a persistent pattern of inattention and/or hyperactivity-impulsivity that interferes with day-to-day functioning and/or development.

-ADHD UK

ADHD TYPES



Inattentive ADHD - problems regulating attention, trouble focusing, daydreaming.

Hyperactive/impulsive ADHD - impulsive and hyperactive behaviour which can be both mental and physical hyperactivity and impulsiveness.

Combined type ADHD is where both inattention and hyperactivity/impulsivity are present.

ADHD



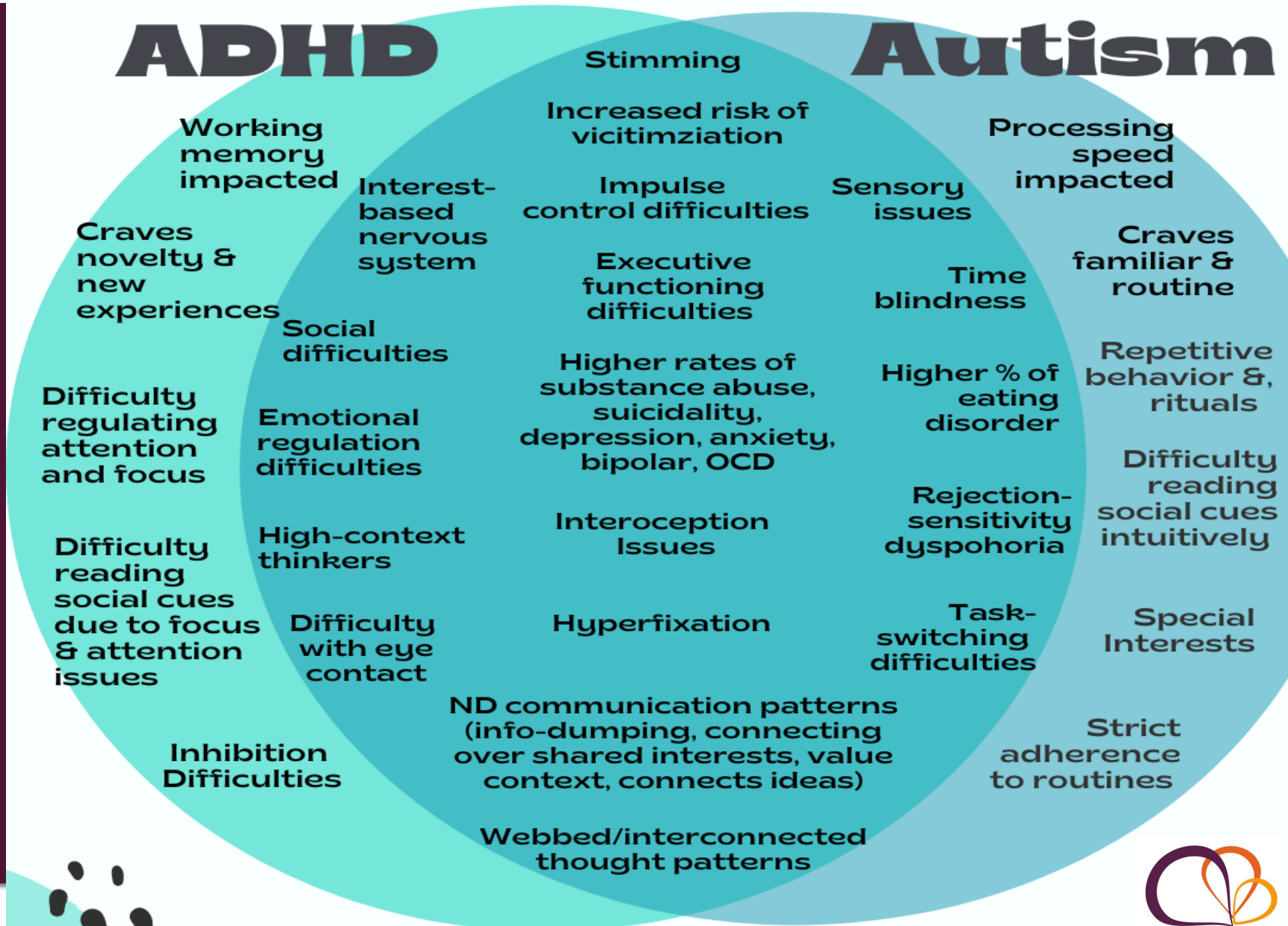
COMMON NEEDS PEOPLE WITH ADHD EXPERIENCE

- Exhaustion
- Sensory
- Difficulty with memory
- High levels of anxiety
- Sleep issues



ADHD

Autism



So why are strengths not always recognised?



1. Medical Model of disability
2. Media portrayal of autism
3. Lack of knowledge and understanding about the condition, different profiles and cooccurring conditions.

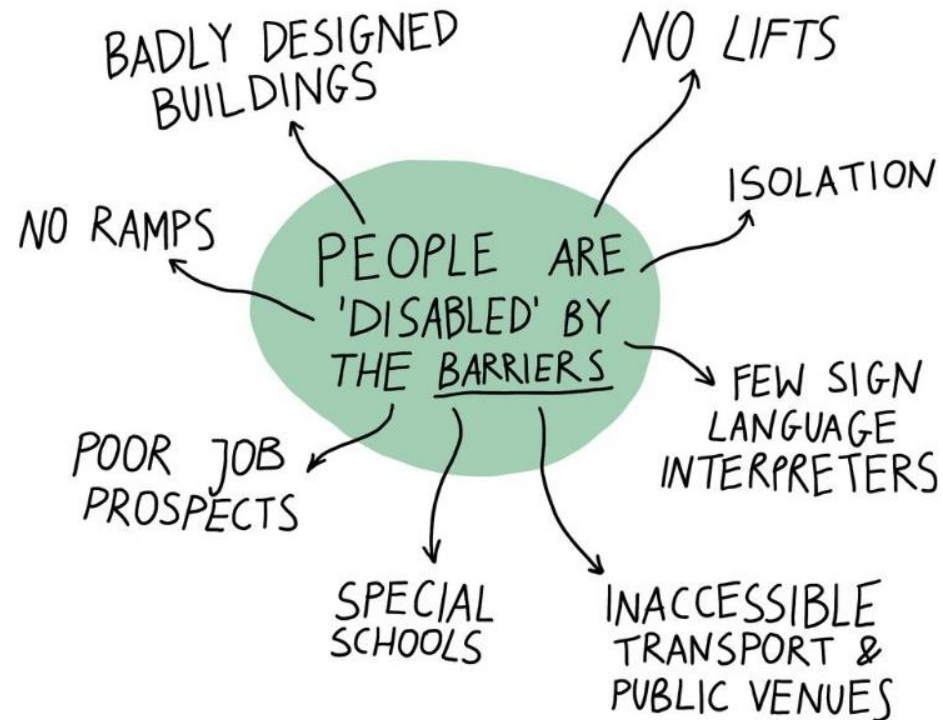
Medical model vs social model of disability



The Social Model

VS

The Medical Model



Medical model



Where the medical model asks questions such as “what is wrong with the individual?”, the social model of disability asks questions such as “what are the barriers to accessibility and inclusion?”

In terms of being Autistic and ADHD, the medical model sees them only as “disorders” which can lead to harmful behavioural approaches, in which the individual is expected to adapt and change — sometimes suppress the very essence of who they are — in order to please the neurotypical majority.

Social model



Using the social model, we are more likely to recognise neurodivergent people as a benefit to our society in many ways, including — *but not exclusively* — innovation, creativity, divergent thinking, and artistic talents, among many others.

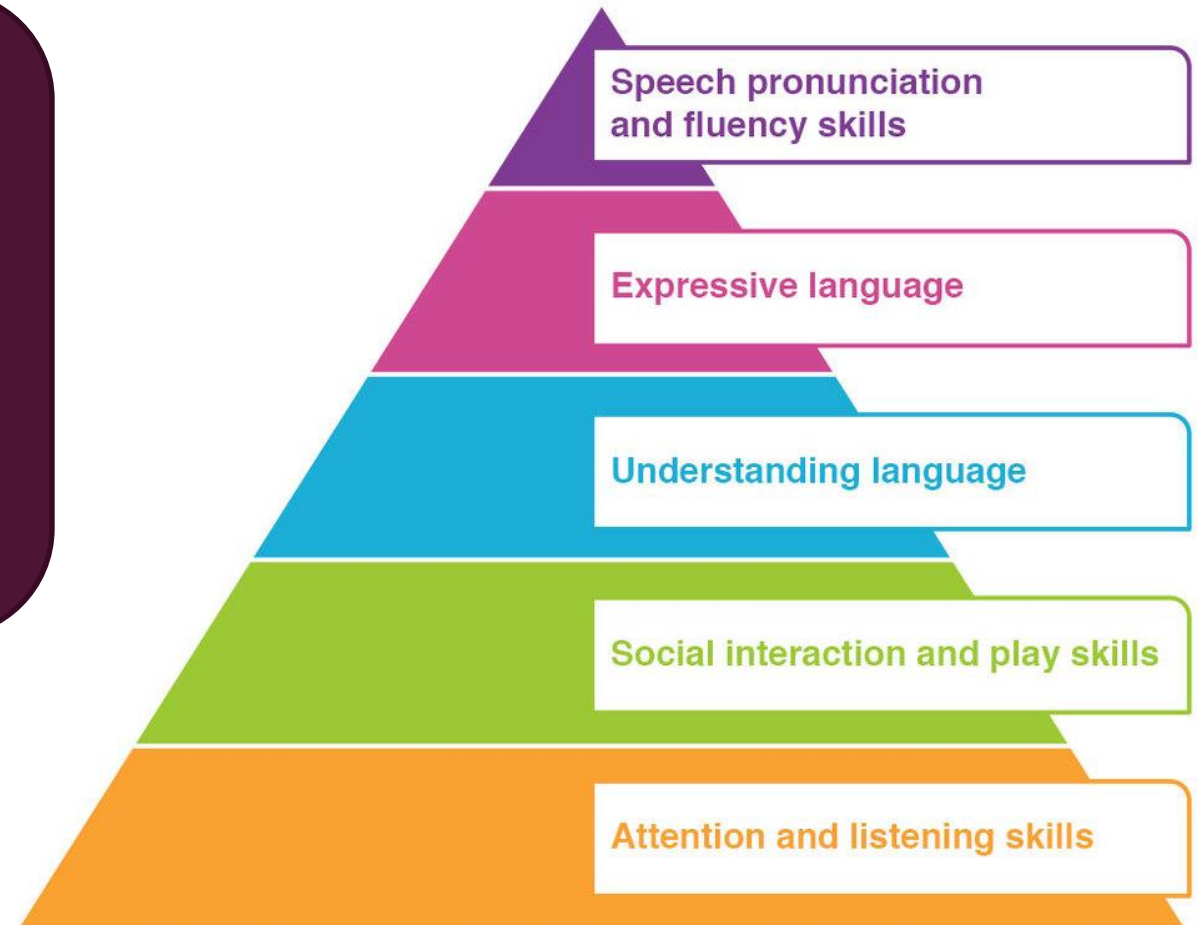
When an individual encounters difficulties, the social model does not ask what is wrong with the person. Instead, it evaluates the context and surrounding environment and expectations, and how they may be negatively impacting that person.

Communication - everyone can communicate, but some people do not use words.



Communication difficulties for autistic people can include:

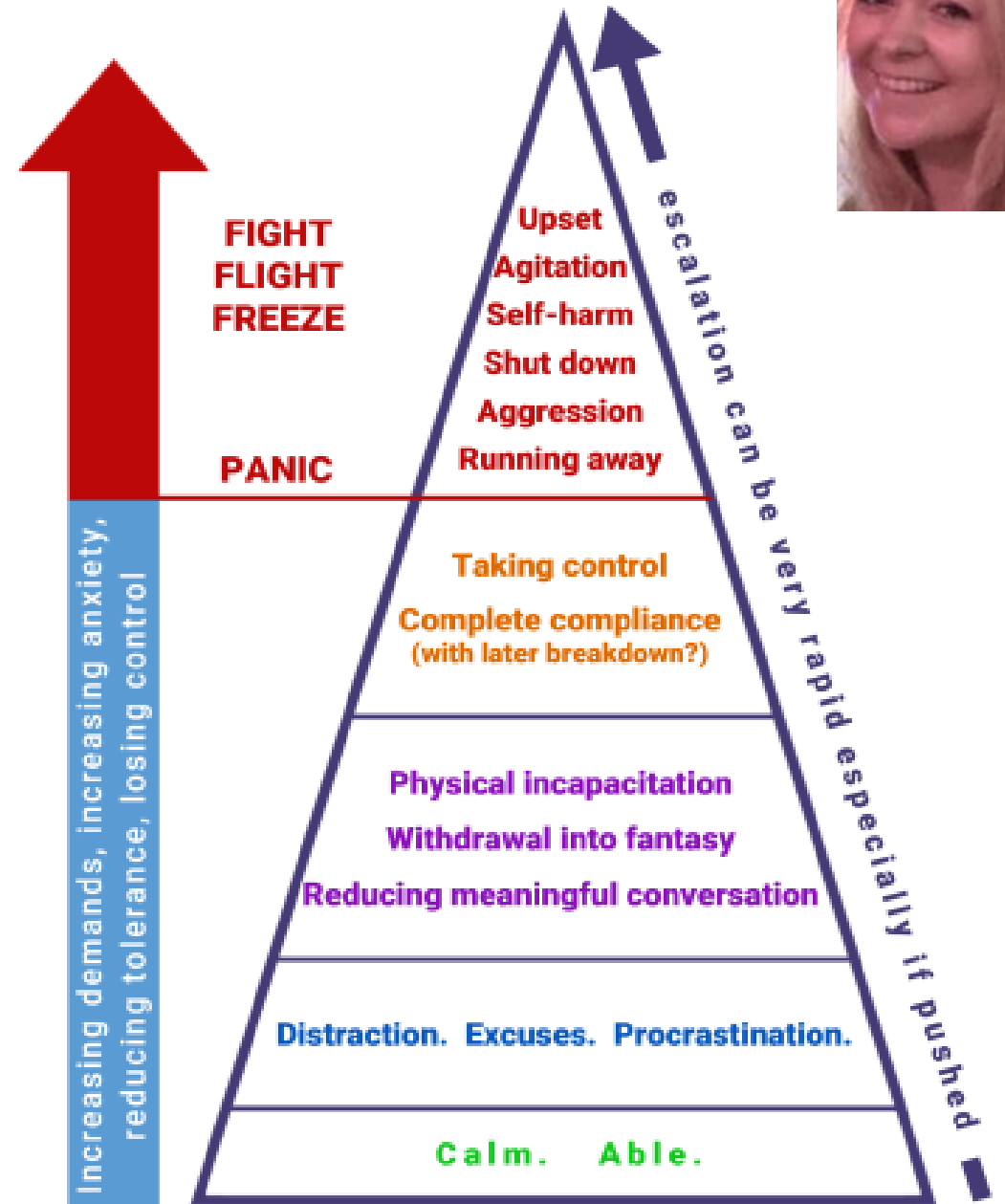
- Concentration / attention
- Sensory impairment
- Speech intelligibility
- Reduced vocabulary
- Comprehension (understanding)
- Social communication



THINK AUTISM MELTDOWN

- Autism Meltdown's can present like psychosis and or even be viewed as symptoms of a personality disorder (especially in PDA women).
- It is important to get a good understanding of the norms for that person.
- Any new changes to routine?
- Any unplanned changes occurred for the person?
- Any increase in demands/ expectations?

(PDA society)



Strengths Based Approach



Everyone has strengths!

- Incorporate young people's interests and hobbies into their support - you might learn something yourself.
- Get to understand the profile of someone autism, and the benefits, strengths this brings for the autistic person.
- Using a strength-based approach will improve outcomes for everyone.

Common autistic strengths



PASSIONATE
INTERESTS



INTENSE
FOCUS



ATTENTION TO
DETAIL



MEMORY



CURIOSITY



INTEGRITY



FAIRNESS



SINCERITY



LOYALTY



HELPFULNESS

ADHD strengths



Hyperfocus, resilience, willing to take risks that others won't, and creativity are all strengths of ADHD. Many successful artists, scientists and writers have made successful careers utilising their ADHD strengths.

Generosity, great sense of humour and excellent conversational skills, spontaneity, and problem solving are also common strengths of those with ADHD.

THE ADHD STRENGTHS ICEBERG

WHAT PEOPLE
THINK ADHDERS
ARE GOOD AT:

talking
fast

creativity

WHAT ADHDERS
ARE ACTUALLY
GOOD AT:

literally anything
they find
interesting

problem
solving

working
under
pressure

learning

changing
the world

empathy

brainstorming

getting a lot
done in a short
amount of time

crisis
situations

risk-taking

forgiveness

competitive
challenges

optimism

entrepreneurship

mastering
new hobbies

creating
something
beautiful

tackling new
challenges

sense of
humor

authenticity

imagination

hyperfocus



[https://www.reddit.com/r/ADHD
memes/comments/pov6oh/adhd
_strengths_iceberg/](https://www.reddit.com/r/ADHD_memes/comments/pov6oh/adhd_strengths_iceberg/)

Development of self-identity



Autism and trauma

Impact of age at time of diagnosis

Positive role models

Acceptance of diagnosis of family, friends, education and teaching staff etc.

Influencing factors

A large, dark purple thought bubble with a white outline, containing the text 'Influencing factors'. It is connected to the text 'Positive role models' by three smaller, dark purple circles of increasing size.

“You don’t look autistic”



This is often said as a compliment to tell you that you do not look like you act differently, need support or have given any indication you are autistic at first glance.



This is not a compliment and is in fact harmful and offensive as it undermines being autistic all together.

Language is important

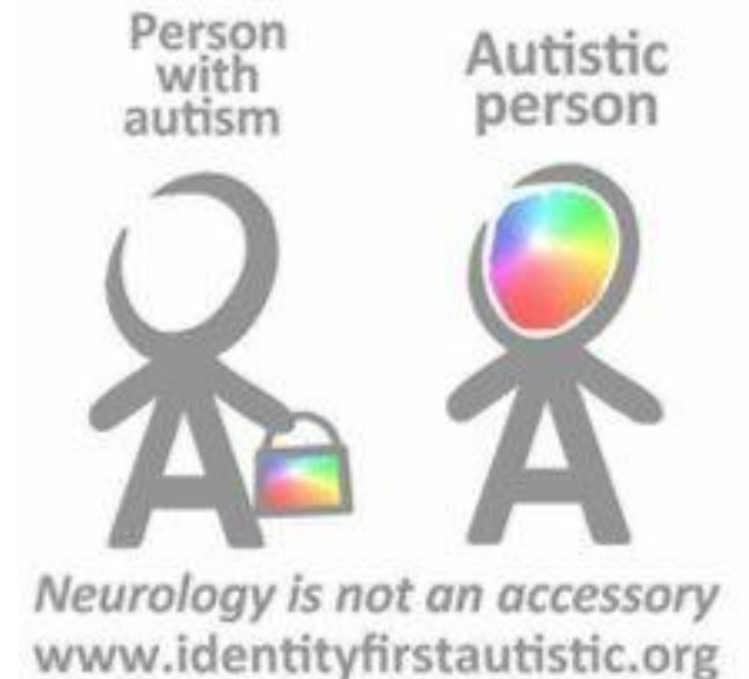


“Autistic person” / “I am autistic”

Person first language implies that we have something and can put that away.

Identity first language shows that being autistic is part of our identity and a big part of who we are.

Most of the autistic community prefer identity first language-
“Autistic person”.



Developing self identity



Forming a self-identity is about **working out who you are and what your values are**. It's an important part of adolescence for all teenagers.

Self-identity can be more challenging for autistic teenagers than it is for typically developing teenagers. They might also find it hard to see themselves as valuable community members with skills and strengths (*think medical model placed upon them*).

How to help



Talk about diversity - Talk with your child about how everybody has their own strengths, interests and challenges – which is what makes us interesting. This can help your child see themselves as valuable and worthwhile.

Thinking about ‘me’ - encourage your child to think about:
what they like and don't like
their personality – for example, whether they're generous, artistic, polite and so on
what words they would use to describe themselves to others
An ‘all about me’ book would be a great place to start.

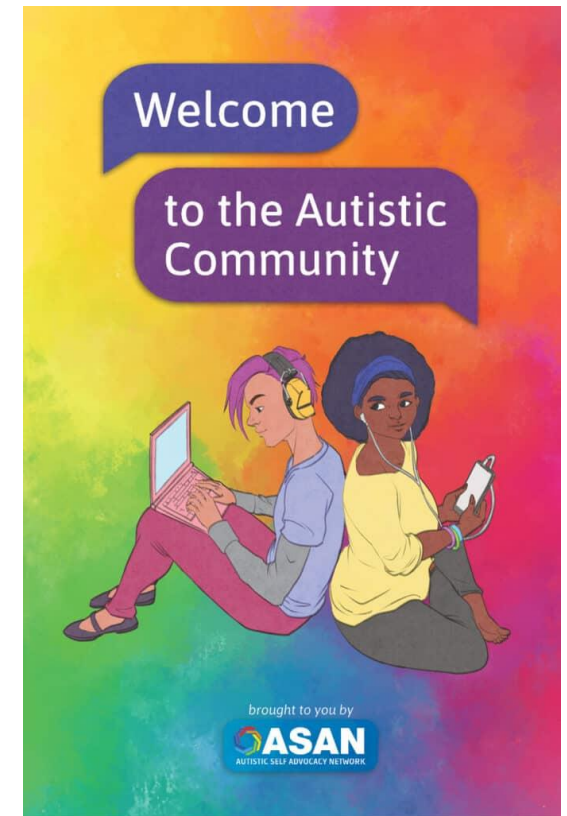
How to help



Meeting others – getting involved with other autistic teenagers can help your child to understand more about autism and how it's part of other people's identities.

Reading and resources – read and learn about autism. Example:

<https://autisticadvocacy.org/book/welcome-to-the-autistic-community/>



The neurodivergent community



Websites- <https://www.ambitiousaboutautism.org.uk/>
<https://www.pdasociety.org.uk/> <https://adhduk.co.uk/>

Blogs- Purple Ella – an autistic mum with two autistic children
Autistic Not Weird – a blog by Chris Bonnelo, an autistic ex-teacher
Medecoded – a blog celebrating neurodiversity by autistic blogger
Helen Needham

Social clubs-<http://www.afso.org.uk/children-and-young-people>
<http://oasisonline.org.uk/>

Social media



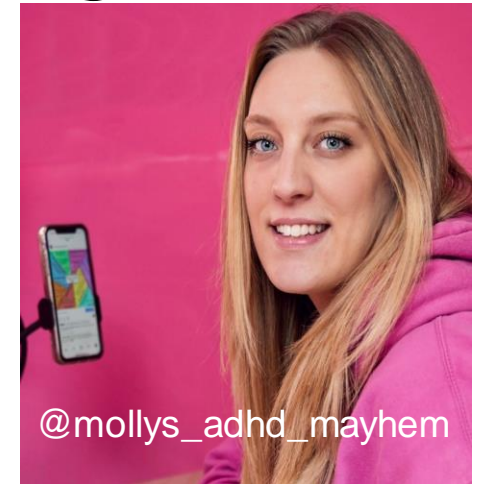
Tik Tok



Facebook



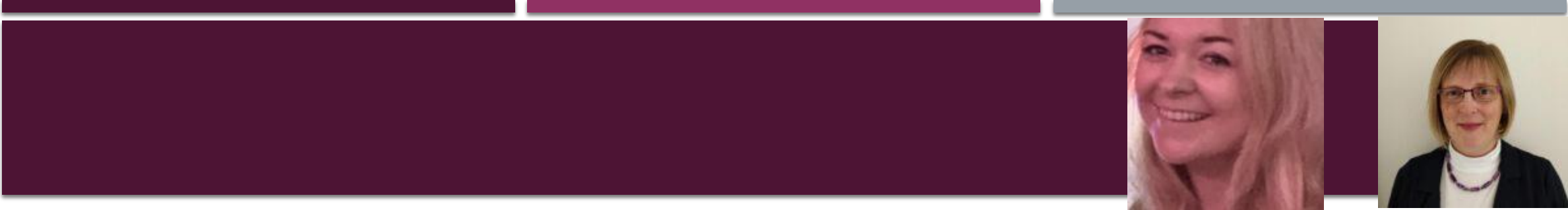
Instagram



Twitter



#ActuallyAutistic
#AskingAutistics
#ADHDlife



Questions?