

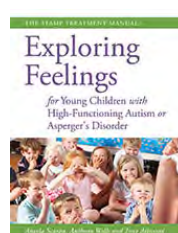
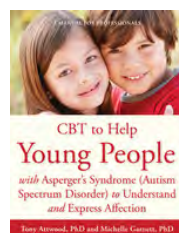
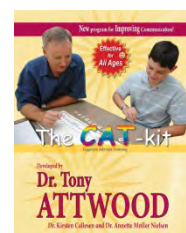
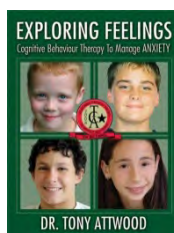
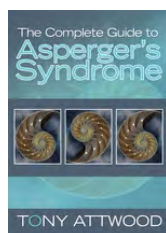
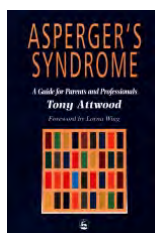


DR TONY ATTWOOD

Understanding Autism Spectrum Disorders FREE Online Course

In this course you will learn:

- ✓ The 7 Parts of the Criteria for Diagnosis of ASD
- ✓ What ASD Diagnosis means for Learning
- ✓ Profile and Characteristics of Girls with ASD




10 ESSENTIAL TIPS FOR UNDERSTANDING NEURODIVERSITY (AS, ADHD, ODD, PDA)



1. Neurodiverse students don't need to make eye contact when listening
 - ✓ Reason: They often find looking and listening at the same time hard to do.
2. Give neurodiverse students time to answer any of your questions.
 - ✓ Reason: They have slower processing time. Sometimes it can take them up to a minute to formulate the answer
3. If neurodiverse students feel pressured they may answer with stock standard answers.
 - ✓ Reason: Students know it will get them out of trouble quickly. This may include: "I don't know", "yes", "maybe" and often this isn't their true answer!
4. Students struggle when homework for teacher 'x' is in the yellow basket but for teacher 'y' it's to be placed in the green basket
 - ✓ Reason: Neurodiverse students don't "generalise" information between people and places.
5. Neurodiverse students find organisation of their school equipment very difficult.
 - ✓ Tip: They are best with one folder with everything inside. Limit the number of pencils, pens etc.
6. Neurodiverse students find choices overwhelming and are often concerned with making the wrong choice
 - ✓ Reason: Neurodiverse students often have difficulty with problem solving
 - ✓ Tip: Limit their choices and be very specific with chores
7. Be as clear, concise and concrete as possible.
 - ✓ Reason: Neurodiverse students have difficulty with abstract thinking.
8. Avoid verbal overload.
 - ✓ Reason: Neurodiverse students are visual learners and verbal information takes them longer to process and retain.
9. Neurodiverse students often misinterpret your questions/comments . ie Could/Would? Can can be interpreted as an option. Words like "Stop" and "No" don't tell them what to do.
 - ✓ Reason: Neurodiverse students are often literal
10. Neurodiverse students often have sensory processing difficulties
 - ✓ Reason: This is part of their diversity and different way of processing.


Recommended Resources available online at suelarkey.com.au



Scan QR code to Listen to Podcast

or

Podcast Episode 194
<https://suelarkey.com.au/podcast-listing/>



For more tip sheets, to sign up for a free newsletter or request a free catalogue visit:

<https://suelarkey.com.au/catalogue/>

Lesson 1

Content Includes

- What is ASD
- DSM- 5
- Girls & Women with ASD


Approx 35 min Lesson



<http://www.asperger.com>

Sue Larkey

DSM5 Diagnostic Criteria for Autism



Criterion A:

Persistent deficits in social communication and social interaction across contexts, manifested by all three of the following:


- Deficits in social-emotional reciprocity
- Deficits in non-verbal communicative behaviours used for social interaction
- Deficits in developing, understanding and maintaining relationships

Criterion B:

- **Restricted, repetitive patterns of behaviour, interests, or activities as manifested by at least two of the following:**
- Stereotyped or repetitive motor movements, use of objects or speech
- Insistence on sameness, inflexible adherence to routines or ritualized patterns of verbal or nonverbal behaviour, or excessive resistance to change
- Highly restricted, fixated interests that are abnormal in intensity or focus
- **Hyper- or hypo-reactivity to sensory input or unusual interest in sensory aspects of environment**


Diagnosis of Girls and Women with ASD Level 1 (Asperger's Syndrome)

- The invisible end of the spectrum (Ruth Baker)
- Fly under the radar of a diagnosis
- Coping and camouflaging mechanisms of observation and imitating



Profile of Abilities in Girls

- Observe and try to understand before they make the first step
- Reading fiction (or watching soap operas) helps learn about inner thoughts and feelings





Girls with Autism Spectrum Disorder (ASD)

Girls with ASD are often undiagnosed, because original diagnostic criteria have a boy bias. The criteria were created by actually examining mainly boys, and the girls can be very different. I think we all know 'neuro-typical' boys and girls are very different in their social, communication and behaviour. There are many characteristics that are very similar to boys with ASD but I thought I would list the main differences to girls with ASD.

Ten Ways Girls with ASD differ to Boys with ASD

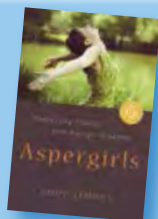
1. Their special interests are usually animals, music, art, literature.
2. They often have a very good imagination which includes imaginary friends, games, being animals or taking on persona of other girls.
3. They often see speech therapists for their speech and may be diagnosed with specific language disorders however there is something different about this girl no one can quite put their finger on.
4. They often play with older children or much younger children. This play is sometimes unusual for example 'Mums and Dads' but she will want to play the same role and game every time. She usually wants to be the pet or baby, whereas most girls want to be the Mum or Dad.
5. They often have hyperlexia – the ability to read but comprehension does not always match their reading skills. They are often the class book worm or write stories but they write the same story over and over changing a few characters. Many have a special interest in literature.
6. They have unusual sensory processing, like the boys, however bigger fluctuations often going from one extreme to the other.
7. They get anxious like boys, however their anxiety is rarely physical or disruptive. In fact many have great copying mechanisms at school however the family see a very different child at home where the anxiety can explode.
8. Often their difficulties with social skills are called 'shy', 'quiet', 'solitary'.
9. They often like to organize and arrange objects. I watched one little girl spend hours seemingly playing "My Little Ponies" however on closer examination she was just arranging and re-arranging the horses over and over.
10. The main difference is there are MANY more undiagnosed girls/women than boys/men. Currently we only diagnose 1 girl to 7 boys. In the future it is thought by many psychologists the ratio could be more like 5 to 7 as we become more aware of this group.



RECOMMENDED RESOURCES

Aspergirls

By Rudy Simone



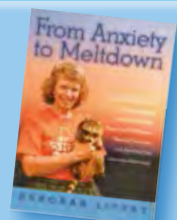
The Complete Guide to Aspergers Syndrome

By Tony Attwood



From Anxiety to Meltdown

By Deborah Lipsky



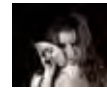
Profile of Abilities in Girls

- Decode social situations in doll play and talking with imaginary friends
- Apologize and appease
- Chameleon



The Mask

- *Emily masks in public and will meltdown the second she is out of the situation.*
- Dr Jekyll and Mr Hyde.



Profile of Abilities in Girls

- Less disruptive and so less likely to be noticed.
- *We think that if we are very, very good, people will like us and all will be well*
- Learn that if you are good, you are left alone.
- Special interests more likely to be unusual in terms of the intensity rather than the focus.
- Imaginary friends.



Imitation

- Observation and absorption of the speech, mannerisms and character, even persona of someone who is socially successful.
- Becoming an expert mimic (successful strategy that is popular with peers).
- Using speech and drama lessons.



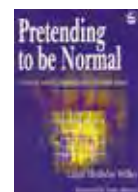
Imitation

- Learning how to act in real social situations.
- *I am an exceptional mimic and have used this to survive. I was previously diagnosed with Multiple Personality Disorder.*
- *I try to be who they want me to be.*



Imitation

- *I have done such a great job at pretending to be normal that nobody really believes I have Asperger's.*



AUTISM SPECTRUM DISORDER

A different way of thinking, learning & managing emotions.

DR TONY ATTWOOD

ONLINE LEARNING:
ANYTIME, ANYWHERE,
ANY DEVICE

START
IMMEDIATELY
10 WEEKS TO
COMPLETE

PRESENTATION CONTENT

Dr Tony Attwood: Autism Spectrum Disorder –
A different way of thinking, learning and managing emotions.

- Cognitive Abilities: A different way of thinking and learning
- Managing Challenging Behaviour
- Managing Feelings: Cognitive Behaviour Therapy and its role in providing greater strategies to manage emotions and behaviour
- The Emotional Tool Box, what it is and how to use
- Strategies to Improve Social Understanding and Friendship Skills
- Special Interests: Origins and constructive strategies
- Girls with Asperger's Syndrome
- Sensory Sensitivity

WHO SHOULD ATTEND?

Teachers, Teacher Assistants, Early Childhood Educators, Parents, family members, care staff, educators, clinicians—anyone wanting to understand more about Autism Spectrum Disorder and how to support children and adults with an ASD.

Particularly if cannot make it to a Tony Live Workshops.

FEE \$214 PER PERSON

Schools and other Organisations wishing to register groups of Staff or for use in Staff Meetings for Professional Development please email support@suelarkey.com.au

Register at elearning.suelarkey.com.au

"Could you please pass on my thanks to Sue for amazing course. As an EA and mum to a child with autism I took so much away with this course, not only for myself, my child and the students I work with but to share with family and teachers. It is the first course I have done that really gets people to reflect on themselves first and then use it as a reflection tool when exploring the complexities of ASD."

- Early Learning Childhood Educator

"Myself and 10 Special Needs Education Assistants (SNEAs), engaged in the PL together. I personally got goosebumps with some of the information provided. We are a mainstream school with a high number of Students with Additional Needs (SWANs).

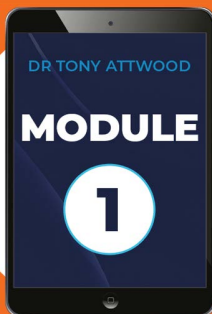
- Primary School Teacher

Tony Attwood is well known for sharing his extensive knowledge of Asperger Syndrome. He has a private practice in Brisbane and is an adjunct Professor at Griffith University in Queensland. Tony has written many papers and two best selling books on Asperger Syndrome. He also spends a large amount of time traveling nationally and internationally to present workshops and papers. His presentations are informative and empowering.

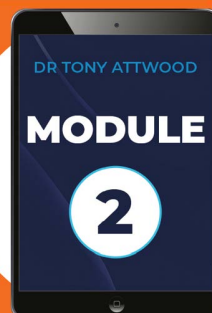


DR TONY ATTWOOD

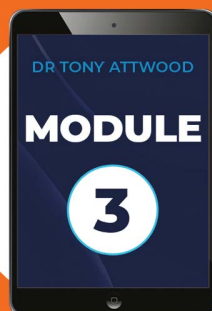
Autism Spectrum Disorder: A Different Way of Thinking, Learning & Managing Emotions



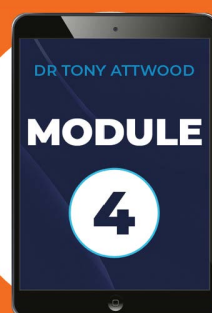
- ✔ What is ASD
- ✔ Understanding the Diagnostic Criteria (DSM-5)
- ✔ The 7 Parts of Criteria for Diagnosis
- ✔ Girls & Women with ASD



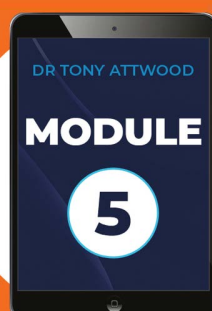
- ✔ Cognitive Abilities: A different way of thinking and learning
- ✔ Different way of Learning
- ✔ Visualizers
- ✔ Processing Time
- ✔ Understanding Reading Problems with ASD
- ✔ Mathematics
- ✔ One Track Mind
- ✔ Fear of Making Mistakes
- ✔ Problem Solving & Frustrations



- ✔ Weak Central Coherence
- ✔ Effect on Areas of Ability and Behaviour
- ✔ Ability to Attribute Social Meaning
- ✔ ASD Friendly Classroom
- ✔ Sensory Sensitivity
- ✔ Suggestions to Reduce Auditory Sensitivity
- ✔ Tactile Defensiveness
- ✔ Challenging Behaviour
- ✔ Behaviour as communication



- ✔ Anxiety
- ✔ Understanding the Amygdala
- ✔ Triggers for Anxiety
- ✔ Coping with Anxiety
- ✔ Affective Education
- ✔ Emotional Toolbox
- ✔ Cognitive Behaviour Therapy and its role in providing greater strategies to manage emotions and behaviour
- ✔ The Emotional Tool Box, what it is and how to use
- ✔ Medication
- ✔ Exploring Affection



- ✔ Friendship
- ✔ Stages of Friendship
- ✔ Using Social Stories
- ✔ Social Curriculum
- ✔ Friendships for Girls ASD
- ✔ Special Interests: Origins and constructive strategies
- ✔ Functions of Special Interests