

HEALTH LIAISON BOARD  
09 July 2014 at 2.00 pm

At the above stated meeting the attached documents were tabled for the following items:

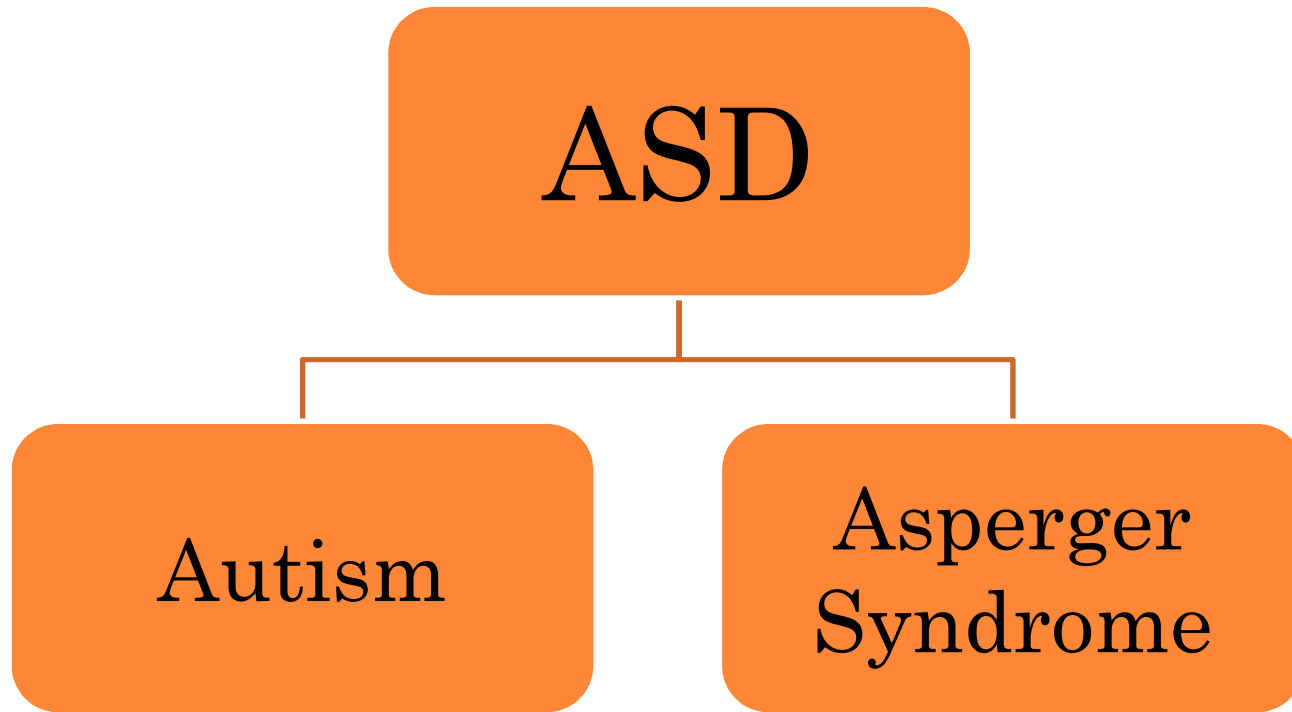
5. Presentation on Autism Spectrum (Pages 1 - 38)

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# AUTISM SPECTRUM DISORDER

Katie Skinner

# WHAT ARE WE TALKING ABOUT?



# ASD

- PDD
- PDD-NOS
- A-Typical Autism
- Autistic Regression
- (Social Communication Difficulties).

# CO-MORBIDITY ISSUES

- Some individuals with ASDs will have additional needs such as

Dyspraxia

Dyslexia

Attention Deficit Hyperactivity Disorder (ADHD)

Obsessive Compulsive Disorder (OCD)

- They may also have difficulties with their sleeping and eating patterns.



# WE DIDN'T HAVE AUTISTIC CHILDREN WHEN I WAS AT SCHOOL.....

- 1943 Leo Kanner “Classical Autism”
  - 1944 Hans Asperger’s study
  - 1979 Lorna Wing “Triad of Impairments”
  - 1989 Gillberg and Gillberg’s diagnostic criteria
  - 1991 Uta Frith publishes Asperger’s work in English
  - 1994 Asperger Syndrome medically recognised.
- 
- 1972 : 1:2500
  - 2014 : 1:88



# DSM-5





# ARE YOU AUTISTIC?



# ORANGE





# DO YOU THINK DIFFERENTLY?



“HE’S A BIT AUTISTIC”



“SHE’S ON THE SPECTRUM”



# DIAGNOSIS

- Consultation with GP or health visitor
- A referral is made by the GP for a paediatric assessment
- Paediatric consultation. The consultant takes information from parents and does an observation in clinic. They may also do some tests to rule out other difficulties.
- If after this assessment the paediatrician thinks that the child might have an Autistic Spectrum Disorder they will refer the child to a speech and language therapist.
- Speech and language assessment takes place
- Then you return to the community paediatrician – who now does a further assessment.
- At the end of this process a decision about diagnosis is made.
- This is the process for children ages 11 or under. Children older than 11 receive their diagnosis through CAMHS.



# NOW WHAT?

- Post diagnosis the medical support ends.
- Parents may be given leaflets signposting them to information about parents consortium or early bird.
- This can be a very difficult time for parents
- A lot of parents talk about it being very difficult to embrace the idea of autism at this point.

“I was mourning the loss of the child I hadn't got”



# STATEMENT

- Once needs identified, the natural thing for parents to want is a statement.
- They see this as a way to protect their child and ensure support because it is a statutory document.
- For schools provision should be in school about meeting the needs of the child regardless of whether the child has a statement.
- Many parents are happy with provision at primary level but begin to seek a statement in year 5 when they begin to think about secondary placements and worry about the future.
- From September SSEN will become EHC plans
- All statements will have to be converted to EHC plans. This will usually happen at the annual review meeting,
- Kent is aiming to get all statements transferred to EHC plans in 1 year.



# RESPONSES

- Fear
- Denial
- Acceptance
- Mixed experiences







# WHAT DOES IT MEAN TO BE AUTISTIC?



# SOCIAL APPROPRIATENESS

- Audience
- Proximity
- Understanding boundaries
- Difficulty conveying or abstracting intended meaning
- Lack of awareness that what you say to someone may impact on how they treat you in the future
- Difficulty using language to initiate or maintain a conversation



# UNDERSTANDING

- Over generalising
- Under generalising
- Impulse control
- Stress and anxiety
- Understanding rules but not able to apply them

(Think **‘can’t do’** not **‘won’t do’**)



# NON-VERBAL COMMUNICATION

- Posture
- Facial expressions
- Eye contact
- Proximity/Orientation
- Gesture
- Lack of understanding that non verbal cues convey meaning



# ASSUMED KNOWLEDGE

- Recalling past conversations
- Recognising what the listener doesn't know.
- Difficulty realising that other people's perspectives in conversation need to be considered



# LITERALITY

OK,  
let's  
go!





# BEHAVIOUR

Difficult or challenging behaviour is not part of an autistic spectrum disorder, but it is a common reaction of children with these disorders, faced with a confusing world and with very limited abilities to communicate their frustrations or control other people.

Rita Jordan and Glenys Jones 1999



# EMOTIONAL AND SENSORY

- Understanding
- Processing difficulties
- Social stigma
- Anxiety
- Sensory
- Processing difficulties



# RIGIDITY

- Fixed preferences
- Routine
- Behaviour patterns
- Anxiety

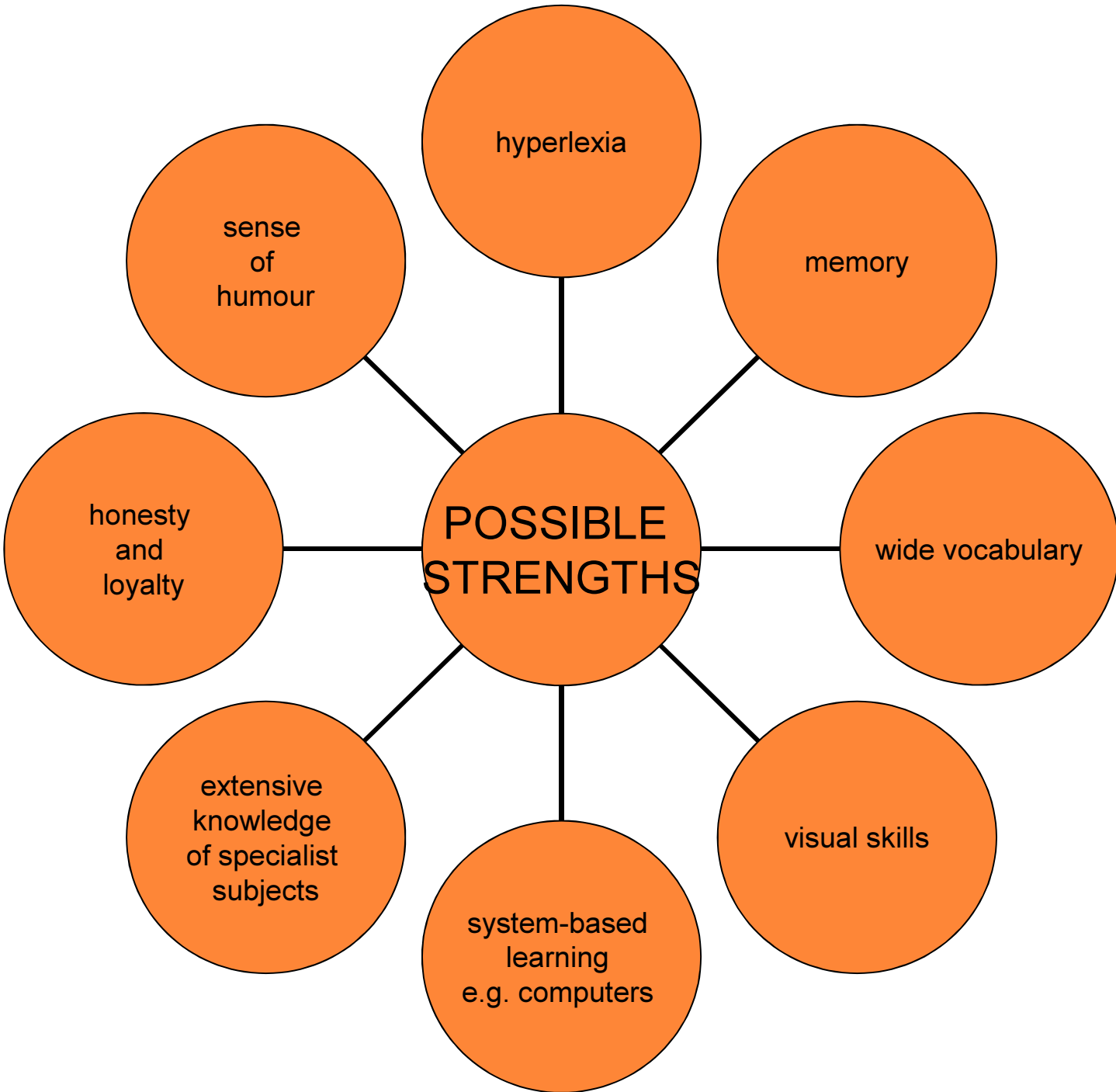


# LEARNT SKILLS

We all learn how to communicate, how we do this differs according to our experiences and understanding.

(Think **‘can’t do’** not **‘won’t do’**)





# SAVANTS



# THE FAMILY



# SIBLINGS

- Raised expectations
- Peer pressure
- Anxiety
- Social frustration
- Embarrassment
- Family dynamics
- Financial pressure





# RELATIONSHIPS

- Stress
- Approach
- Acceptance
- Family dynamics
- Time pressures



# LIMITATIONS

- Going out
- Changing the routine
- Dinner
- Parties
- Television
- Furnishings



# WORRY

- Day to day
- At school
- For the future

## MR. WORRY

*By Roger Hargreaves*



# SUPPORT



# SUPPORT

This is variable from district to district and year to year.

- Kent autistic trust
- Kent parents partnership service
- Parents consortium
- Sure start and home start
- Early bird, Early bird plus, Cygnet
- The Sollihull Approach Parenting Group
- Webster Stratton incredible years
- Strengthening families strengthening communities
- The fathers club – specific dads and granddads group



# THE INTERNET

- What does this have to do with my child?
- How do I know this information is true?
- Will this help?



# YOUR ROLE?

- Up skill your workforce
- Be aware of the difficulties faced by parents
- Have a non judgemental approach
- Be prepared
- Consider training your staff



## JOSHUA MUGGLETON AGE 17

“We are not born to suffer. We are born to thrive. If you live in a dry area and your garden receives little water, you plant plants which like dry soil. But when you are given a plant that likes wet soil, you don't kill it, you water it, you spend one of your 1,440 minutes each day watering that plant. Because you know, that given the right care, that little bit of effort can produce spectacular blooms. And so it should be with children like us.”

