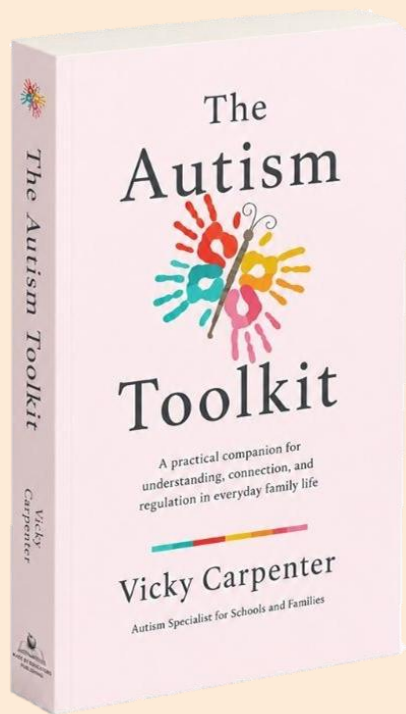
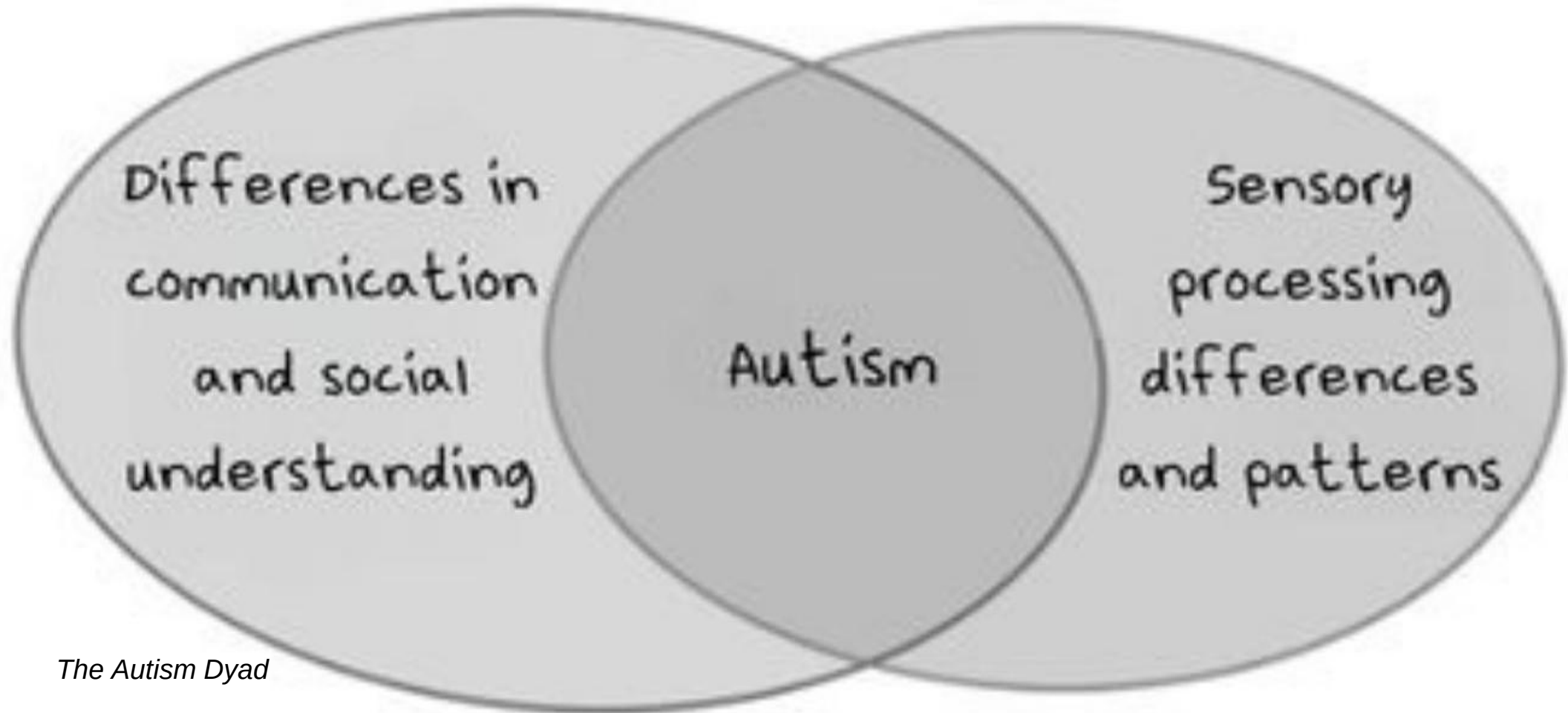




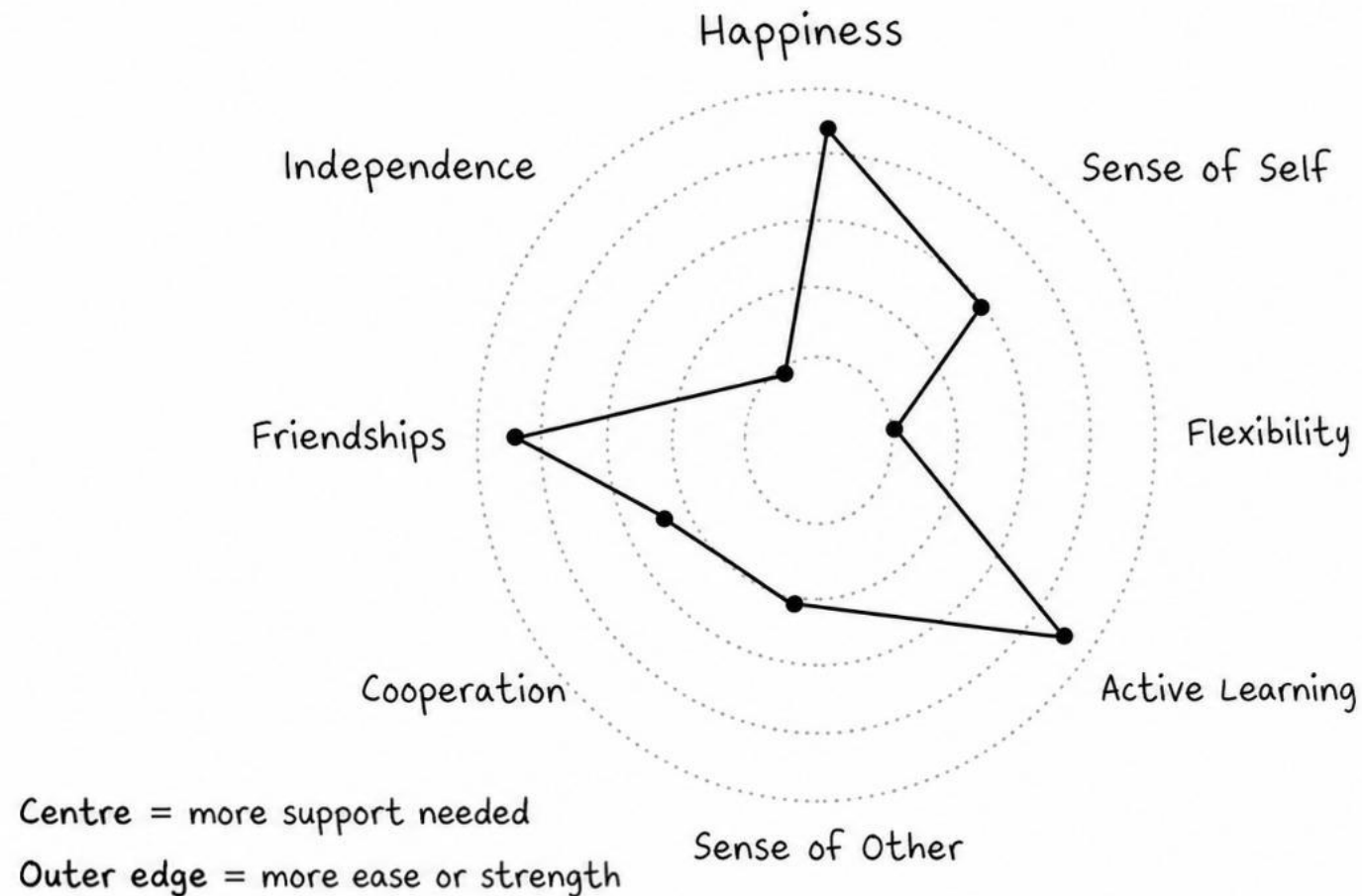
Understanding autism and sensory differences

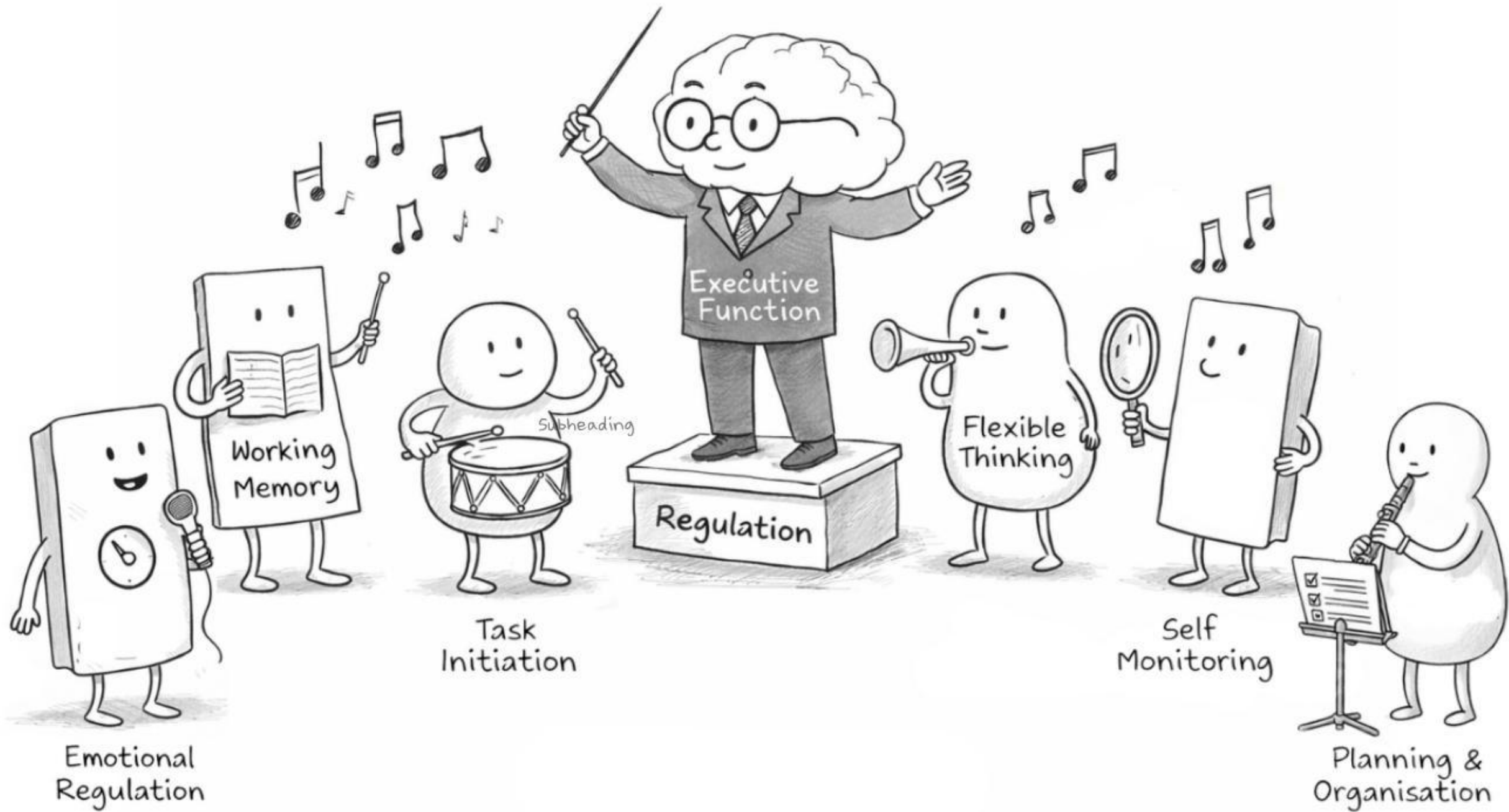
‘Autism is not a problem to solve, but a difference to understand.’



The Autism Dyad

A spiky profile shows how strengths and support needs can sit side by side





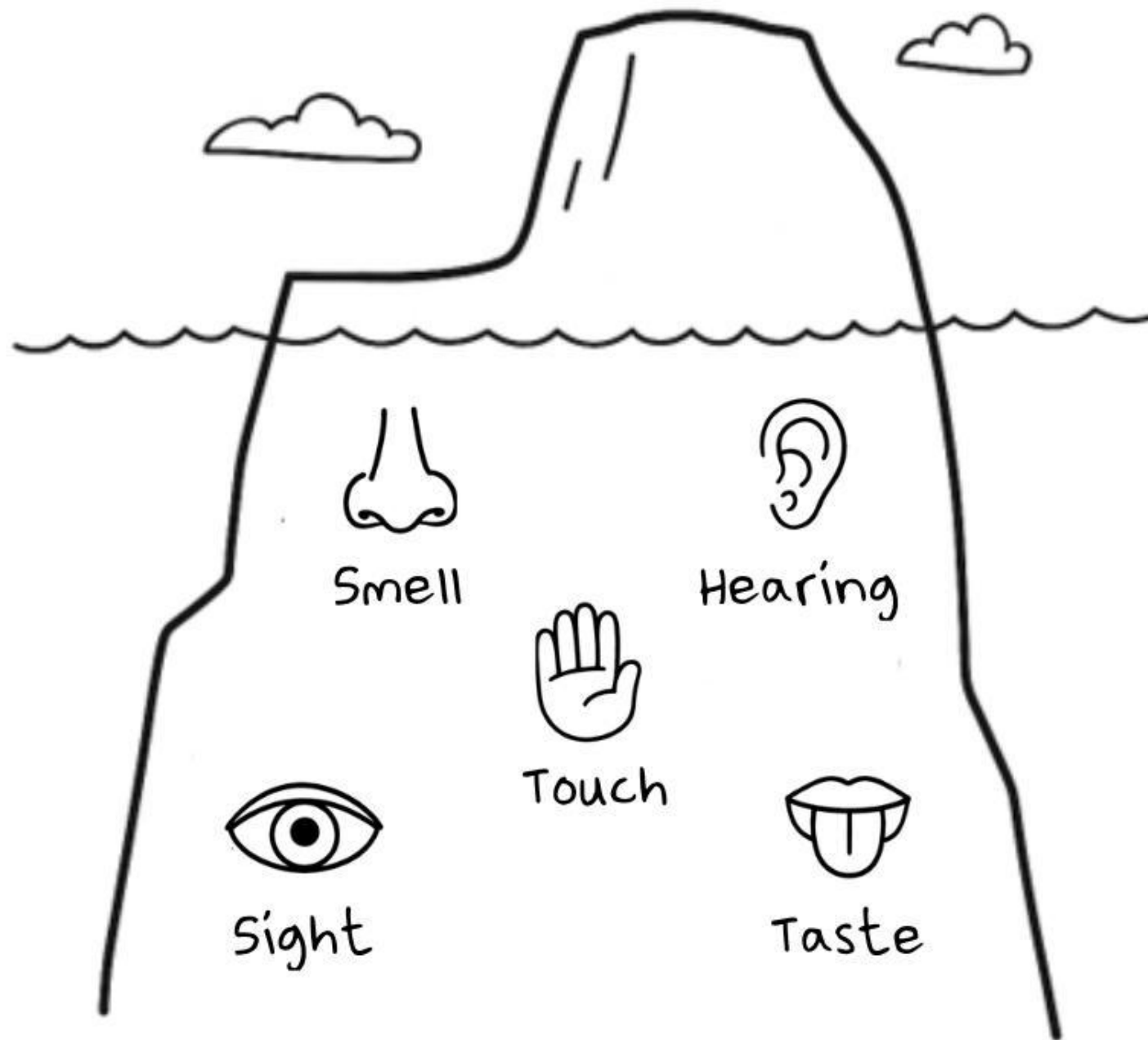
MYTHS vs FACTS

Myths

- Autism is caused by poor parenting.
- Autistic people don't want friends.
- Autism only affects boys.
- Children 'grow out' of Autism.

Facts

- Autism is a neurodevelopmental difference.
- Many autistic people *do* want friends but connect differently.
- Autism affects all genders (under-identified in girls).
- Autism is lifelong (needs may change over time).



My Child's Strengths



Something my child
is good at



Something that
brings them joy



A quality I admire
in them



Something that
makes them unique

Top Tips

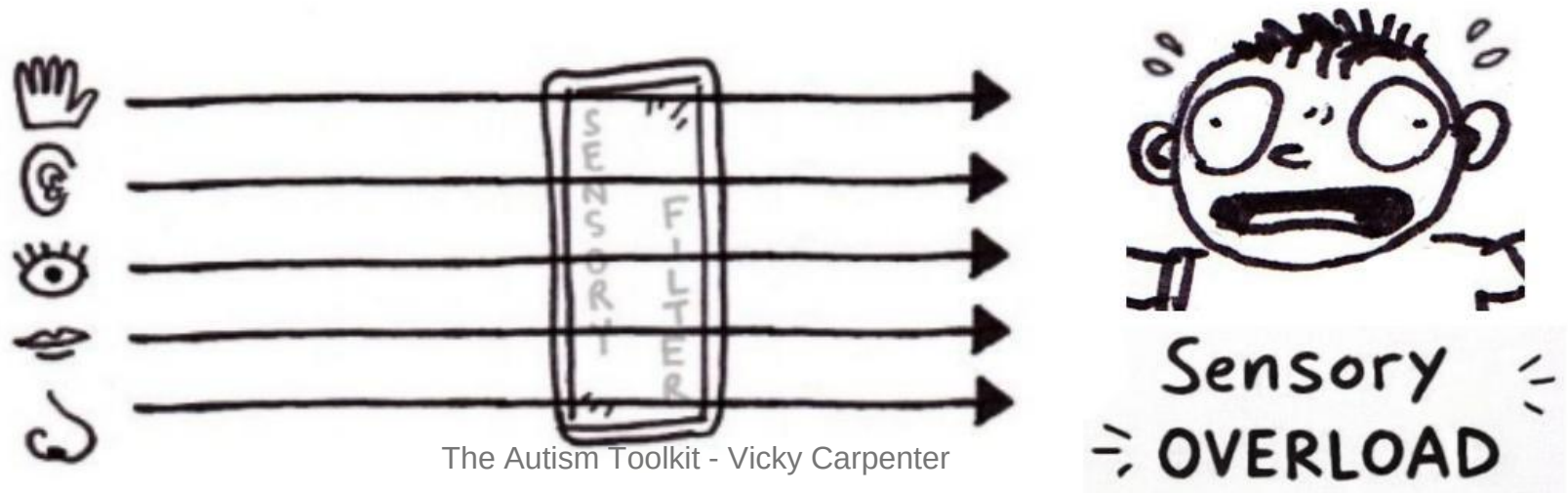
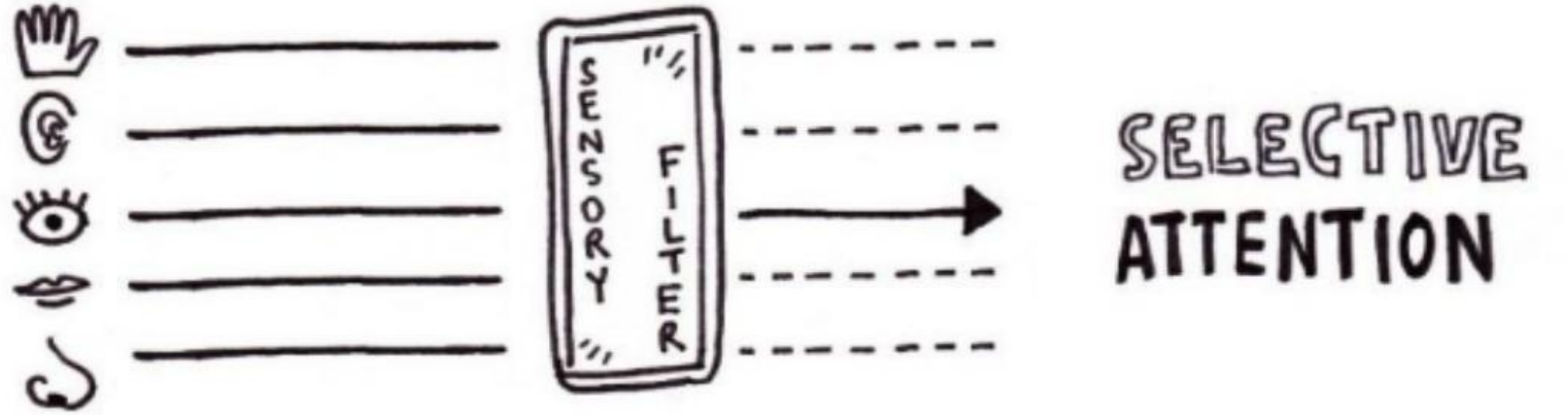
Small changes can make a big difference:

- Giving extra time
- Breaking tasks into simple steps
- Using visuals (don't hold everything in their mind)
- Keeping routines predictable
- Preparing gently for change
- Letting children practice one small part at a time (back chaining)

‘Can’t do it yet without support.’

Sensory filter – from overload to focus

Stimming – blocks out some senses



Proprioception



Interoception



Vestibular

Hyper-sensitive and Hypo-sensitive

HYPER-SENSITIVE



- Doesn't like being touched- causes pain.

- May refuse to wear clothes with rough textures or touch certain objects.



- Struggle to wash or clean due to skin sensitivity.

@AutismHelpUK

HYPO-SENSITIVE



- Enjoys and seeks movement. They may spin around without feeling dizzy.

- May rock back and forth to feel the movement sense.



@AutismHelpUK

What sensory activities does your child enjoy?



Sensory Menu

Regulation is the body's way ability to settle, recover and feel safe enough to connect and learn.

- Create a 'menu' for your child.
- Think about their behaviours
- What senses are they trying to 'block out'?
- What senses are they seeking more of?
- Build in these activities through the day

Be proactive – not reactive!

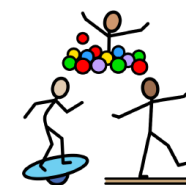


Build My Regulation Toolkit



Morning – getting ready for the day

- Proprioception – ten trampoline jumps or wall pushes before breakfast
- Touch – seamless socks and favourite soft jumper
- Vision – visual timetable on fridge to show steps for the morning



Sensory Circuits

After school – reset and recharge

- Vestibular – space hopped/scooter ride for 10 minutes
- Hearing – quiet corner with headphones and calming playlist
- Taste/smell – crunchy snack and favourite drink

Scripts

1. Notice it

2. Name it

3. Nurture it



1. Pause together.

Stop demands. Stay nearby.

2. Offer one regulating option.

For example: a hand on their back, deep pressure, a drink of water, or brief movement.

(Offer – don't insist.)

3. Wait.

Give the body time to respond.

4. Notice any change – even if it's very small.

Breathing, posture, tone, or eye contact may shift.

Being calm with them is support – even when nothing else happens.

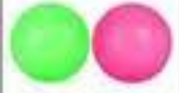
One thing to try....

calm calm calm



1. Notice it
2. Name it
3. Nurture it

SENSORY BREAK MENU

WEIGHTED BLANKET 	SENSORY BUCKET 	WEIGHTED ANIMAL 	BOUNCING ON A BALL 
YOGA CARDS 	THERAPY PUTTY 	THERAPY BANDS 	BOOP SOCKS 
TAKE A WALK 	RUN IN THE HALLWAY 	CLIMB ON THE GREEN PILE 	THERAPY CARDS 
STRESS BALLS OR SQUEEZIES 	LISTEN TO MUSIC 	SENSORY WALL 	SENSORY PATH 



