

Question	Answer(s)
Thanks, very helpful. Please can you say whether you would also encourage intense interests in subjects that could prove detrimental eg computer gaming? Or how you would handle this?	Children who are sensitive to requests and demands which includes people getting thier own way are usually incredibly stressed. I would definitely increase what we described as flow activities. What helps your child reduce their stress, so helping children tuning out is really important. Obviously, it is hard to advise without knowing more,
I've heard the term 'flow state' mentioned several times today. Please could kathy elaborate on what this is? Many thanks.	Flow states is a term that has been developed and used by autistic adults to describe the state that they enter into when engaged in an enjoyable, often repetiitve activity, such as an intence interest or a repetitive mannerism. they describe being totally consumed by that activity in an enjoyable and positive way and being able to cut off from what is going on around them, which for some individuals can be stressful (sensory overload etc).
Im just thinking about how I can help the school see that a child needs support to communicate difficulties arising in school and struggles to raise these with adults in this setting himself.	Hello Julia, If you use some of the personal stories of adults with autism, where they explain the importance of communication in stressful situations, that should help. I find short personal stories effective. Look at Luke Jackson or Dean Beadle for their stories.
If a child has non- verbal IQ of 91 per cent and non verbal below 10 percent is that a learning disability? Has auditory processing disorder! Thank you	Hello Lees, It is possible that they do not have learning disability, as some of the assessments for IQ are not appropriate for an individual with autism as communication is a specific area of difficulty. It is also complicated in your case because of auditory processing difficulties.
my 8 year old is paralised by flying bugs , she thinks they are wasps and will sting. It makes it hard at school as she is very scared, we have tried exposure but no help , any ideas?	Hi - I'm afraid exposure (along with some psychoeducation) really is the most effective way to address fears and phobias - but the devil is in the detail - starting really small and low, and the other key is to repeat the exposure over and over again befor moving on to another stage - I always tell me clients - is it boring yet - if so, GOOD! boring is better than worrying/scary. So start with pictures, videos...a dead bug in a jar...!
Great talk. My son has lot of anger recently. Especially with all situation of lockdown and starting school again. Everything jump in anger in second, any recommendations?	Hi Alexandra, That is really common at the moment. So many kids finding Lockdown and covid hard. Remind him it is ok to be angry and it is a normal emotion we all feel. Can he express his anger other ways? Have a look at 'sensroy integration' this is brilliant to allow the energy to go somewhere else. Hope that helps :)
My son is 4 and a half years old, diagnosed with asd, he doesn't try any new food and eats just 4-5 kinds of food, how can I help him to have a healthy diet?	Hi Eldisa, Try watching this podcast on eating difficulties that might be of help: Vicki Ford https://www.acamh.org/podcasts/eating-difficulties-autism-a-parents-guide-vicki-ford/ Kate
thanks kate. i talk to him about knowing he can find some things difficult and we all diferent things easier than others.... he seems happy with this approach at mo, he is very communicative so hope i would see the signs when he is ready. sometimes i wonder if it would help someone this young to label it?	Hi Louise, Aaron (who spoke this morning) has some great advice on this. I'd contact him on his facebook page and ask him for advice, I'm sure he would be happy to help. Kate
my son is 6 and started making a new noise. not sure how to find out what this is related to?	Hi Louise, I would give it a few weeks and just observe. Log what happens before, during and after the noises occur. By doing this you can find a pattern and may discover why that way. Other than that sometimes noises are just that, noises. You could also ask the school if he does it there?
What would you recommend for your child if he is making noises (quack) a lot? in your case, what was the reason for your son doing these noises?	Hi Maria, for my son it was his way of managing his anxieties. He used the sounds to calm himself down. It all comes down to asking 'why' is he making the sounds. By then helping him in this area, you can reduce the need to nake the sound. Hope that helps! Thanks, Aaron.
hi kate the app ann told i missed that	Hi Noman, the app is called Molehill Mountain. That unlocks daily tips, CBT tips and techniques in terms of managing anxiety, which some people might find helpful.
Hi Kate can I have link for Andy McDonnell's free E book please	Hi Noman, you need to email admin@studio3.org . Kate

<p>My 10 year old daughter has high functioning ASD. What fun activities can I do with her to improve her working memory/ attention.</p>	<p>Hi Shannon. eploring outside if she is ok with that would be a great start. it is about finding what motivates her and doing those activities. if you can keep every topic and activity around her interests you will help to develop these skills, more than maybe trying to do something she is not interested in. Hope that helps!</p>
<p>Thank you Aaron. And thank you for all your help. I am very interested in reading more about the child centred approach. Please could you tell me the books you wrote on this approach. I think you briefly mentioned them in your presentation but I missed them.</p>	<p>Hi Shannon. Thanks! Of course, I would recommend books from these authors.</p> <p>https://www.amazon.co.uk/Explosive-Child-Understanding-Frustrated-Chronically/dp/0062270451/ref=sr_1_1?crd=20Y83YRG7GC9Y&dchild=1&keywords=the+explosive+child+ross+greene&qid=1602587056&srefix=the+explosive+child%2Caps%2C139&sr=8-1</p> <p>https://www.amazon.co.uk/Sulky-Rowdy-Rude-really-about/dp/1785922130/ref=sr_1_1?crd=2ZQJWBOX49DUB&dchild=1&keywords=sulky+rowdy+rude&qid=1602587080&srefix=Sulky+road%2Caps%2C134&sr=8-1</p> <p>https://www.amazon.co.uk/Becoming-Person-Carl-Rogers/dp/1845290577/ref=sr_1_1?dchild=1&keywords=Carl+rogers&qid=1602587100&sr=8-1</p>
<p>I'm working therapeutically with a child with autism. Do you have any advice for supporting children who physically lash out - any alternative to behaviour strategies. e.g using punch bags</p>	<p>Hi Thais, have you looked at 'Sensory intergration' This can be a great tool for emotional regulation. Hope that helps. Thanks, Aaron.</p>
<p>my son appears to be getting along fine at school but he shows his anxiety and difficulty with emotional regulation and aggression at home. I am currently in touch with the school to try and get some help to work together. is there anything you can suggest that they may be able to do in school? as he presents differently between there and home</p>	<p>Hi, I would log these differences, and email to school, or log them in a communciation book you can share with your child teacher. The more you can describe how your son is at home, the more the school will understand. If his teacher doesnt seem to get it I would talk to the SENCO.</p> <p>Also, havew a look at the SEN code of practice and read the autism section. This is a great document to help the school to see what they can do to support you and your son. Hope that helps. Thanks, Aaron.</p>
<p>My daughter is 21 and has a residential college placement. She often gets stuck at home after school holidays and goes to an anxiety induced shutdown. Any tips to prevent this or resolve it when it's happened?</p>	<p>I guess this is around change? If she will talk to you, it may help to investigate what is making her anxious. Does she miss college? the routines of college? I would try to make home a really special place for her, by making it amazing when she comes home. That way she will know that home is great and she may begin to becoem excited about what it will be like when she is there? Hope that helps!</p>
<p>In talking with a class about "How might we help?" a child with autism, would you refer to autism, or keep it with "We all know how he/she is"</p>	<p>I would use autism as the main topic. This may help if there are other children in the school your class may interact with. Hope that helps?</p>
<p>Where do you sit with whether or not an Autistic person's stims should be encourage to be 'altered' in order to stand out less and avoid judgement.</p>	<p>Im not a fan the word stim. but, as a rule im a non interventionist as repitative movements are often relaxing for people, they are often coping strategies and I was taught never take a coping strategy away from someone unless you have something better to put in its place</p>
<p>Andy - our teenage daughter with Asperger's is very bright but has the mentality of a 8-9 year old. She aso has an eating disorder and due to the lack of nutrition, her weight is 38kg when she is 161cm tall. To top it all she suffers from anxiety and has emetophobia (fear of other people vomiting). Which would you address first and how?</p>	<p>Obviously, I would need to know more, but, one of my areas around eating and autism is to focus on interoceptive awareness. Kelly Mahler who is an OT has written brilliant materials on this subject, Sensory issues are always huge factors, Her weight does sound concernning if you contact admin@studio3.org we could discuss this further</p>
<p>Fantastic talk Kathy! I'm wondering what your views on making teaching around Autism compulsory in all spheres of education, for all teaching staff and students, in order to make every stage of education understanding, diverse and fit for the modern age?</p>	<p>Thank you Matthew. I would totally agree with this position. I know colleagues at the University of edinburgh are working on a programme to introduce neurodiversity to students in schools in a really positive and constructive way. It's a work in progress, but I think it's so important that teachers have a good understanding and are able to introduce these concepts to children in an affirmative way.</p>
<p>Very inspiring talk. Do you come to schools? Our one would really needs it?</p>	<p>Thanks Alexandra! Yes, of course. message me here I am happy to chat further. https://www.facebook.com/AcceptingBehaviour</p>

<p>i am very open in my communication with my son.as his mum and a wheelchair he is very aware of difference. his school talks very positively about difference and acceptance. As he is only six i have not named his challenges as because he has Autism. At what age do people think it is best to name it? i dont want to hide it from him but dont want to overload him by telling him too early and cause him anxiety.</p>	<p>Thanks for your question. It's really difficult to give a definitive answer because all our children are so different in terms of their understanding and cognitive development. I think it's best to start with lots of conversations about how people are the same and different and build in aspects of neurodiversity to that too. Then if the opportunity arises or when the time is right you can start introducing the word autism. If your child starts to notice or reflect upon ways that they are different to others, this could lead quite naturally to a really positive and natural conversation about autism.</p>
<p>Yes, she goes home for holidays and then can't go back. She has a general hang-up about transferring from one place to another even without demands - e.g. on holidays, travelling to known people and familiar places.</p>	<p>That is tough and hard to address other than through lots of advance preparation, small changes in routine in the run up to the transition, and rewards for tolerating these...</p>
<p>How can we encourage schools to think this way as parents?</p>	<p>That's the big question! To start I would look at the SEN Code of Practice. This is a good legal document laying out the schools responsibilities. Hope that helps! The rest is just chipping away and sharing your thoughts and views as often as you can.</p>
<p>please can you tell us the name of the app you referenced. thank you</p>	<p>The App Ann mentioned is called Molehill Mountain. That unlocks daily tips, CBT tips and techniques in terms of managing anxiety, which some people might find helpful.</p>
<p>Really interesting Andy. Question - what if someone responds well to hugs when they are stressed? How does it calm them if touch is arousing?</p>	<p>There are good theories based on arousal regulation that for some people the act of a hug and particularly a deep pressure hug can have a de-arousing function. Temple Grandin has written extensively about deep pressure contact. It is a small minority of people who respond in this way. So if it works do it if it helps to reduce arousal</p>
<p>Is PACT similar to PCIT? (Parent Child Interaction Therapy)</p>	<p>There are several interventions approaches out there that are quite similar. PACT is an approach that focusses on parent-child play-based interactions and uses video feedback to help parents observe the interaction and reflect on what their child does and doesn't respond to, and to build on that.</p>
<p>Of course, parenting doesn't stop when an autistic person reaches chronological adulthood especially if they need lots of ongoing support e.g. LDs too. Have the lifetime wellbeing effects on parents and neurotypical siblings been researched?</p>	<p>This is a great question. the vast majority of research looks at parents of autistic children. You are absolutely right that parent can be ongoing into a son or daughter's adulthood. we definitely need more research into the longterm effects and wellbeing.</p>
<p>What do you do if someone is dangerously self-harming?</p>	<p>This is a highly specialist question and I am wary about advising if this is a specific situation. If it is about an individual please contact admin@studio3.org and we get into a bit more detail</p>
<p>We have been told various times about removing yourself from the situation when our daughter is physically aggressive. However we have found quite often the more we try to withdraw from the situation, the more she gravitates towards us and gets more irate and aggressive. Any advice?</p>	<p>This sounds like a conversation in more detail would be a good idea. I would suggest that you could join our free webinars on low arousal may be helpful. If you need more information that's specific just contact admin@studio3.org and we may be able to get you some training</p>
<p>How would you recommend that schools should be working with a very anxious parent who struggles to understand the concept of too much reassurance?</p>	<p>with a lot of patience and empathy - recognising that the parent is worried for their child but helping them understand, through psychoeducation, about the role of reassurance in maintaining anxiety - maybe have a conversation about what their child can do/ what they would like their child to be able to do...</p>
<p>school has just started social skills work, zones of regulation and social stories work which as a parent of a newly diagnosed child we have embraced. Are there any benefits of this?</p>	<p>Yes, they can be useful strategies. It will very much depend on the age of your child and why these strategies are being used.</p>