Tromso

21st May 2019
Cognitive Abilities
A Different Way of Learning

Many children with ASD:

• Perform at the extremes of cognitive ability
• Have a conspicuously uneven profile of academic achievement
• Have a distinctive learning style
• Have a history of being self-taught for reading and mathematics (speak with a foreign accent)
Visualizers
Engineers and Artists

• Learning may be facilitated by silent demonstration ‘A picture is worth a thousand words’

• A difficulty converting thoughts and feelings into words (42)
Visualizers
Engineers and Artists

- **Auditory processing**: “Too many voices”
- Sequence of actions in **photographs or video**
- **Auditory working memory**: create a mental video
Curriculum on iPad

• Bronwyn Sutton
• www.learningappguide.com.au
• The Learning App Guide to Autism and Education
Verbalizers

• Relatively advanced *verbal reasoning skills*
• Understanding what is *written* rather than said
• Well-developed *vocabulary and information*
• Understanding may be improved by *reading* about the concept
• Talent with languages and classic literature
Processing Time

• Slow processing time
• Processing **linguistic, cognitive and social information**
• Very thorough
• Focussing on details
• Checking all links
• Lose marks on timed tests because of an inability to work fast due to processing time, being pedantic, distracted by details and handwriting problems
Processing Time

• **Delay in response** to an act, reaction hours or days later
• Processing time to identify internal emotions
• In adolescence, the ‘quick and the dead’
Reading

• Can be better at reading accuracy than comprehension
• Effects in the high school years on academic ability and on self-esteem
• Need for an **early assessment and intervention**
• Conventional remedial reading programs have not been as effective as with typical children
Reading

- **Perception**, width of focus
- Perception of letters (Irlen overlays)
- Change the font, a new word
- Reading: Word retrieval problems
- **Hyperlexia**, to acquire knowledge on a special interest
Mathematics

• Talent or a difficulty
• Numbers can be perceived as shapes not quantity
• When talented, difficulty explaining in words how they achieved the answer
Mathematics

• Enjoyment of the rules and certainty associated with calculations and tables
• Mathematics ability can include areas of mathematical difficulty
Numbers by David LeBlond

I like numbers
they just add and subtract
they don't hurt your feelings
or over-react

You can count on numbers
to make things work out
there's no second guessing
no worry or doubt

Numbers are my respite
my port in the storm
when the world's cruel and cold
they are safe and warm

Now they're not much to look at
(though 8 is not bad)
you don't make you love them
or make you be sad

One thing about numbers
that won't be denied
they play by the rules
- you cannot hide

If you make a mistake
or forget where you're at
they just won't forgive you
... we need people for that
Handwriting
One Track Mind
One Track Mind

• Train track
• One-track mind
• The last to know and seek help if they are on the wrong track
• Lose train of thought if interrupted
One-Track Mind

- Continue using incorrect strategies and not learning from mistakes
- Not listening to advice
- Not seeing trains on other tracks
- Compulsion for completion (switch tracks)
- Anxiety increases cognitive rigidity
- Relaxation programs
- Be calm in order to listen, absorb and try an alternative strategy
Patterns and Sequences

• Talent and interest in identifying patterns and sequences
• Identifying areas where the pattern breaks
• Identify errors and mistakes (social consequences)
Problem Solving and Frustration

• ‘Thermometer’ of distress
• Quickly ‘hit the panic button’
• Intense negative emotional reaction
• Giving up quickly ends the pain
The Mental Filing Cabinet

Intense emotions ‘lock the filing cabinet’
Need to calm down to access strategies
Mistakes
Fear of Making a Mistake

• A **phobic** reaction
• Don’t try, you don’t make a mistake
• **Fear of appearing stupid** and being ridiculed by peers
• Mistakes prove you are stupid
• Cannot change your mind as, to do so, would be to admit having previously made a mistake
• Allergic to errors
Coping With Mistakes

• Self-perception as an adult.
• Limited ability to tolerate frustration
• Have no plan B (flexibility in thinking, one track mind)
Strategies

• An adult’s ability is not perfect.
• Model how to cope with frustration.
Strategies

• Approach an error as an opportunity and data
• Being calm is being smart (fall in IQ)
• Physical strength and intellectual strength
• “If I stay calm, I’ll find the solution quicker”
Weak Central Coherence

A reduced ability to draw together diverse information to construct a higher level meaning.
Weak Central Coherence

- Remarkably good at attending to **detail** but appear to have considerable difficulty perceiving and understanding the **overall picture** or gist.
- Rolled up paper.
- What is relevant and redundant.
- Deciphering the general meaning.
Weak Central Coherence

- Noticing patterns not perceived by others
- Originality in problem solving
- Walking into a strange room
- Attention to detail in art
Penelope (Penny)
Effect in Areas of Ability and Behaviour

- **Non-Verbal Communication**: Seeing parts of a face, frown: angry, worried or old
- **Language**: Pedantic, an over-emphasis on detail, and a problem summarizing
- **Social skills**: Identifying the relevant social cues
- **Organizational skills**: Problem prioritizing and unconventional organizational systems
Effect on Ability and Behaviour

• **Behaviour**: Demand for consistency to try to decipher the pattern

• **Incorrect assumptions** as to why events occur (Aspie logic, red and yellow cars, *The Curious Incident of the Dog in the Night Time*)

• **Psychological archeology** for unusual beliefs
Effect on Ability and Behaviour.

• **Social skills**: Identifying the relevant social cues
• **Memory**: Knowing what to forget and what to remember
• **Organizational skills**: Problem prioritizing and unconventional organizational systems.
Ability to Attribute Social Meaning

- Noticing objects and facts rather than thoughts, feelings and intentions.
LDA Language Cards: Emotions

Descriptions of pictures and events may not include thoughts and feelings.
Please draw me a picture of your classroom or your playground?
9 Year old boy with Asperger’s syndrome: Classroom
8 Year old girl with Asperger’s Syndrome: Playground
10 year old girl with Asperger’s syndrome: Playground
Whiteboard
Window
desk
Mia 6
spidery dinosaur
What is unusual about each of these drawings?
8 Year old boy with Asperger’s syndrome: Playground
6 year old sister of 8 year old boy with Asperger’s syndrome: Playground
7 Year old boy with Asperger’s syndrome: Classroom
His 5 year old sister: Classroom

Maddie 5
ASD-Friendly Classroom
Motivation

• Completion
• No errors
• Special interest
• Intellectual vanity
• What’s in it for you
Classroom

• Quiet, well-structured classroom
• Avoid sensory overload
• Minimal changes in routines and staff
• Visible daily schedule of activities and preparation for transitions
• Group activities
• Teacher assistant
A Teacher Who:

- knows their distinct **thinking and learning style**
- is **calm and reassuring**, especially when the student is confused or experiencing a meltdown
- manages the other students so that the child feels safe and can concentrate
- knows when the child needs to **take a break or be alone**
- prepares the child for **changes and transitions** in the daily schedule
- ensures that the other students follow the **class rules**
- understands the child’s **perspective, experiences and motivators**
- helps the child **cope with mistakes** and does not make the child feel stupid
Mr Osbourne was always bubbly and ready to make a light-hearted joke out of anything. He rarely got angry or raised his voice like most of my other teachers did. He let me hide in the music department’s store cupboard at break time, without even blinking an eye, it was as though he understood and accepted why I needed to go to ridiculous measures to separate myself from society. I respected him for not probing for answers like everyone else did. Occasionally he would tap on the door, say ‘boo!’ and offer me a biscuit (which I never declined). On the last day of term, I bought him a tin of biscuits in return for the amount of biscuity yumminess he had allowed me
Executive Function

• **Planning** how to do an activity
• **Organising** what you need
• **Recall**: Forgetting what to do
• **Time perception**
  • Knowing how long it will take to complete the activity
• Importance of academic success
Executive Function

• **Planning** how to do an activity

• **Organising** what you need

• **Recall** Forgetting what to do

• **Time perception** Knowing how long it will take to complete the activity
Need an Executive Secretary
Executive Secretary:

- Mom may inadvertently delay and inhibit independence
- Daily living skills
- May have problems in every day life due to not having a procedural schema
- “Mum has done it before but not noticing the cues she notices” (Joshua Muggleton)
Accommodations for Organizational Issues

Encourage and support the person with:

**Knowing and organising what will be needed for the task**

- Make a list in a notebook of what is needed and cross off those items before commencing the activity.
- Take a mobile phone photograph of the equipment or resources needed.

**Planning tasks over a day, a week and a month**

- A paper diary or electronic schedule app
- Estimate the amount of time needed for each activity and create a time schedule/flow diagram
Stress and Mental Exhaustion

• The educational and social curriculum.
• Pruning the High School curriculum
• Absence of real breaks.
• Distractions from peers
• Bullying and teasing
• School is for learning, home is for fun and relaxation.
• Homework
Homework Strategies

• Create a learning environment.
• Homework timetable and diary.
• Time allocation.
• Segments with breaks.
• Motivation.
• Is it worth it?
Cognitive Profile: Society’s Perspective

• Originality in Science and Art
A Tree Growing in a Forest Clearing
• Engineering ability
• Mathematics and science
• Music and fine art
• Imagination (Hollywood)
• Animals
Association With Famous Individuals in Science and Art

- Ludwig Wittgenstein.
- Albert Einstein.
- Mozart.
- Alan Turing.
- Thomas Jefferson.
- Howard Hughes.
- Napoleon.
- Hans Christian Andersen
- Jane Austen
- Dan Aykroyd
- Susan Boyle
- David Byrne
- Bobby Fischer
- Temple Grandin
- Benny Hill
- Alfred Hitchcock
- Howard Hughes
- Thomas Jefferson
- Carl Jung
- Gary Numan
- Tim Page
- B.F. Skinner
- Andy Warhol
- Thomas Edison
“If the world was left to you socialites, we would still be in caves talking to each other” Temple Grandin
The Profile of Abilities of Girls and Women with ASD
Girls are Under Diagnosed

- Due to a ‘milder’ presentation may not fit the diagnostic criteria
- Often escape undetected during early years
- Girls are underrepresented in the literature and professionals less familiar with their profile
Gender Ratio and Age

- **Gender ratio in all children and adolescents 3.5:1**
- Ratio for younger children 5.5:1
- Ratio for adolescents 2.3:1
- Supports the camouflaging hypothesis
- Increasingly difficult to mask their symptoms
- **The adult gender ratio was 1.8:1**
3 Adaptations to Autism

1: The introvert

• Actively minimizes or avoids social engagement
• Social interactions are indecipherably complex, overwhelming and stressful
• Choose to be alone but not lonely
• I find ways whereby I can be effectively alone with the appearance of being engaged and suitably occupied
3 Adaptations to Autism

2: The intrusive extrovert

• Motivated to actively seek social engagement and experiences

• Not reading the subtle social signals that regulate and moderate the intensity of social engagement
Intrusive Extrovert: Italian Driver

Traffic signals – non-verbal communication
Traffic codes – social conventions and boundaries
The Intrusive Extrovert

• Their social behaviour is perceived as intrusive, intense and irritating
• Unable to accurately read social situations and therefore behave inappropriately
• Social experiences ended prematurely by the social partner
The Intrusive Extrovert

• Bitterly disappointed that conversations, friendships and relationships are short lived

• Popularity remains elusive

• When a friendship is achieved, becoming possessive, idealizing the new friend with an intensity that is overwhelming

• When the friendship ends, intense despair and feelings of abandonment

• Confusion with Borderline Personality Disorder
3 Adaptations to Autism

3. The ‘Camouflaging’ extrovert

- **Watching** socially popular children
- **Searching for** patterns in behavior
- **Becoming** a child psychologist
- **Copying** mannerisms, speech, clothing, topics of conversation - Imitation
- **Creating a social** ‘**mask**’
The Mask

• *Emily masks in public and will meltdown the second she is out of the situation.*

• Dr Jekyll and Mr Hyde.
The Camouflaging Extrovert

• Observe and try to understand before they make the first step

• "It feels as if I need to collect all the puzzle pieces first before I can understand new social situations"

• **Over-analyzing** social situations (analysis to paralysis)

• Reading **fiction** (Harry Potter) or watching **soap operas** helps learn about inner thoughts and feelings
The Camouflaging Extrovert

• Decode social situations in doll play and talking with imaginary friends
• Apologize and appease
• Chameleon
The Camouflaging Extrovert

• ‘Requires the ability to *suppress* anxiety, appear relaxed and to constantly *monitor* social performance
• Getting dressed for school or work, the *clothes become costumes* as they take the social ‘stage’
• The development of multiple personas
• *Why go to all the effort of figuring out what is normal when you can just copy it*
Imitation

• Observation and absorption of the speech, mannerisms and character, even persona of someone who is socially successful.

• Using **speech and drama lessons**.

• For a brief while, ‘cured’ of autism

• Surface sociability but a **lack of social identity**

• Playing’ with personalities

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

• **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
• Learn if you are quiet no one sees you
• Girls difficulties often unnoticed by the teacher
Characteristics from age 5-12 Years
Characteristics from age 5-12 Years

Affection and Emotions

• Indiscriminate and excessive with affection or extremely shy or defensive against affection

• From infancy, extremely intense, inconsolable despair that lasts a long time and cannot be distracted
Fascination with symmetry and order

“The fun came from setting up and arranging things. Maybe this desire to organize things rather than play with things is the reason I never had any great interest in my peers.”

Characteristics from age 5-12 Years
Gender Specific Toys

- I loved playing with Lego for years and had many thousands as a child. I also loved cardboard boxes, and drawing/writing. I always ignored the dolls I was given.
- Are model aircraft considered ‘toys’? Is there a gender attached to them? I preferred nature or animals to toys.
Characteristics from age 5-12 Years

Friendship Characteristics

• *We create our own world in which to do our own thing*
• *Because the other kids didn’t like to play the same way I did, and because they would dare to touch my things, I didn’t want to play/engage with them*
Friendships

- **Peer support** (not bitchy)
- Single friend who provides guidance and security
- **Animals** as friends
- **Boys as friends**
Identify with boys

• Many stereotypical girls activities were stupid, boring and inexplicable.

• It is more accurate to say that I am gender-neutral. As a child I liked to play with boys because I enjoyed toy cars, Lego building blocks, sports and that kind of thing, and sadly girls are not often given toys like cars and blocks; also girls were more complicated, and unkind in ways I didn’t understand.

• Boys are more logical. Until their hormones kick in. Then the waters get choppy.
Identify with boys

• It was easier to identify with boys because they just wanted to have fun. Girls had more social rules to follow or blunder. They had more gossip and didn’t like to get dirty. The guys were fun and I could almost be myself around them.

• I don’t know how to do girl things. My mother tried to teach me girl things- staying neat and tidy, but I preferred tree climbing, going to the horse track and riding bikes precisely 10 miles a day.

• Appear androgynous

• Enjoy sports
Interests of Girls

- Intensity rather than focus
- Nature and animals
- Friendship
- The Arts – Literature, fine art, drama, Japanese anime
- Ancient history, the weather, science
- Provide a sense of identity
Special Interests

“I collect potato mashers. I think I have something over 500, all different. I know other people normally don’t get excited about potato mashers. However, sometimes I can tell from the time they spend looking at some of my potato mashers and how they handle them that they are interested”.

“Most people think my interest in mushrooms is strange”.

[Image of mushrooms and potato masher]
I am an Aspie Girl
A book for young girls with autism spectrum conditions

Danuta Bulhak-Paterson

AFTERWORD BY Tony Attwood

Illustrated by Teresa Ferguson
Teenagers
Psychological Reaction to Being Different

- Depression
  - Low self-esteem
  - Defective not different
  - Isolation
- Imagination
  - Fantasy world
  - Super-hero
  - Fiction and films
  - Role play games
  - Schizoid PD

- Arrogance
  - Inflated self-esteem
  - Comforting over compensation
  - Narcissistic PD
- Imitation
  - Expert mimic
  - Acting
  - An alternative persona
  - Dissociative Identity Disorder
Emotional Sensitivity

• Overly sensitive to another person’s negative mood
• Hyper-sensitive to disappointment, anxiety or agitation
Empathic Attunement

• There’s a kind of instant subconscious reaction to the emotional states of other people that I have understood better in myself over the years.

• If someone approaches me for a conversation and they are full of worry, fear or anger, I find myself suddenly in the same state of emotion.
Empathic Attunement

• I am able to distinguish very subtle cues that others would not see, or it might be a feeling I pick up from them

• A ‘sixth sense’

• Avoidance of some social situations due to being sensitive to ‘negative vibes’
Teenage Years

Ultra-feminine or anti-social conventions

• Try to fit in during Primary School by being ultra-feminine (pink and frilly)
• Become an expert on fashion and make up

• In adolescence, when it is not working, the pendulum can swing the other way
• **Despise femininity** and defy social and gender conventions and engage in risky behaviour
Clothing and Fashion

• Most of my clothing is gender-neutral. I generally don’t like dresses or skirts and find many of them impractical, too ornamental, and uncomfortable; likewise women’s dress shoes. I usually wear unisex sneakers or brown loafer shoes.

• Nothing feminine or fancy!

• Just make sure there are no florals and frilly bits
Clothing and Fashion

- Girl clothes fit better, but I always try to find androgynous ones.
- Guy clothes are generally more practical
- I like jeans and shirts because I don’t have to think about what to wear. Clothes styles don’t really interest me. I feel odd when I dress fashionably and I am not sure whether I am overdressed or underdressed.
Social Experiences of Adolescent Girls

• **Groups: ‘too many opinions’** and disagreement and conflict between peers
• Felt they needed to act as peacemaker when conflict arose
• May be more sensitive to conflict between friends
• Aware peer girls changed style of dress and interests to focus more on boys
• These were not interests they shared or saw as positive
• Confused by eye rolling, shared glances and giggling
Pathways to a Diagnosis for a Teenage Girl

- Anxiety
- Depression
- Eating disorder
- Selective mutism
- Self-harm
- Borderline Personality Disorder
- Gender dysphoria
Screening Questionnaire

SECTION A
Play

1. Does she prefer to play with girls’ toys?
   - Definitely disagree
   - Slightly disagree
   - Slightly agree
   - Definitely agree

2. Does she prefer to play with boys’ toys?
   - Definitely disagree
   - Slightly disagree
   - Slightly agree
   - Definitely agree

3. Does she play with the family pets?
   - Definitely disagree
   - Slightly disagree
   - Slightly agree
   - Definitely agree

4. Does she or her sister have imaginary friends or imaginary animals?
   - Definitely disagree
   - Slightly disagree
   - Slightly agree
   - Definitely agree

5. Was or is her play as imaginative as other girls?
   - Definitely disagree
   - Slightly disagree
   - Slightly agree
   - Definitely agree

SECTION B
Friendships and social situations

10. Is she shy in social situations?
   - Definitely disagree
   - Slightly disagree
   - Slightly agree
   - Definitely agree

11. Does she have many friends?
   - Definitely disagree
   - Slightly disagree
   - Slightly agree
   - Definitely agree

12. Does she prefer to play with younger children?
   - Definitely disagree
   - Slightly disagree
   - Slightly agree
   - Definitely agree

13. Does she prefer simple, close friendships?
   - Definitely disagree
   - Slightly disagree
   - Slightly agree
   - Definitely agree

14. Does she enjoy playing or talking with girls?
   - Definitely disagree
   - Slightly disagree
   - Slightly agree
   - Definitely agree

15. Does she enjoy playing or talking with boys?
   - Definitely disagree
   - Slightly disagree
   - Slightly agree
   - Definitely agree

16. Is she attracted to girls with strong personalities who tell her what to do?
   - Definitely disagree
   - Slightly disagree
   - Slightly agree
   - Definitely agree

17. Does she avidly observe other girls playing or socializing?
   - Definitely disagree
   - Slightly disagree
   - Slightly agree
   - Definitely agree
Q-ASC 2018

Questionnaire of Autism Spectrum Conditions

(Q-ASC)

• Designed and developed by Attwood, Garnett and Rynkiewicz in 2011

• 57 items

• Age 5-19

Ormond, Brownlow, Garnett, Rynieszka & Attwood (2018)

Q-ASC

• Does she prefer to play with boys toys?
• Does she play with imaginary friends and animals?
• Does she create and enjoy fantasy worlds?
• Does she prefer to play and talk with boys?
• Does she avidly observe other girls playing and socializing?
Q-ASC

• Does she copy or ‘clone’ herself on other girls?
• Does she have a facial mask that hides her social confusion?
• Do some social situations make her mute?
• Does she socialize well but subsequently feel exhausted?
• Is she talented in languages and singing?
Q-ASC

• Is she interested in looking feminine?

• Are her interests advanced for her age (e.g., opera or Shakespeare)

• Does she have an immature voice?
Q-ASC: Research Evaluation

• Completed by parents
• 134 males and 100 females
• Data analysis revealed eight interpretable and reliable components of the Q-ASC using Principle Components Analysis (PCA)
Q-ASC: Research Evaluation

1. Gender identity (5 items)
2. Sensory sensitivity (6 items)
3. Compliant behaviour (5 items)
4. Friendships and play (5 items)
5. Social masking (5 items)
6. Imagination (5 items)
7. Imitation (5 items)
8. Talents (2 items) Music and languages
Q-ASC: Research Evaluation

ANOVA between gender and age groups
Statistically significant differences between males and females
Greater reported levels of difficulty for females in the domains of:
1. Gender identity (more for 5-12 year olds)
2. Sensory sensitivity
3. Social masking
4. Imagination
5. Imitation
6. Talent in music and languages
Not in compliant behaviour and friendships and play
ADOS

- Recent research criticises the ADOS for not being standardised on sufficient numbers of girls and women who have autism
- Not sensitive to the more subtle characteristics who is able to camouflage their autism
- Are gestures stylised imitations?
- Need test administration training and changes to the scoring system
Adults
Pathways to a Diagnosis for Women

• Problems with **employment or relationships** leads to a search for an explanation for being different
• Having a **child with ASD**
• A peer, employer or mentor recognizes the symptom and brings up the concept
• **Media** and articles and programmes on adult women with autism
Experiences of Late Diagnosed Women

• Themes
• You are not autistic
• Pretending to be normal
• Passivity and social naivety
• Forging an identity
• Conflict between acceptance of autistic self and pressure to fulfil traditional gender roles
• Conflicts between ASD and traditional feminine identity
• Experience of sexual abuse
After the Diagnosis

• **Before** I self-diagnosed Asperger’s Syndrome, I was depressed about not fitting in and not knowing why. Now that I’ve met other adults with AS, I’m more happy to know where I belong.

• **We still have the same reaction to things but now we know the all-important why**

• **You can be happy with Asperger’s or miserable with Asperger’s. I’ve tried both. I prefer happy**
Compensation

• Developing an interest and **talent** in science and the arts
• Becoming an author, artist, musician, singer or multi linguist
• Social eccentricities are **accepted and accommodated** due to the talent being valued by peers
• Developing an interest in fictional heroes and super heroes and being accepted and admired at **cosplay and Comic-Con**
• A social network of friends and colleagues **who have autism** and accept and encourage the person’s autism
Interpersonal Relationships

• I’m not really interested in pursuing a romantic relationship or being sexually attractive. The idea of being in close physical contact with someone is repulsive to me.

• Appearing to ‘flirt’ which causes partners to become angry and female friends to be resentful

• Males not reading the Aspie woman’s body language correctly

• We don’t realize we are sending mixed nonverbals
The Adult Landscape
Interpersonal Relationships

• *Sometimes it is hard to be intimate.*
• *I’m not physically affectionate or conventionally nurturing.*
• *Sometimes it is painful to be touched too lightly*
• High level of **AS husbands**
• Tend to be attracted to a ‘father figure’
Celibacy

‘Can I deal with sharing a house with someone who might possibly touch my model airplane collection?’ ‘Model airplanes do not decide that they want to be built by someone else who is more attractive or less needy’
Being a Parent

• **Confidence in maternal abilities** (theme of self-doubt)

• Unconventional yet conservative mothers; strict, safe, logical, protective, creative and **intellectually stimulating**

• **Distrust of the school system** and may advocate for home schooling
Adults: Social Camouflaging

• Consequences of camouflaging
  • A delay or questioning of the ASD diagnosis
  • You are too social to have autism.

• Delaying receiving support or allowances for their ASD difficulties

• In employment, given more responsibilities or expectations than the respondent was comfortable with, because of a perceived level of capability

• “I’m Not My True Self”
The Inner Self

• I don’t know who I am

• I cannot communicate my inner self with those I want to. I am unable to communicate on a really deeper level.

• I’m afraid to be myself. If they see me for what I really am, they might not like me.
Self-affirmation Pledge. *Liane*

- I am not defective.
- I am different.
- I will not sacrifice my self-worth for peer acceptance.
- I am capable of getting along with society.
- I will ask for help when I need it.
- I will be patient with those who need time to understand me.
- I will accept myself for who I am.
Youtube: TheAnMish (Video)

- Maja Toudal from Denmark
Energy Accounting: Adults

• Concept of an energy bank account
• Energy withdrawals and deposits
• Energy depletion
• Physical and mental health
Energy Bank Account: Withdrawals and Deposits

**Withdrawal**
- Socializing
- Change
- Making a mistake
- Sensory sensitivity
- Daily living skills
- Coping with anxiety
- Over analysing social performance
- Sensitivity to other people’s moods
- Being teased or excluded
- Crowds
- Government agencies
- Body shape
- Perceived injustice
- Certain people

**Deposit**
- Solitude
- Special interest
- Physical activity
- Animals and nature
- Computer games
- Meditation
- Caring for others
- Nutrition
- Sleep
- Reading Harry Potter books
- Mental health vacation day
- Information on the Internet
- Being with pets
- Certain people
Energy Accounting

• **Currency**: numerical measure or value of how much an activity or experience is energy draining or refreshing from day to day.

• **Energy range** rated from 1 to 100 for each activity or experience in the withdrawal or deposit columns.

• On some days, socialising can drain energy at a value of around 20 but on other days could be 100
Balancing the Books

• Add all the numerical values in each of the two columns to see if the energy bank balance at the end of the day is in **debit or credit**
• If needed, schedule more energy infusing activities into the next day
# Daily Energy Account Form

<table>
<thead>
<tr>
<th>Withdrawals</th>
<th>Deposits</th>
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<tbody>
<tr>
<td>Activity/Experience</td>
<td>(0-100)</td>
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Debit our account

- Note to school
- Noise in class
- Crowds
- Mum being cranky
- When I think about it
- Ears plugged
- Teachers' voices
- Other kid's voices
- Pop everything around
- Friends not being nice to each other
- Friends' problems
- Talking to other people
- Group work
- Team sport
- Talking on cell phone

Credit our account

- Special birthday
- Writing letter
- Drawing
- Reading alone
- Reading with headphones
- Dancing
- Going outside
- Using that new remote
- Unking
- Piano

All too much

Want to escape.
This is Me Book: Qualities in Personality and Abilities

- **Personality**
  - Kind
  - Caring
  - Loyal friend
  - Honest
  - Speak your mind
  - Perfectionist
  - Determined
  - Brave
  - Humour

- **Abilities**
  - Drawing and art
  - Lego models
  - Memory
  - Mathematics
  - Noticing details
  - Expert on ......
Ring Binder

• Each quality at the top of a page
• Record examples of the expression of that quality (a diary)
• Photographs, copies of reports and grades, compliments from friends and family,
Ring Binder

- Qualities of a hero in the family or character in a film, TV programme such as Dr Who
- Each admired quality of the hero has a page
- Confirming progress towards a valued personality
- The book is an antidote to depression and builds a positive self-image
Self-esteem

• The value of being different
• ASD gives qualities as well as difficulties
• Be a first rate Aspie, not a second rate neurotypical
New Book – August 2018

- 15 autistic women + Commentary from Michelle

*Topics:*
- growing up,
- identity,
- diversity,
- parenting,
- independence
- self-care