

# Children and Young People on the Autistic Spectrum

## Advice & Support Pack

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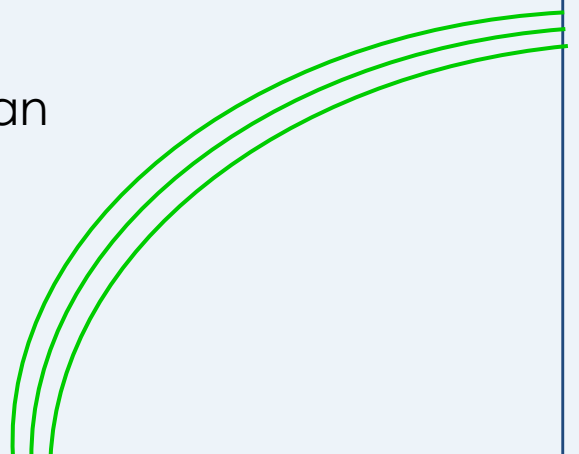
**University Hospitals Dorset**  
NHS Foundation Trust

This guide is intended as an introduction for parents who's child has recently been diagnosed as autistic. Friends, family and anyone working alongside an autistic child will also find this guide useful.

This guide provides a general overview of autism and explains some characteristics that autistic people have.

It also provides some strategies that you can implement at home to help you and your child. This information should be used alongside information from the National Autistic Society website and any healthcare professionals involved.

The content for this support pack is based on "*The NICE Guideline on the Management and Support of Children and Young People on the Autism Spectrum.*" This guideline uses the experiences of parents who have an autistic child to inform their recommendations.



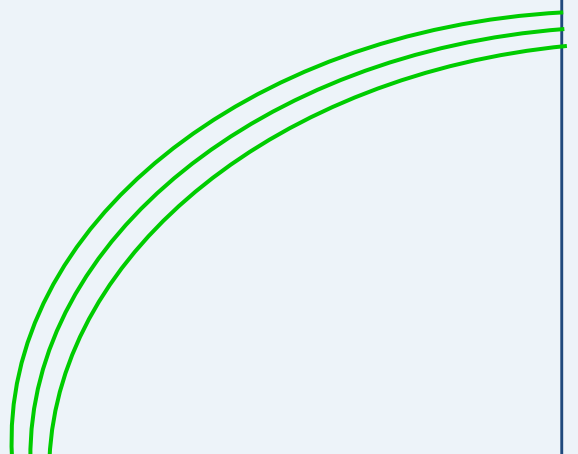
## **Parent Carers Together**

This advice and support pack has been created by professionals working in the Child Development Centre (CDC).

As it was designed to help families better understand their autistic children, we felt it was important to collaborate with 'actually autistic' adults and young people. We achieved this by consulting with Parent Carers Together, the official parent and carer forum for Bournemouth, Christchurch and Poole, to gain access to autistic voices and to ensure the pack includes the important information local SEND families will need to know during the early stages of their child's diagnosis.

Additionally, many forum members' children have been assessed by the CDC, making their experiences and advice valuable.

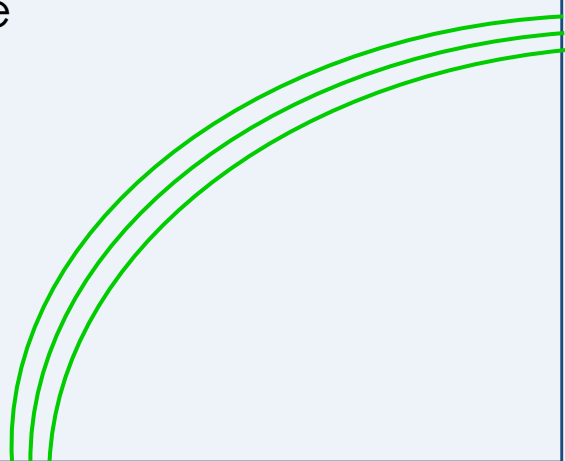
We have proudly incorporated their contributions into the final version of this pack.



## Language

There are lots of different terms and preferences surrounding autism language. We sought local opinion when creating this document and found that much of the autistic community prefer the term “autistic person”. After carefully listening to their thoughts and opinions, we decided to maintain this language throughout the advice pack.

You may hear other terms such as: “person with autism,” “person with autism spectrum condition” or “person with autism spectrum disorder.” Ultimately, autism is an individual diagnosis, and it is important to ask autistic people their language preference. There is more information about autism language at the end of this advice pack.



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# What is autism?

**Autism is a lifelong neurodevelopmental condition that brings both strengths and challenges to autistic people. Autism impacts the way individuals experience and interact with the world. The clinical diagnostic criteria summarises autism as difficulties with social interaction and communication. However, it doesn't discuss how autistic people face the additional challenge of non-autistic people often not understanding how they think and feel.**

It is not yet clear what causes autism. There is evidence of a genetic link; this means it can affect people in the same family. Autism is not caused by:

- Bad parenting
- Vaccines, such as the MMR
- Diet
- An infection

## **Autistic Girls**

Autism in girls may look different to autism in boys. Autism was previously regarded as a male condition, with girls often being misdiagnosed or underdiagnosed. Girls are often better at masking their autism and their interests may be more similar to other girls, their autism may therefore go unnoticed for longer. They also may be more involved in social play and have a better imagination.

# Camouflaging

**Camouflaging (also known as masking) is a term used to describe when autistic people consciously or subconsciously hide or mask their autistic traits to 'fit in' among non-autistic people. It can be incredibly draining to maintain this and extensive camouflaging is linked to lower mood and well-being.**

Someone autistic people may:

- Refrain from talking about their special interests, this can be upsetting for them
- Make eye contact even though it feels uncomfortable
- Suppress repetitive behaviour/movements even though it helps to calm them down or they enjoy it
- Push through intense sensory discomfort to hide sensory challenges

## The Dangers of Camouflaging

- Some autistic people are so good at camouflaging they aren't diagnosed until later in life. This is becoming increasingly common with girls.
- Camouflaging is incredibly draining and exhausting. People who camouflage can lose sight of their sense of self through pretending to be someone they are not.
- Camouflaging throughout the school day can lead to breakdown's at home.
- Evidence suggests there is an increased risk of depression, anxiety and suicidal thoughts in people who frequently camouflage.



# Autism in Adolescents

**Teenage years can be a difficult time for both the adolescent and their parents. Teenage years can be particularly challenging for autistic people.**

The National Autistic Society recommend this book. It shares advice and practical suggestions for parents on how to support your child through the challenges of teenage life. It contains resources, activities and exercises.

## Late Diagnosis

- Whilst many autistic children are diagnosed in early childhood, for some children they are diagnosed later in life.
- It might not be until they're at primary school or secondary school (or even adulthood) that the question of autism comes up.
- During the adolescent years, social and behavioural differences can become more obvious.
- The diagnosis itself **won't change your child, or the way that you think or feel about your child**. It might help you and your child understand your child's strengths and difficulties.
- A diagnosis describes your child's strengths and abilities. It can help to tailor support for your child and help with getting services and funding for things such as extra help in school.



# Autism and Empathy

## **The Myth**

One of the most well known stereotypes about autistic people is that they lack empathy. There is the belief that autistic people are unable to feel emotions the same way that neurotypical people do. They can therefore be perceived as cold and unemotional.

## **The Reality**

The reality is, this is an extremely unhelpful and inaccurate perception. Autistic people can feel emotions just as strongly as non-autistic people. Often, they may even experience emotions too strongly and become overwhelmed and unsure of how to react. It may be that their genuine, empathic responses are misunderstood by others (see the double empathy problem).

## ***The Double Empathy Problem***

This theory suggests that people with very different experiences of the world (autistic people and people who are neurotypical) find it relatively difficult to empathise with and understand each other. This is due to their different ways of thinking and how they experience the world.

# Mental Health and Autism

**Research is increasingly suggesting that autistic people are more likely to experience mental health problems (see the table below). Potential reasons for this are outlined at the bottom of this page.**

	Autism Population	General Population
Anxiety Disorders	20%	7.2%
Depressive Disorders	11%	4.7%
Sleep-wake Disorders	13%	3.7%
Obsessive-Compulsive and Related Disorders	9%	0.7%
Hallucinations	6%	3.8%
Bipolar and Related Disorders	5%	0.71%
Schizophrenia and Psychotic Disorders	4%	0.46%

## Why Might Autistic People Experience Mental Health Problems?

- Difficult interactions with non-autistic people
- The exhausting impact of masking their autistic traits
- Negative social interactions and lack of social support
- Difficulty regulating emotions
- Sensory sensitivities
- Difficulties with daily living skills can cause further stress
- Neurodivergence (thinking differently to non-autistic people) presents its challenges and strengths. These strengths may not be recognised or valued by others.

# Neurodiversity and Celebrities

It's also crucial to emphasise and celebrate the countless success stories of autistic and neurodiverse individuals. As you can see below, there are many talented celebrities who are neurodiverse.



# Characteristics

Every autistic person has different strengths and challenges. However, there are some similar characteristics frequently found in autistic people. Your child may experience differences in: communication, social interaction, thinking and sensory perception.



Communication

Social  
Interaction

Thinking

Sensory  
Perception

# Communication

**Processing and understanding everyday communication can be challenging for autistic people. Some autistic people may never speak, but communicate using other methods such as: pictures, sign language, or by using an iPad. Some autistic people may have good language skills, but they may struggle understanding things such as facial expressions, tone of voice, body language and sarcasm.**

Below is a table showing what you might notice in some autistic people, and explains why they might behave in this way.

What Might I See?	Why Might I see this?
Communicating without speaking (nonverbally)	Some autistic people never speak, but communicate using other methods
Taking a long time to respond to questions	Some autistic people experience processing delays
It might look like they are not listening	Eye contact can be difficult, giving the impression that they aren't listening
Repeating phrases from films or other people (echolalia)	These are often attempts to initiate communication

## **Echolalia**

*People with echolalia repeat noises and phrases that they hear. In many cases, echolalia is an attempt to communicate, learn language, or practice language.*

# Communication

**Below are some tips you can use to use when communicating with your child. This can help them to understand and make communication easier and less stressful for them.**



Keep verbal communication short, clear and concise

It's okay if your child doesn't look at you, know that they may still be listening even if it doesn't look like it



Use visual information to support verbal information

Check their understanding



Allow for extra time for them to process information

Use what interests them to build their trust and engage them in conversation



Make sure they are paying attention by using their name before asking a question

Encourage choice making. Show two visual items and encourage your child to pick what they want



# Social Interaction

**Autistic people can find social interaction exhausting and confusing. They may not want or need much social interaction and can be overwhelmed by large groups. They may find it more difficult to make friends, often due to their difficulty understanding unwritten social rules and cues.**

These unwritten rules can be unpredictable and confusing for autistic people. Some autistic people may prefer to have **routines** so they know what is going to happen. This predictability is reassuring for them.

Some autistic people may engage in **repetitive behaviour** and movements such as rocking or hand flapping (also known as **stimming**), often this helps them to calm down when they are stressed or anxious. Some autistic people simply do it because they like how it feels and it is enjoyable.

Preventing them from engaging in repetitive behaviour can cause stress and anxiety. If you do try to prevent this, it is likely they will develop a new coping strategy anyway, so avoid doing this where you can.

What Might I See?	Why Might I See This?
Not socialising as much as other children	People autistic people can find social interaction exhausting and frightening
Keeping to themselves	They can feel overwhelmed by large groups
Not being able to make friends as easily	They have difficulty understanding unwritten social rules and cues
Behaving in a challenging way (tantrums, self-injury, aggression)	They are confused, frightened, drained or extremely anxious. They may be trying to control their environment to feel safe



# Social Interaction

**Below are some tips you can use to help your child's social interaction. This can help them to understand and make social interaction easier and less stressful for them, as well as help you to be more accepting of their challenges.**

Be explicit about unwritten social rules



Be open minded to people's differences

Be accepting of them, they may appear rude or blunt, but that isn't their intention



Change of routine is sometimes unavoidable, however where possible give as much notice as you can

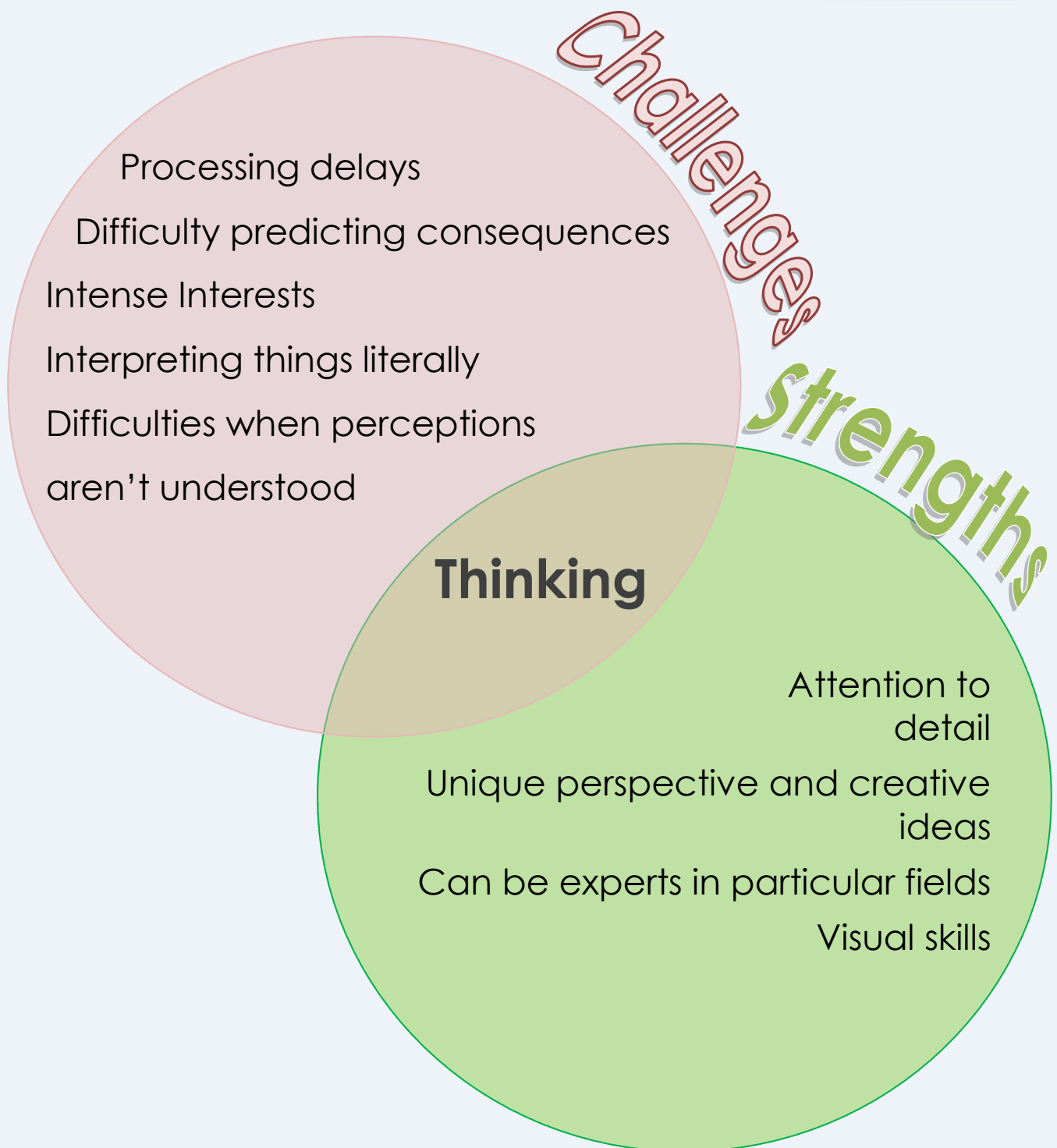
Support your child to attend social events. However, if it is causing unnecessary anxiety, let them know they can opt out



Provide plenty of information about an event beforehand

# Thinking

**Autistic people see the world differently to people who are neurotypical. Below you can see that whilst this can be challenging for them, it also means they think in unique and often creative ways.**



# Thinking

**Below are some tips you can use to help your child. These can help you to understand your child and it can help provide them with structure. This can help to reduce their anxiety.**



Create structure using visual timetables/schedules

Wait at least 10 seconds before repeating a question, they may just be taking time to process



If you do repeat a question or statement, make sure it is exactly the same

Incorporate their special interests into tasks



Allow them to spend time on their special interests

## **When Interests Become Harmful**

For more information on whether their special interest is becoming harmful use the link below:

<https://www.autism.org.uk/advice-and-guidance/topics/behaviour/obsessions/all-audiences>

# Sensory Perception

Autistic people may experience sensory challenges. There are two types of sensory perception: **hypersensitivity** (or over-sensitivity) and **hyposensitivity** (or under-sensitivity). The table below provides some examples of both, for each of the eight senses.

Sense	Hyposensitive	Hypersensitive
Sight	Poor depth perception and problems with throwing and catching. May seem clumsy.	Unable to tolerate certain types of lighting such as fluorescent lights.
Sound	Not noticing certain sounds, enjoying crowds and noisy places. Making loud vocal sounds.	Find it hard to focus on what someone is saying because they get distracted by other noises . Can find loud noises bothersome and even painful.
Smell	Failing to notice strong smells or seeking out smells through sniffing food or everyday objects.	Aversion to certain strong smells (such as perfume).
Taste	Enjoy strong tastes, smothering food in hot sauce/ketchup. May like putting things in mouth, including inedible things.	Having a limited diet. Not being able to tolerate certain foods, only eating bland food or foods with certain tastes and textures.
Touch	Might seek out pressure. Holding others tightly, behaviour such as self injury, chewing.	Not being able to 'tune out' the feeling of clothes. Can't tolerate people touching them (e.g. hugs)

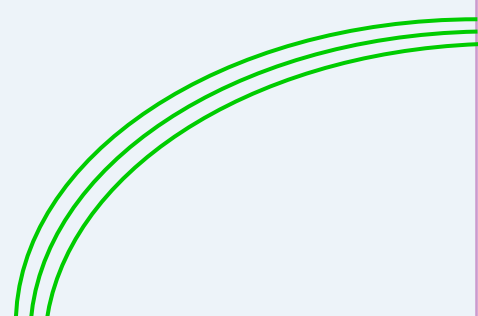
# Sensory Perception

Sense	Hyposensitive	Hypersensitive
Vestibular	Poor balance, clumsy, need to be on the move all the time - rocking, bouncing, & spinning. May not appear to get dizzy.	Appear fearful of movement, resists certain positions i.e. does not like feet off the ground. May avoid swings and other playground equipment.
Proprioception	Clumsy, accident prone, bumps into and spill things, use too much or too little force, loves rough & tumble play, chews or bites on objects.	Currently, there is no evidence that a child can be hypersensitive.
Interoception	Failing to notice when they are hungry or thirsty or when they are full. Does not notice they need the toilet until the last minute when feeling is intense.	Become hot too easily. Feel emotions/pain very intensely. Frequent trips to toilet as slightest urge to urinate causes a feeling of discomfort or emergency.

## **More Information on Diet**

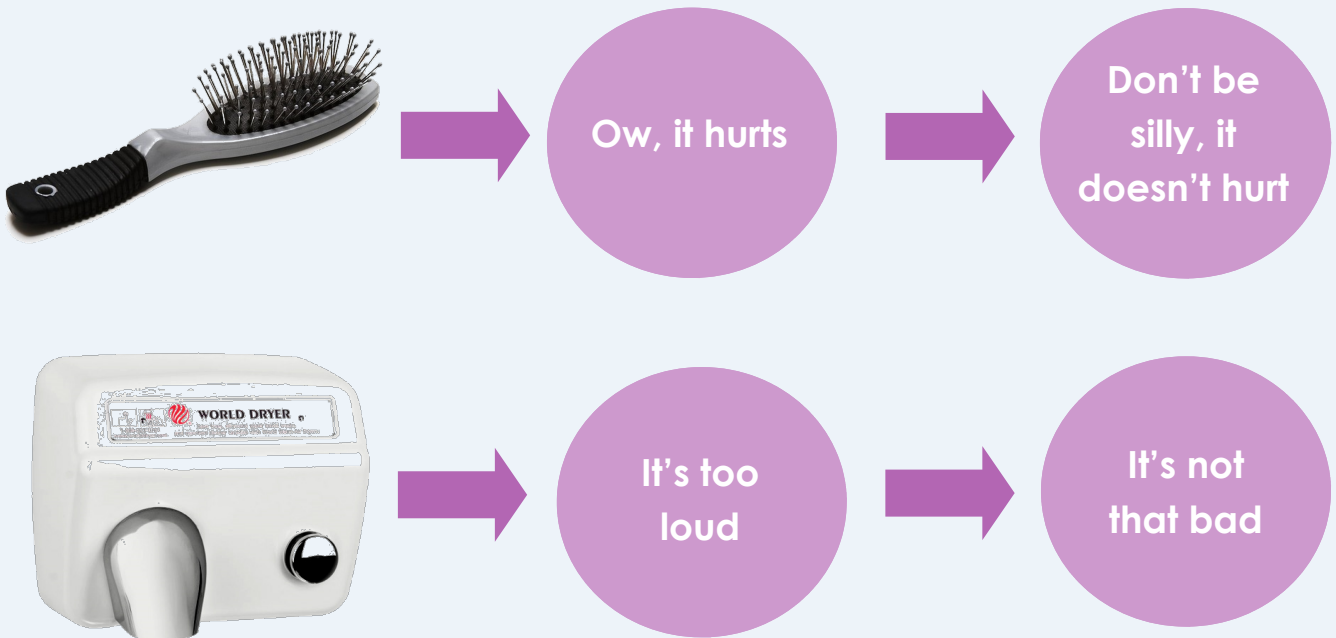
For more information on diet, including strategies you can try use the link below:

[IRIS, MEDICAL PHYSICS, POOLE HOSPITAL \(uhd.nhs.uk\)](http://www.uhd.nhs.uk/iris)



# Sensory Invalidation

**Sensory invalidation describes when an autistic person's sensory challenges aren't taken seriously. It can lead to confusion, emotional outbursts, anxiety and camouflaging. It is important to respect autistic children's sensory differences and validate their feelings and experiences even when you don't understand it. Below are examples of sensory invalidation.**



## Sensory Validation

Make sure you acknowledge your child's sensory challenges and make appropriate adaptations where possible. Below is an example of sensory validation.



# Sensory Perception

**Below are some tips you can use to help meet your child's sensory needs, this can make their day to day experience less stressful and more enjoyable.**



Create sensory activities that provide joy and either stimulate or calm and regulation your child

Offer a quiet and safe space to relieve sensory overload



Try practical solutions such as wearing ear plugs or headphones; an oral chewy toy

Try to accommodate the person if they request sensory adjustments (e.g. turning loud music down)



Alternatively, you can try using relaxing music as this can be calming for some autistic people

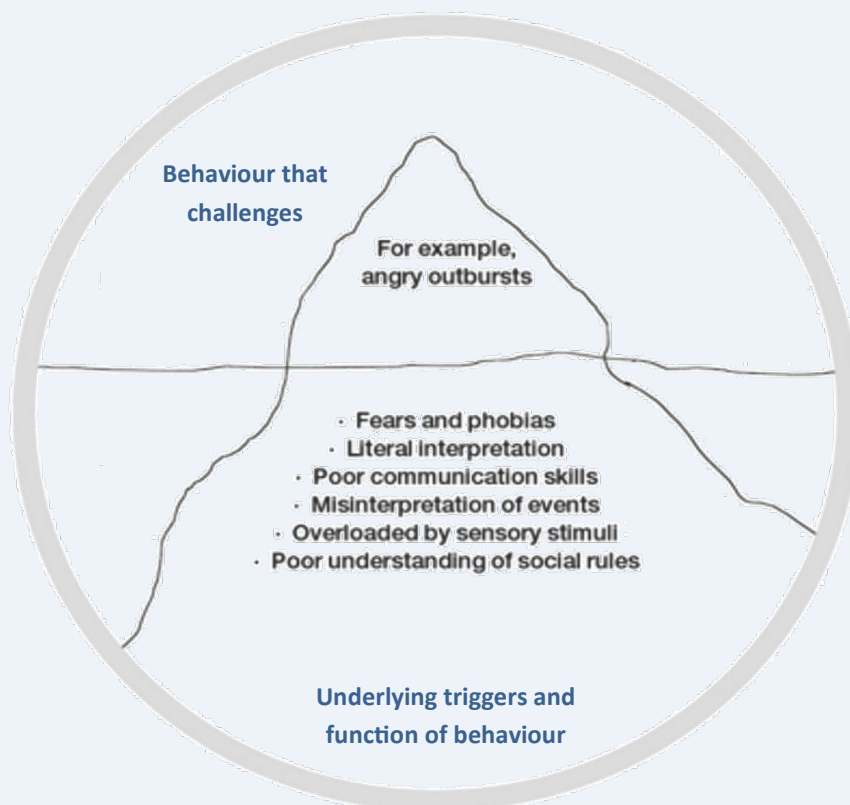
Check basic sensory needs such as whether your child is hungry, thirsty or tired



Accommodate personal preferences for sensory needs (e.g. clothing)

# Behaviour that Challenges

Some autistic people might display behaviours that can put themselves and others at risk. This is often known as behaviour that challenges. As autistic people experience the world differently to others, it can be more challenging for them to communicate their frustrations. The iceberg metaphor below illustrates how all behaviours have triggers and functions, however this can sometimes be difficult to spot. It is important to try and see the challenges from your child's perspective and in the context of the difficulties they experience everyday.



See the *Challenging Behaviour Foundation* for further advice and resources:

[https://  
www.challengingbehaviour.org.uk/](https://www.challengingbehaviour.org.uk/)



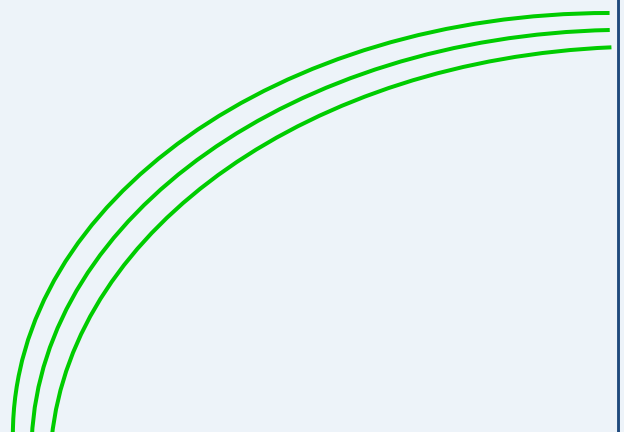
# How Can I Help My Child?

**Autism isn't a condition that needs to be cured. However there are strategies you can implement at home that can have a positive impact on your child's development. The National Autistic Society describes the importance of visual support for autistic people. They can be used in most situations and are adaptable and portable.**

Visual supports can help to:

- Provide structure and routine
- Encourage independence
- Build confidence
- Improve understanding
- Avoid frustration and anxiety
- Provide opportunities to interact with others.

Visual supports can make communication physical and consistent, rather than fleeting and inconsistent like spoken words can be. This brochure will briefly describe: **social stories**, **consequence maps**, **visual timetables** and **first/then boards**.



# Social Stories

**Social stories present information in a literal and concrete way. This is beneficial for autistic individuals who sometimes struggle with understanding unwritten social cues and expectations.**

The National Autistic Society Website explains that social stories can be used to:

- Develop **self-care skills**, **social skills** and **academic abilities**
- Help someone to understand how others might behave or respond in a particular situation
- Help a person to cope with changes to routine and unexpected or distressing events (e.g. absence of teacher, moving house)
- Provide positive feedback to a person about an area of strength or achievement in order to develop self-esteem



Sometimes at school, I get a wrong answer.



When I get a wrong answer, I feel mad and frustrated.



I want to tear up my paper or stop working. But it's okay to get a wrong answer. Everyone gets a wrong answer sometimes.



I can say "bummer" or "oh well." Maybe I will get a right answer next time. It's no big deal.

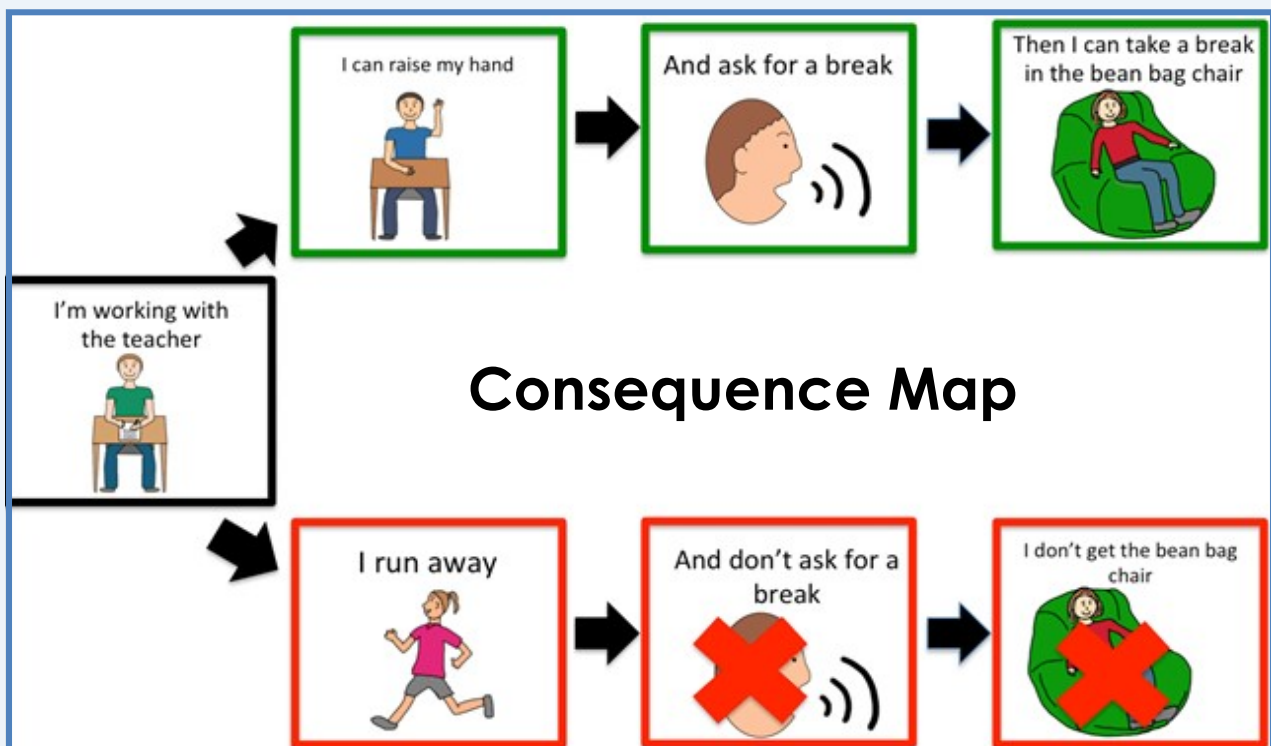


I keep working and soon I will get a right answer and feel happy.

The National Autistic Society website has more information on social stories. They also provide information on **Comic Strip Conversations**, which are simple visual representations of conversations.

# Consequence Maps

Consequence maps (also known as contingency maps) are a method for helping an individual to understand the consequences of their behaviour. They are particularly useful for teaching individuals alternatives to the unhelpful behaviour they may typically use.



Make sure you go through the map with your child. Explain why and when you will use the map and answer any questions they may have. You may want to only have the right (the green) consequence visible. Some autistic people can get overly focused on the inappropriate way to handle the situation (the red). Others may feel overwhelmed by the amount of visual information.

It is important to note that each autistic individual is different and you should use visual support that works best for your child. The techniques described in this advice pack may not be appropriate for every child.

# Visual Timetables

**Visual timetables are a really helpful way to provide routines for your child in a visual and accessible format. Below is an example of a morning schedule from the 'do2learn' website.**



If your child is struggling with a particular aspect, you can break it down even further:

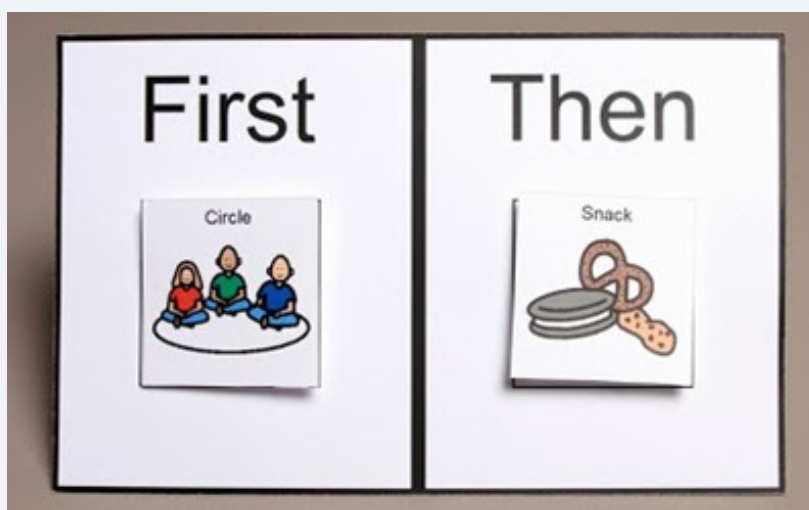


## **How Can I Make Them Myself?**

*See the 'Websites and Resources' section for websites you can use to make your own visual supports or find existing resources.*

# First/Then Boards

**First-then (also known as now-next) sequences present what we need to do now (first) and what we will do next (then). These boards are used for individuals who need a greater level of breakdown, so that they can focus on one task at a time without being overwhelmed.**



First/Then Boards are also useful in teaching your child the concept of “first” and “then”.

A whiteboard is a useful tool for First/Then Boards as you can draw what is coming up next.

**The National Autistic Society** provides more information on different types of visual support you can use, and how you can implement them in your own home.

*The website below has a free blank first/then template:*

<http://autismcircuit.net/tool/first-then-card>

# Transitions

**Autistic children and young people can find transitions very challenging. The types of transitions that are particularly difficult are outlined below, along with how to help make transitions easier for autistic people.**

## Challenges with Transition

It can sometimes be difficult for autistic people to switch their attention between different tasks and transition between activities. This is true even for activities that are particularly enjoyable for the autistic person.

There can also be difficulties with transition between schools. For instance between primary and secondary, or secondary to college or university.

Transitioning between locations can also be challenging for autistic people. For example getting into and out of a vehicle to move between destinations.

## How to Help with Transitions

Provide plenty of warning before a transition is about to occur. Use visual information to support verbal information (e.g. First/Then Board).

You can use social stories to explain the transition and help them feel more confident.

Be encouraging and positive when your child successfully transitions between tasks.

Using a visual timer can help the autistic child 'see' how much time they have before they transition to the next activity.

Visual timetables also help with transitions as they increase predictability. Your child can view an upcoming activity and have a better understanding of the sequence of activities that will occur.

# Siblings

**The impact having an autistic child can have on siblings is often on parents' minds. Whilst it can be challenging for siblings, it can also be rewarding too. Often, children are more accepting, compassionate and tolerant when they have a sibling with autism or other special needs. However, they might feel sad, anxious or confused about their sibling's unfamiliar and 'unusual' behaviour. Try to help them understand their sibling. By talking about autism with them, it ensures they have accurate information.**

**YoungSibs** is a website which provides information specifically for siblings. Below is some information from their website about what its like to have an autistic sibling.

## **What is it like for siblings if their brother or sister is autistic?**

Siblings often have a really good relationship with their autistic brothers or sisters. However, they may sometimes feel that everything has to revolve around their brother or sisters' needs. It may be hard to go on days out or to do things that other families do. Even though siblings understand that their brother or sister need lots of attention, they can feel left out or jealous of the extra time which their parents spend with them. They may feel that they

The logo for YoungSibs, featuring the word 'young' in a lowercase, purple, sans-serif font and 'Sibs' in a larger, bold, grey, sans-serif font.

The following link from the National Autistic Society website has resources on talking to your non-autistic child about autism.

[Family relationships - a guide for siblings of autistic people \(autism.org.uk\)](https://www.autism.org.uk/family-relationships)

have to look after their brother or sister all the time.

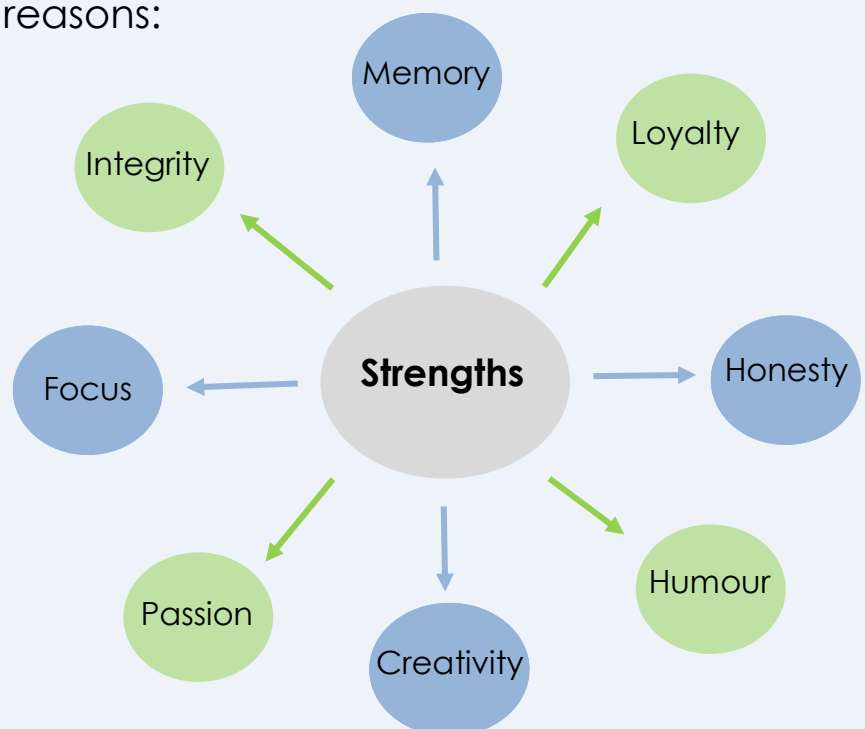
# Telling Your Child They are Autistic

This can be a daunting task for parents, and ultimately the decision is up to you how and when to tell your child. The National Autistic Society website advises that you should choose a time when you're both in a calm mood and in a place where you both feel comfortable. They provide lots of advice on telling your child about autism.

## Strengths

Autistic people also have a number of strengths which should be recognised and celebrated. It is important to recognise your child's strengths for a number of reasons:

- So they aren't defined by their autism
- So you and others see them as a person with their own character and personality
- To help celebrate their successes and achievements



*"If I could snap my fingers and be nonautistic, I would not. Autism is part of what I am."* **Dr. Temple Grandin**

*"If you've met one individual with autism, you've met one individual with autism."* **Stephen Shore**



# Self-Care

**Having an autistic child can present challenges for parents. It is important to take time for yourself. You should also remember that having a break from caring for your child is not an admission of failure, or saying that you don't care. Without any breaks, you risk becoming unwell or exhausted. Make sure you still make time for things you enjoy doing. If you notice your own mental health deteriorating seek support from you GP.**

The National Autistic Society website has a **Parent to Parent Service**, where you can talk about your experiences with people who have been in a similar situation. It is a UK wide confidential emotional support service, provided over the phone by trained volunteers, who are all parents who have a child with autism. They also have an **online community** where you can ask for advice from people who understand your situation.

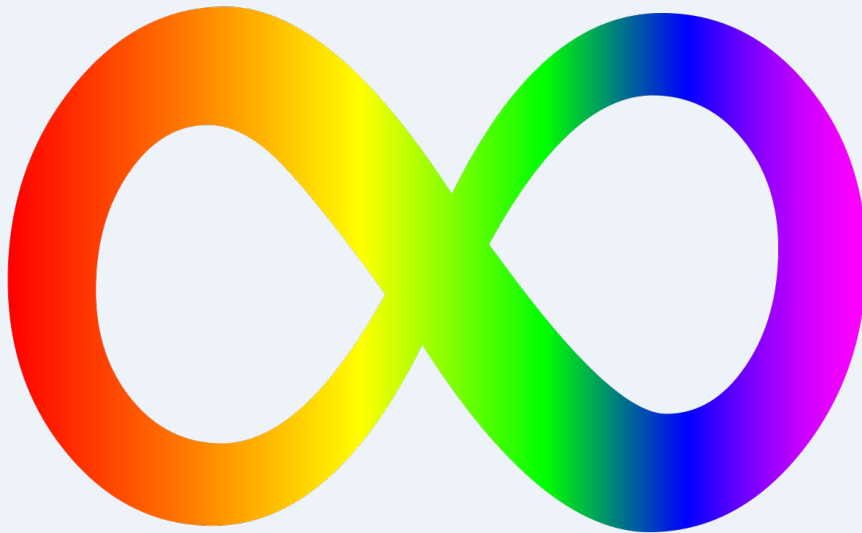
## Self-Care Myths

Self-care is an indulgence		Self-care contributes to personal growth. Self-indulgence is often spontaneous and doesn't have long term benefits
Self-care is selfish		When you make time for yourself, rest and exercise you will be able to do more for yourself and those around you
Self-care is a one-time experience		Looking after yourself is an on-going practice in building resilience and preventing burnout
Self-care is time consuming		Self-care doesn't need to take up a huge chunk of your day

# Autism Language

**Preferred language varies from person to person. Make sure you listen to what they prefer, and if you're not sure just ask. Give your child freedom to find their own preferences and discover what works for them.**

The rainbow-colored **infinity symbol** represents the diversity of the **autism** spectrum as well as the greater neurodiversity movement.



**Identity-First:** Autism is an inherent part of an individual's identity.

**Person-First:** "Person-first language," puts emphasis on them as a person, rather than being defined by their autism.

## **Other language you might hear**

Autism Spectrum Disorder (ASD)

Autism Spectrum Condition (ASC)

Asperger's Syndrome

Asperger's

Aspie

# Websites and Resources

## Useful Websites

**The National Autistic Society:** <https://www.autism.org.uk/>

**Autism Wessex:** <https://www.autismwessex.org.uk/>

**Ambitious About Autism:** <https://www.ambitiousaboutautism.org.uk/>

**Autism Education Trust:** <https://www.autismeducationtrust.org.uk/>

**NHS Website:** <https://www.nhs.uk/conditions/autism/>

## Parent Support Groups

**EarlyBird and Early Bird Plus:** <https://www.autism.org.uk/what-we-do/support-in-the-community/family-support>

**Parent Carers Together:** <https://www.parentcarerstogether.org.uk/>

**SEND Violent and Challenging Behaviour:** <https://yvonnenewbold.com/resources-on-send-vcb/violent-challenging-behaviour-the-basics/>

**Living With Teenagers:** <https://www.dorsetcouncil.gov.uk/children-families/get-help-for-your-family/parenting-support-courses.aspx>

**The Umbrella Group:** <https://www.autismwessex.org.uk/articles/57-the-umbrella-group>

## Family Activities

**Diverse Abilities:** <https://diverseabilities.org.uk/coping-with-chaos>

**Young Sibs:** <https://www.youngsibs.org.uk/>

**Strengthening Families Programme (Dorset Youth):** <https://www.dorsetyouth.com/sfp-10-14>

**Magdalen Farm:** <https://magdalenfarm.org.uk>

# Websites and Resources

## Education

**SENDiass:** <https://www.sendiass4bcp.org/Home.aspx>

**Dorset Local Offer:** <https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer.aspx>

**Support Direct From School**

**School Nurse:** <https://www.dorsethealthcare.nhs.uk/school-nursing>

**BCP Local Offer:**

<http://www.poolefamilyinformationdirectory.com/kb5/poole/fis/localoffer.page>

## Youth Groups and Activities

**RELATE:** <https://www.relate.org.uk/relationship-help/help-children-and-young-people/children-and-young-peoples-counselling>

**Diverse Abilities Youth Club:** <https://diverseabilities.org.uk/awesome-nights>

**The Remix:** <https://activateperformingarts.org.uk/project/the-remix-and-premix>

**For more youth groups and activities visit:** <http://www.poolefamilyinformationdirectory.com/kb5/poole/fis/site.page?id=QlxMFFxWojo>

## Creating Visual Supports

**Widget Online:** <https://widgitonline.com/>

**Easy on the i:** <https://www.learningdisabilityservice-leeds.nhs.uk/easy-on-the-i/>

**Do2Learn:** <https://do2learn.com/>

**Makaton:** <https://www.makaton.org/>

**Symbols:** <https://symbolworld.org/>

# Websites and Resources

## Being a Carer

**How to get on the carers register:** <https://www.carerssupportcentre.org.uk/help-and-advice/nhs-services/tell-your-gp/#:~:text=what%20will%20help-,Telling%20your%20GP,have%20a%20carer%20registration%20form>

**CRISP (Carers Information Service):** [If you look after someone, we're here for you. \(crispweb.org\)](http://www.crispweb.org)

**Information on annual health checks:** [NHS England » Annual health checks](http://www.nhs.uk/healthchecks)

## Other Useful Links and Tips

**Keep an eye out for autism friendly cinema/theatre experiences. You can check your local cinema's to see if they offer this.**

**Max Card (discount card for disabled people):** [https://www.bcpfamilyinformationdirectory.com/kb5/poole/fis/advice.page?id=psjZTkVf\\_TQ](https://www.bcpfamilyinformationdirectory.com/kb5/poole/fis/advice.page?id=psjZTkVf_TQ)

**Accessing Sunflower Lanyards (for hidden disabilities):** <https://hiddendisabilitiesstore.com/>

**Being safe online:** <https://www.getsafeonline.org/>

**Self-injurious behaviour:** <https://www.autism.org.uk/advice-and-guidance/topics/behaviour/self-injurious-behaviour/all-audiences>