

# All About Me



Autism Spectrum  
Information Advice  
and Meeting Point

While our range of handbooks for students, parents and teachers on autism are invaluable for getting an overview on the challenges of people with autism it is also important to realise that no label defines anyone and that every person on the spectrum is affected in different ways, to varying degrees by autism.

This booklet will enable you to share with your teachers specific information about yourself.

**This book is all about:**

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**SENSORY**

Coping with certain environments and surroundings (noises, smells, textures) can be a source of great discomfort, anxiety and distress for many people with autism. Different environments challenge different individuals and it is important to understand the specific sensory processing challenges of each individual with autism.

**I struggle with environments such as:**

**I will get distracted or upset by the following smells, noises or textures:**

## COMMUNICATION

Communication is a key problem for people with autism. Some people with autism are verbal while others are not. Many with the condition find it hard to articulate feelings or to initiate conversation or ask questions. Understanding and comprehending language can also be difficult and this can be a source of distress – as many with the condition are literal thinkers and so find humours, terms of expression or narrative instruction difficult.

**I find it difficult to understand.....**



**I find it difficult to communicate when...**



**I manage instructions/directions best when they are explained by...**



## CONCENTRATION

Concentration or sitting still for long periods are a particular challenge to many on the spectrum. It can be especially difficult for a child to hold concentration when they are not being stimulated or are distracted by their surroundings or anxiety.

**I find it difficult to concentrate in school when...**

**I find it easier to concentrate when...**

**Ways to help me concentrate are...**

## IMAGINATION

It can be difficult for me to imagine or understand things I can't see or visualise. This can make certain aspects of the curriculum challenging.

**I find it hard to understand or imagine...**

## STRUCTURE / ROUTINE

Routine and structure are important to most people with autism as they reduce anxiety by removing or limiting the unexpected.

**My routine for school is...**

**Changing things like seating plans or the schedule for the day can be stressful for me.  
You can help reduce this stress by...**

## ORGANISATION

Some people with autism find deadlines and things like keeping bags/lockers/baskets tidy or remembering equipment difficult.

**I have the following problems with organisation...**

**I stay organised by...**

## BEHAVIOUR

At times people with autism can display challenging behaviour. This is often because they are anxious about something or struggling to communicate or process their surroundings. It is important to understand the difference between these frustrations and how they should be addressed and defiant or deliberately "bold" behaviour.

**I often display more challenging behaviour when...**

**I behave the following way when I am upset or frustrated about something, related to aspects of my condition:**

**You can often tell when someone with autism is having a bad day or is about to experience mood change or display challenging behaviour. You can see this in me because...**

**When I experience challenging behaviour at home we...**

## **ANXIETY**

Anxiety is a major challenge for many with autism. When a person with Autism is anxious their other challenges or difficulties can often become more pronounced.

**I am likely to get anxious when...**

**When I am anxious you can tell by...**

**Ways which I find useful for preventing anxiety are...**



**When I get anxious, approaches which have worked are...**

## **SOCIALISING**

Many people with autism find socialising with their peers difficult.

**I find the following aspects of socialising difficult...**

**I find it easier to mix with peers when...**

**Ways the school could help me learn to socialise/mix with my peers are...**

**ADDITIONAL LEARNING NEEDS / DISABILITIES**

Many people with autism also have additional learning needs or disabilities.

**The additional learning needs I have are...**

**As well as autism, I also have a diagnosis of...**

**The additional learning needs/supports required for this diagnosis are...**

**STRENGTHS / INTERESTS**

The challenges of autism are just one small part of it. I have some interests and abilities which are actually linked to their condition. This can be really good - though sometimes we may need to restrict their talking about this and try and broaden their interests. Equally, like every other child, they are full of talents.

**My special interest is...**

**I am also interested in...**

## **YOUR SUBJECT**

In every subject my child studies they may find different aspects of it challenging because of their condition, equally they excel in some areas while struggling in others.

**My past experiences studying your subject are:**

**I find the following aspects of your subject most difficult:**

**My favourite or strongest part of your subject is:**

**I find it easier to work in the areas I am good at. Ways we could link my strengths and interests to your subject are:**

**OTHER**

**Other useful information about me is...**