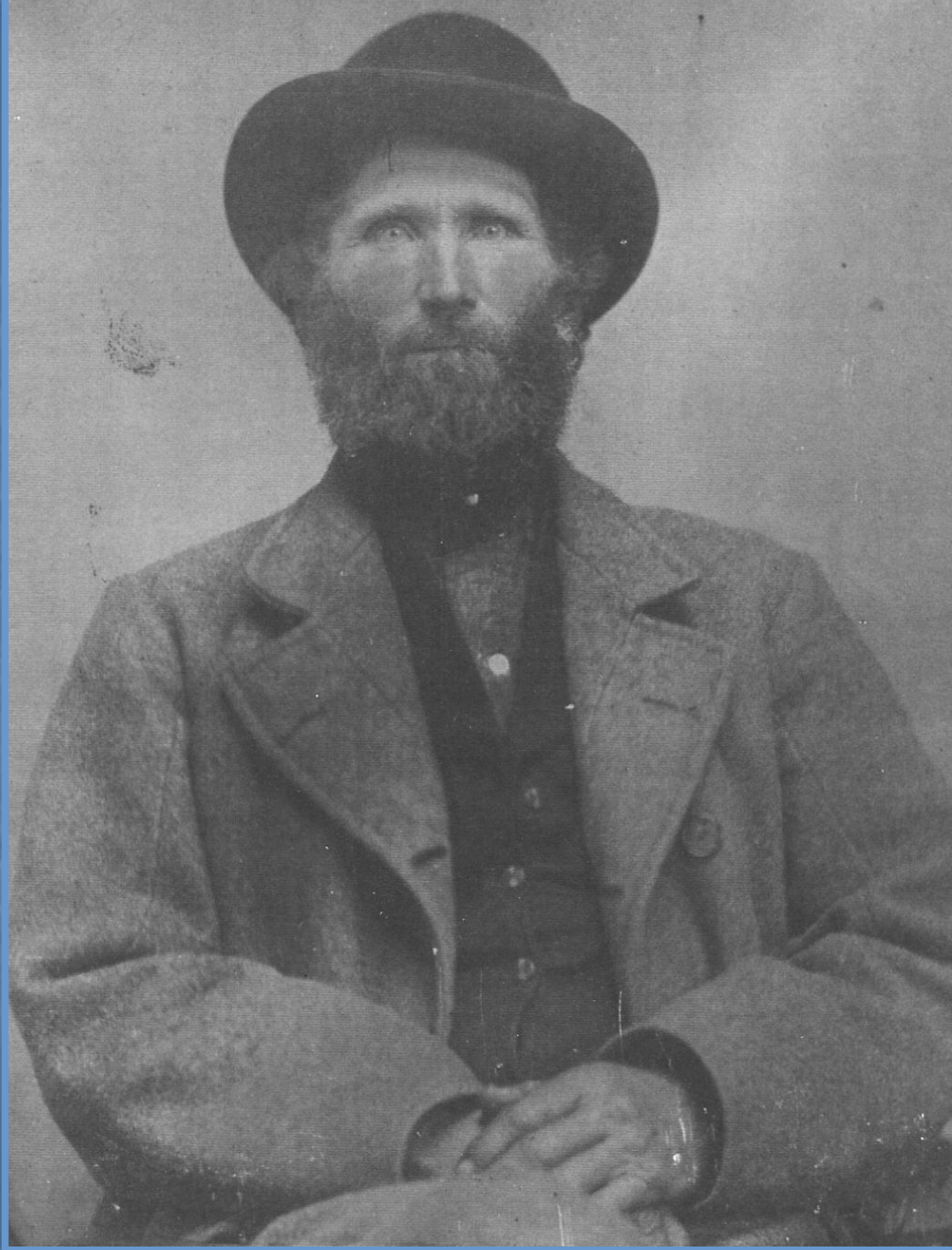


# Putting Autism in Perspective

Parent View, Child View

**Ellen Notbohm**

Author, *Ten Things Every Child with Autism Wishes You Knew*





# REACTION

**Disbelief**

**Relief**

**Grief**

Start here:

Same child

You can do this

Time is on your side

Listen to your inner  
voice



Strike a balance

You will always  
have choices

**Parent as caseworker:**

**The Ol' Seven-on-One**

# Defining “expertise”

Seven layers  
(and counting)

# **Autism - a SPECTRUM**

**It's not just for children anymore ;o)**

**Every child**

**Every parent**

**Every educator**

**Every service provider**

**... a different point on the SPECTRUM**



# Ten Things

Every Child with Autism  
Wishes You Knew

A photograph of two hands held up, palms facing each other, against a blue background. The hands are positioned to form a large, open 'U' shape. The text '1.' is written in blue above the hands, and 'I am a Child' is written in blue across the center of the hands.

1.

I am a Child

# Perspective

**Tragedy or opportunity?**



# **Expectation**

**Too high**

**Too low**

**Too sideways**

The image shows two hands held up, palms facing forward, against a blue background. The hands are slightly blurred, suggesting movement or a shallow depth of field. The text is overlaid on the hands and background.

2.

**My sensory perceptions  
are disordered**

# **Sensory Processing**

**Familiar:**

**Visual, auditory, tactile,  
olfactory, gustatory**

# **Sensory Processing**

**Less familiar:**

**Thermoception (heat, cold)**

**Nociception (pain)**

**Pain on the skin**

**Pain in the bones and joints**

**Pain in the organs**

**Processing in multiple modalities**

# Vestibular disorder may cause

- Dizziness/vertigo/ loss of balance
- Nausea (chronic "seasickness" or "hangover")
- Distorted hearing
- Visual disturbances
  - Stationery objects or print material appears to be moving
  - Distance focus difficult
  - Glare from lights exaggerated
  - Night blindness
- Chronic fatigue
- Disruption of cognitive function
  - Difficulty with memory
  - Inability to focus
- Emotional health problems
  - Anxiety
  - Depression

The image shows two hands held up, palms facing forward, against a blue background. The hands are positioned as if presenting the text that is overlaid on them. The text is in a blue, rounded font with a drop shadow effect.

3.

Distinguish between  
*won't* and *can't*

*Won't:*

**I choose not to**

*Can't:*

**I am not able to**

# **I process in one main modality**

I need to see it to learn it

Words = steam



# If I don't respond “appropriately”

I don't have the knowledge

I don't have the skill

I'm not able to retrieve the information

The information is not presented in a  
manner I can understand

# Not able to retrieve because

I'm not able to sort information

I'm not able to generalize information

You think: general to specific

I think: specific to general

The image shows two hands held up, palms facing forward, against a dark, textured background. The hands are positioned as if presenting the text overlaid on them. The text is written in a blue, rounded font with a drop shadow effect.

4.

I am a concrete  
thinker.

I interpret language  
literally.

# **Concrete thinking language traps**

**Idioms, metaphors, slang**

**Homophones**

**Phrasal verbs**

**Non-specific instructions**

**Sarcasm**

The image shows two hands held up, palms facing each other, against a blue background. The hands are positioned as if they are holding something or gesturing. The text is overlaid on the hands.

5.

Be patient with my limited  
vocabulary



“Suppose you say that I said that she said something quite different; I don’t see that it makes any difference, because if she said what you said I said she said, it’s just the same as if I said what she said she said.”

Slow-Solid Turtle to Painted Jaguar in  
Rudyard Kipling’s “The Beginning of the Armadillos”

**Functional communication**  
in whatever for it may take



**All children with autism require  
adaptive communication**

A photograph of two hands held up, palms facing each other, with the fingers spread. The hands are positioned in the upper half of the frame. The background is a dark, textured surface with a blue-to-green gradient. Overlaid on the hands is the text "6. I am visually oriented" in a blue, bold, sans-serif font.

6.

I am visually oriented

**SHOW ME**

**how to do something rather than just telling  
me**

**SHOW ME MANY TIMES**

# Visual supports

Change as level of representation changes

Must be consistent across venues



7.

Focus and build on what  
I CAN DO

rather than what  
I CAN'T DO

# **REFRAME**

**Rigid behavior**

**Food**

**Clothing**

**Routine – sequential/temporal aspects**

**Inflexible or ---**

# **INDEPENDENT**

**Bryce at 14**

**Cooks breakfast and dinner items, packs lunch**

**Grocery shops, handles checkout**

**Does own laundry, cleans own bathroom**

**Handles school transport including securing house and navigating public transportation  
(age 16)**

**Self-manages medications**

A photograph of two hands held up, palms facing each other, with fingers spread. The hands are positioned in the upper half of the frame. The background is a soft, out-of-focus gradient of light blue and green. Overlaid on the hands is the text '8. Help me with social interactions' in a blue, rounded font with a drop shadow.

8.

Help me with social  
interactions



# **Theory of Mind**

**(social pragmatic) skills**

**Social conversation – initiating and sustaining talk or play**

**Appropriate emotional responses, identifying emotions**

**Etiquette**

# **Non-language social communication issues**

**Vocalic**

**Kinesthetic**

**Proxemic**

# Resources

- **Michelle Garcia Winner, SLP**
  - **Think Social!**
  - **Thinking About You Thinking About Me**
- **Jed Baker, PhD**
  - **The Social Skills Picture Book: Teaching play, emotion and communication to children with autism**

The image shows two hands held up, palms facing each other, with fingers spread. The hands are positioned in the upper half of the frame. The background is a gradient of colors, transitioning from a light blue on the left to a dark green on the right. The text is overlaid on the hands.

9.

Identify what triggers my  
meltdowns

# **Four trigger clusters**

- 1. Sensory overload**
- 2. Underlying physiological cause**
- 3. Underlying emotional cause**
- 4. Poor examples from adults**

The image shows two hands held up, palms facing each other, in a gesture of prayer or supplication. The hands are positioned in the upper half of the frame, with fingers spread. The background is a solid, light blue color. The text is overlaid on the hands.

10.

Love me unconditionally

[www.ellennotbohm.com](http://www.ellennotbohm.com)

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