

After Diagnosis - About This Booklet

Being a parent/carer or family member can be both very rewarding and very stressful. Dealing with the everyday ups and downs of family life and the world around us is hard enough, but doing it as a parent of a child with autism can at times seem near impossible.



This booklet acknowledges that you are an important person in your child's life and often spend more time with your child than any other person, and therefore hope the information enclosed will go some way in helping you. It has been written especially for parents /carers following your child's diagnosis with autism.

The purpose of this booklet is not only to give you some useful strategies, tips and information but also to give you some guidance on where you can access further information and support if required.

What is an Autism Spectrum Disorder (ASD)?

Everyone on the autism spectrum is different.

An Autism spectrum disorder (ASD) is a developmental disorder which affects the way a person communicates with and relates to other people and the world around them. The way in which people are affected varies from one individual to another and by age and intellectual functioning.

Children with ASDs are affected in a variety of ways and to very different degrees. This is why it's called 'the autism spectrum'. Autism can affect children with any level of intellectual ability, from those who are profoundly learning disabled, to those with average or high intelligence. So, having an ASD doesn't necessarily mean that you have learning difficulties. The more seriously affected may have learning disabilities and will require a higher level of support.

They can have significant difficulties relating to other people in a meaningful way. It is very common for children with autism to have profound sensory issues. This combined with the triad of impairments - Social interaction, Social Communication, Rigidity of thinking and difficulties with social imagination means that children with autism experience the world very differently.

Children with ASD may also lack awareness of and interest in other children. They'll often either gravitate to older or younger children, rather than interacting with children of the same age. They tend to play alone.

They can find it hard to understand other people's emotions and feelings, and have difficulty starting conversations or taking part in them properly. Language development may be delayed, and a child with ASD won't compensate their lack of language or delayed language skills by using gestures (body language) or facial expressions.

They will tend to repeat words or phrases spoken by others (either immediately or later) without formulating their own language, or in parallel to developing their language skills. Some children don't demonstrate imaginative or pretend play, while others will continually repeat the same pretend play.

Some children with ASD like to stick to the same routine and little changes may trigger tantrums. They may flap their hand or twist or flick their fingers when they're excited or upset. Others may engage in repetitive activity, such as turning light switches on and off, opening and closing doors, or lining things up.

Children and young people with ASD frequently experience a range of cognitive (thinking), learning, emotional and behavioural problems. For example, they may also have attention deficit hyperactivity disorder (ADHD), anxiety, or depression.

They can also be over or under-sensitive to certain sounds, light, touch, smells and tastes. They may also avoid or seek out sensory stimuli.

Some strengths of autism are:

They have a unique and individual view of the world, which lots of people who aren't on the autism spectrum find interesting, refreshing and valuable.

Many have a good eye for detail and accuracy.

They are likely to remember information, routine or processes once they've learned them.

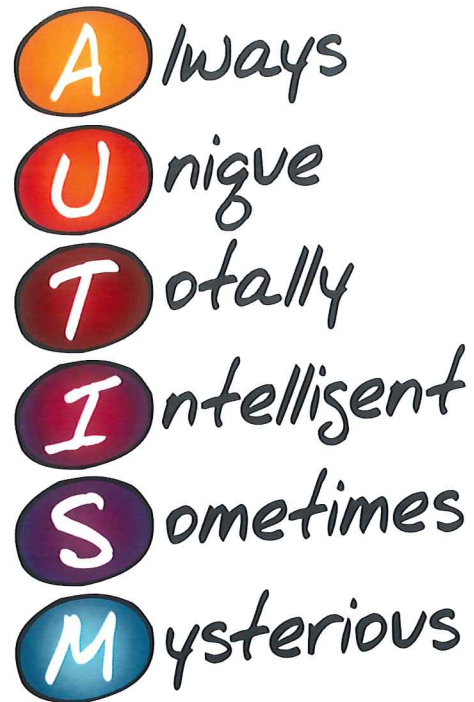
Most children with autism are good at learning visually. Using real object, pictures, demonstrations and written material can all help.

They can focus on their special interest for a long period of time and may choose to work in a related area.

There are plenty of ways that we can help children with a diagnosis. Early diagnosis together with the right education and support package can enable these children to fulfil their full potential.

'It's as if your child's brain has been wired up in a different way to usual. This doesn't change, but the ways in which it shows itself, and the extent to which it shows itself, do change.'

'It's nothing that you've done. A child doesn't become autistic. It's in them already. They don't learn to be autistic.'



Dealing with Diagnosis

Your life may indeed feel or be very different after your child's diagnosis, but different doesn't necessarily mean 'bad' or 'wrong', it may just simply mean different.

When your child is diagnosed with autism spectrum disorder, it can be a very uncertain time. A lot of parents are given a diagnosis without any guidance on what to do next.

Parents typically go through a wide range of emotions when their child has been given a diagnosis of autism spectrum disorder. Grief and loss are common emotions along with feeling confused, frightened or overwhelmed. Feelings and reactions vary from person to person. It's completely natural to feel worry, sadness, grief, guilt or anger - or a combination. It's also natural to be unsure of how you feel, to go through some shock, or to want to get to work on finding solutions straight away.

For some parents diagnosis may have come as a complete shock as they had not realised that something was wrong until the school or another professional had highlighted a concern. For others, there may be feelings of relief following a long time of knowing that there was something different about their child.

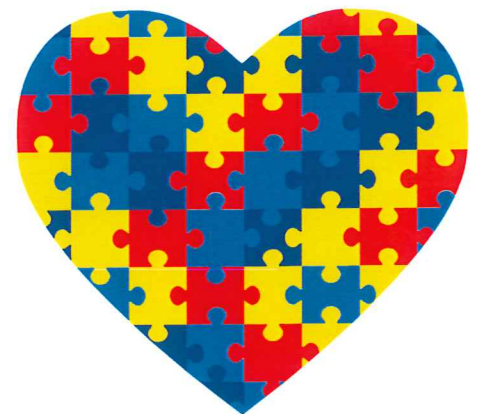
As parents we invariably picture wonderful things for our child's future. The diagnosis will entail readjusting these expectations and this can be a painful process for some. Along with this may well be fears for the child's future. As with all developmental disorders, it is hard to predict what levels of independence and life skills a child with autism will develop by adulthood.

Having a child with ASD can provide a lot of stress with the family due to the needs or behaviours of the child. This will more likely have been the case for a long time before the diagnosis is received. This can cause tension for individuals and also tension with the relationships of the family. Disagreements about the way to manage behaviours or the way forward can occur.

However, it is important to remember that your child is still the same child they were before you received the diagnosis, they have not changed. The only difference is that you should be better able to understand your child and their needs.

Above all there are two very important things to remember following diagnosis:

1. **It's not your fault** - The fact that your child has ASD is nothing whatsoever to do with the way you have been looking after them. The causes of autism are as yet unknown but we do know for certain that it is not caused by parenting.
2. **You aren't alone** - Autism affects children from all walks of life and in all countries and cultures. There are a great number of parents going through what you are going through at the moment.



AUTISM
Awareness

Some Top Tips

For yourself

- When you feel ready, consider contacting/joining a support group.
- Talk to someone you trust and feel comfortable with about how you are feeling.
- Don't forget extended family can be affected too and may need help/support.
- Remember you are a very important person in your child's life and you have needs too!
- Write down any questions you may have so that you can take them with you to future appointments.
- Try and learn as much as you by reading books, DVD's or by using websites.

For talking to your child about their diagnosis

There are no hard and fast rules about when to tell your child and it very much depends on personal circumstances. Their diagnosis may mean that their level of understanding or ability to process language is different to other children their age, so the right time to discuss the diagnosis will also depend on their individual abilities, needs and emotional strength and these are all factors you may want to consider. At the end of the day you are the parent and will therefore know your child best. Only you can decide when the time is right. When you do tell them:

- Use language and information that is appropriate to their level of understanding.
- Try to be as positive as possible.
- Give them time to process the information and encourage them to ask questions.
- Reassure them.
- Provide information that is accessible for them such as books, DVD's websites etc.
- Have a question box or get them to use email if they find talking face to face difficult.
- Ask for help from other parents or professionals.

Telling extended family and friends

- Explain to them about your child's diagnosis and provide them with information about autism.
- Encourage them to ask if there is something they don't understand or want to know more about.
- Explain how ASD impacts on your child and your child's behaviour.
- Tell them how to best connect with your child, i.e. talk about their likes and dislikes and the best way of communicating with them.
- Acknowledge that they may struggle to come to terms with the diagnosis and may need support themselves.
- If someone makes unhelpful comments or is reluctant to accept diagnosis, try not to take it to heart.
- If family/friends offer to help, accept! If they don't offer don't assume it is because they don't want to. It may be that they don't know how they can help so ask them, even if it's just to chat and listen.

For supporting siblings

- Talk about their feelings, tell them that it is okay for them to feel angry, sad, etc and that they may need some support themselves to deal with this.
- Give them the opportunity to discuss their feelings with someone else they trust/feel comfortable with (sometimes young people would like to talk to someone else because they don't want to worry you).
- Reassure your child(ren) that having to spend more time helping their brother or sister does not mean you love them any less.
- Encourage them to interact with their sibling.
- Help them understand their sibling's behaviours and difficulties but don't forget their strengths and the things they are good at.
- Acknowledge their role in the family - they are an important part of the family.
- They may want to be involved in helping and supporting you and their sibling. Make sure you encourage this.
- Give them the opportunity to have their own space, older siblings may appreciate somewhere to do their homework, have friends round etc without interruptions.
- Allow them to have a safe place to keep important items, particularly if their sibling is prone to breaking things.
- Make individual time with them, just ten minutes a day can make a big difference. Ensure that you explain that this is their time rather than excluding ASD sibling.
- Think about activities that can be done as a family and what you can do with them on their own.
- Remember to praise your other child(ren)'s positive behaviour. Look for things to praise such as sitting quietly, sharing, getting dressed without help. This will give attention and stop them seeking it in other ways.
- Explain to siblings that other people may not understand what ASD is or know their brother/sister so may react differently towards them.

For supporting your child with different behaviour

- Be positive and praise or reward good behaviour. Make sure praise is given quickly and clearly so that your child knows what you are praising or rewarding them for.
- Don't try to change too much too soon. Tackle one or two things at a time and perhaps try to choose something which will be easier to change first.
- Improve the way you communicate with your child.
- Help your child to understand and change their behaviours through example, social stories and explaining about other's thoughts and feelings.
- Use calendars and other visual information to help your child understand concept of time.
- Plan ahead for activities and changes to routines.
- Find out what relaxes your child so that you can help calm them down.

For managing anxiety

- Always consider anxiety levels when deciding how to manage your child's behaviour or when introducing them to change or new activities.
- Be empathetic — remember how it feels when you are anxious.
- Allow for the autism - be patient and tolerant.
- Maintain a neutral and calm tone of voice - your own anxiety, anger or frustration can make a child more anxious.
- Keep a diary of your child's behaviour and you may be able to identify a trigger for their anxiety.
- Establish routines and stick to them. If you do need to change a routine, provide your child with as much notice that is possible. Explain what is going to happen instead.
- Small transitions can be a big deal to a child with an ASD e.g. taking a bath and then cleaning teeth straight away might cause anxiety. Allow time between activities wherever you can.
- Give one instruction at a time.
- Give your child time to process information.
- 'Fiddle toys' such as stress balls, play dough, etc may help a child to lower their anxiety levels.
- If your child is upset, distressed or behaving in a challenging way, consider whether this is being caused by sensory issues. Sometimes it may be the fear of what might happen which will make them anxious.



- Identify a 'safe place' that your child can go to when they are feeling anxious, for example their bedroom. Provide your child with a time out mechanism for when things are getting too much. Use of a 'time out' or 'break' card can be useful or even coloured cards to relay how they feel e.g. red might mean time out now, green might mean okay for now. Alternatively, you could have a verbal code or hand gesture.
- If your child is older you could try teaching them an anxiety scale using numbers e.g. 1=calm 2= very happy 3=feeling worried 4=very anxious 5=extreme anxiety
- If your child has a way of calming themselves which you find difficult or annoying, be tolerant as your child is doing this to reduce the unpleasant feelings they are experiencing.
- Help your child to understand social rules. Social stories or visual structures can be helpful.

Relating to sensory issues:

- Observe your child and try to learn which sensory issues they may have — the more you can learn and understand, the easier it will be to support your child.
- If your child is upset, distressed or behaving in a challenging way, consider whether this is being caused by sensory issues. Sometimes it may be the fear of what might happen which will stress them.
- Be aware that your child may only be able to utilise one sense at a time. For example, when they are looking at something they may not hear you.
- When you've identified issues which trigger sensory problems, try to avoid these where possible.
- Follow a routine, where possible, to try and avoid sensory overload and stressful situations..
- Have a quiet time / space so that your child can relax and regain their composure.

For supporting communication:

- Ensure you have their attention, say their name before beginning.
- Minimise sensory distractions in the environment they are in where possible, such as noise, bright lights and busy rooms, such as clutter and displays.
- Use a clear, calm voice.
- Keep things short and simple.
- Allow your child some time to process information and check that they've understood.
- Beware of using idioms, metaphors and similes — ensure they know what you mean.
- Use facts to explain things, avoid analogies and never use sarcasm.
- Don't rely on body language, gestures and tone of voice.
- Ask specific questions.
- Use pictures to help explain things.

- Always check you have been understood.

To try around diet:

- Spend some time monitoring your child. Keep a food diary to see how many different foods your child is eating. You may find that they are in fact eating a wider variety of foods than you thought.
- Be a 'detective' and try and guess why they are eating in a certain way. If they have language, ask them why they can't eat or if they can write, ask them to try and write it down, or draw what's wrong.
- A place mat which is 'their area' to eat from can help.
- If your child finds eating with others difficult, make sure they are not sitting directly opposite another person.
- If eating at school is difficult, ask what the environment is like at school or even visit the school during a meal time.
- Try and make meal times predictable. Serve three meals and planned snacks and try and establish a routine.
- Visual / prompts timetables (pictures and/or words, symbols) can be helpful.
- Choice boards / choice books — These can have the foods your child eats in the front and foods they may like to try at the back, the aim being to bring the 'today I will try' picture forward.
- Try writing a Social story — see glossary — these can be used to help your child try new foods or to explain why eating a varied diet is important (your ASD professional may be able to help you with this).
- Expose your fussy eater to food at every opportunity, get them to handle food, play with food, and help in the kitchen, so food and eating becomes relaxed and fun.
- Use your child's interest as motivators, e.g. make the food into a train, line up peas, maybe their favourite character could come to 'tea'.
- Try and make eating and being around food a pleasure not a chore!
- Remember, you need to persevere. You often have to expose your child to a new food a lot (15 or more times!) before they accept it as new food and will try it.
- If your child has pica look at what they are eating. Can you offer them something 'safer' or more acceptable to give them the sensation they are seeking but in a more acceptable form.
- Ask for help if you think you need it.

For managing sleep difficulties:

- Set up a regular night time routine and stick to it. Try to start 'winding down' at least an hour before bed time. Baths, stories and a milky drink will all help your child to relax before bed. Avoid stimulating activities such as exciting TV, computer games and physical play. Take away screen time or blue light technology.
- Create a non stimulating bedroom where possible. Switch TV off, switch off or dim lights and try to control noise.
- Encourage your child to settle alone in their own bed. If you usually cuddle your child to sleep, gradually change this. Each night withdraw yourself a little more; sit next to the bed, away from the bed, in the doorway, on the landing etc until your child can settle alone.
- Repeat these steps if your child wakes in the night.
- Have clear rules and explain them to your child e.g. 'you must stay in your own bed', 'you are not allowed to watch TV in your room after 7pm'.
- Do not allow your child to sleep in your bed because it is easier, it will only make more problems in the long term.
- Encourage your child to stay in their own bed by using a reward chart.
- If problems persist, speak to your GP, Health Visitor, Family Support Worker, etc for more help.

For helping with toileting:

- Ensure that everyone involved with your child is aware of the approach that you have decided to follow so that you are all consistent.
- Use your child's preference for routine to support the learning process.
- Be aware that your child may not like change and therefore it may be easier not to toilet train using a potty as this will involve a further change from potty to toilet.
- Observe your child to try and establish when they wee and poo so that you can try and establish when you are likely to need to take them to the toilet.
- Have a visual timetable beside the toilet to help your child understand what to do.
- Some children may find bowel movements frightening so it may be useful to explain the digestion process.
- Some children may prefer the feel of a full nappy and be reluctant to change.
- Consider the toilet/bathroom environment and how this will affect your child's sensory issues.
- Some children enjoy the feel of smearing and therefore alternative acceptable activities need to be provided instead.
- Consider what alternatives are available if your child does not like the texture of toilet paper (e.g., wet wipes, etc).
- Avoid childlike terminology as it may be difficult to change language later in life.
- Use the same toileting routine in the community and when visiting new places as you do at home.
- If difficulties persist, contact your GP or another health professional involved in the care of your child to provide advice and, where necessary, to consider possible medical reasons for their difficulties.

For play:

- Questioning children during play can be stressful. Try commenting or making statements about the child, the play or even how you are feeling e.g. 'that's a great tower you are making, I'm going to make one too'.
- Turn off your phone / TV etc when playing to keep the focus on being with you.
- Make yourself irresistible and get down to your child's level.
- Try joining in their chosen activity. Really try and experience what they are doing. Focus on their chosen activity and if you feel your mind or your resolve dipping, stop and try again later.
- Remember play is hard for our kids so do praise or reward them at regular intervals for their efforts and focus on the positive rather than the negative.
- Play should be energetic and fun; if it feels laboured stop and try again another day.
- Start with what your child likes to do, then free your imagination. Can you put a twist on what they like to do?
- Play with toys that use your imagination. Often simple items are best i.e. boxes, paper, feathers, bubbles, blocks, wigs, stickers, musical instruments, mini trampolines, scarves.
- Don't overload your child's play space with toys. A few toys on a high shelf (to help initiate a request) are often better than hundreds that are easily accessible.



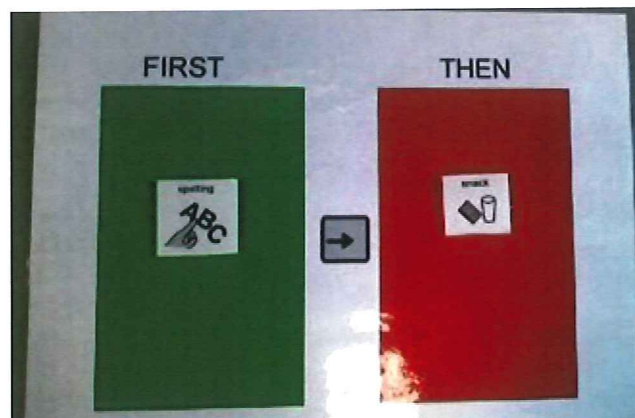
For managing change:

Change, especially unexpected change, can be extremely stressful for children with ASD as they often prefer to have a sense of structure and to know what to expect during their day i.e. what they will be doing and when. Consistency and predictability help children feel reassured that they know what will happen next. When change occurs, children with ASD may respond in a variety of ways, including exhibiting withdrawal, repetitive behaviours, tantrums, or even aggression. It is important to remember that these behaviors are typically the result of extreme anxiety and/or inability to communicate their emotions/desires.

Below are some tips for managing change and transitions in your child's life.

As much as possible, try to predict and prepare for upcoming changes:

- Provide your child with **daily visual timetables and timers** so that they can see clearly what is happening and when. These visual supports can help a child to understand the order of daily events, the steps involved in daily living skills, and the daily schedule at school, including any changes in routine that may occur.
- **Picture cards** can be a great strategy to help a child manage daily change. These picture cards can show images of daily events or tasks that may need to be completed. They can be placed on a Velcro strip and moved around according to the day's schedule. You can then put the card in a "completed" box when the activity is over. You could also take pictures of them doing things like their morning routines such as getting dressed, brushing their teeth etc.



Example of a "First ____, then ____" symbol board.

- In order to encourage flexibility, parents may want to include a **new daily activity** in their visual or picture timetable that is a positive event. That way, your child can learn that change can bring fun and exciting things as well!
- If your child is able to use a calendar, mark important upcoming events or use a **count-down calendar** to the event. Show pictures (such as a new place or new people) and discuss the change to help your child understand what will be happening.

- If possible, **practice** going to the new location or activities that relate to the event. For instance, if you are planning a road trip, practice driving for longer distances and make sure your child has some favorite activities/toys for the ride. If your child will be attending a new school, if possible, visit the new school and set up meetings with new teachers.
- Making **videos** can also be helpful. For example, go to the location with a video camera and walk through the steps that will be required while taping and provide a simple narration one to four minutes long about the process and requirements. For example, if planning a trip to the zoo, visit the zoo and while videotaping, explain aspects of what will happen there, such as riding the train, using new toilets/bathrooms, and eating at the snack bar. After making the video, show it to your child several times to help prepare for the event.
- **Social stories™** and comic strips are used to explain social situations to children with autism and can be a great resource in preparing children for change or anxiety provoking event or situations, they are used to teach children about the social behaviour that is expected on specific settings like the supermarket, doctor's surgery, play-ground and so on. They are short stories, often with pictures that can be used as a method of sharing information in an accurate, meaningful and safe way, The story is read several times to help the child understand it and to practise the key points. Once the child has understand the social situation or learnt the desired social behaviour and does it without prompting from adults the story can be gradually phased out.
- **Timers**
If your child finds it hard to switch from a favourite activity, a timer might help. Set the time and let your child know the activity will be over when the timer rings. This strategy could also help with leaving the house. For example, 'When the timer rings, it's time to go'. You can get apps to use on a Smartphone, or you can use one that you've got at home, such as a stopwatch.
- **Small changes**
It can help to introduce small changes and work your way up over time. For example, if your child insists on eating breakfast first and then getting dressed, but you want them to get dressed before breakfast, you could start by just putting their socks on and letting them eat breakfast. Once they are comfortable with that, you could try putting on their socks and pants before breakfast, and so on. Praise or reward your child when they are able to be flexible and cope with these changes.
- **Slow and steady**
If your child finds it hard to switch between activities, try slowly adding new activities, one at a time. For example, if you want your child to learn to stop what they are doing and move to a new activity when you ask, you could start by making the new activity one you know they will enjoy. When they have done the activity, praise them and give them a reward, such as a high five, a sticker or extra time on the computer. The reward should not be monetary but something else as time with you or something they like doing.

Keep doing this until your child is comfortable moving to the new activity when you ask them to. Then you could try making the switch more difficult, such as moving to an activity they haven't done before. Keep practising this until your child can move to a new activity when you ask, even if it's new or something they do not like.

Of course, life is unpredictable, and new, unforeseen events may occur (such as school being cancelled or making a last minute trip to the shop). Here are some tips on how to handle these situations:

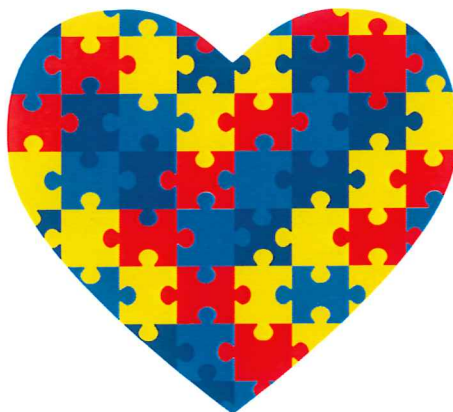
- If using picture cards, use a “?” or “surprise” icon card when an unexpected event happens. Remember to use these cards for fun surprises as well so that your child does not always associate the card with a negative surprise. Although the change may still be anxiety-provoking, consistent use of picture or icon cards will help your child adjust to change.
- **Allow extra time** to adjust to the change if possible. If you know your child will be upset by the change, attempt to prepare for the change as much as possible. Use visual cues when you can and try to be in a calm, quiet environment. For example, if you are in a shopping centre, return to your car so there are not as many distractions or noises.
- If there is an unexpected change such as a detour in the road, try to **distract** the child with a song, story, or toy. Point out something in the new situation that they like. For instance, if they like construction machinery, point out the big machines being used to fix the road.
- Try to re-direct your child to a **calming activity** or encourage the use of coping skills such as deep breathing or self-talk phrases (for example, “I’ve been through change before, and I can do it again.”). Praise your child or use other rewards for coping with change.
- Attempt to be a calm presence and talk in a soothing voice. **Validate** your child’s experience. For example, you might say, “I know this is a change in the schedule, and you don’t like that.” Try to re-direct back to other activities on the schedule. For example, you could say, “After this we will go back home and have your play time.”

Although change can be anxiety-provoking for children on the autism spectrum, visual supports, a calm environment, extra time to adjust, and parent support can go a long way in helping children adjust to unexpected change. All these factors will help prepare your child to be more flexible and tolerant of change.

Rewarding flexibility

Another simple way to help older children cope with change is to make a big deal of the concept of ‘flexibility’.

- Praise or reward your child whenever they cope with a change or an unexpected event, such as not getting their desired table number at a restaurant. Tell them how wonderful it is that they are ‘flexible’ and get them to associate this skill with getting something they like.



AUTISM
Awareness

Useful Websites and Contacts

National Autistic Society

0808 800 4104 (Mon – Fri, 10am – 4pm)

www.autism.org

Autism Alert Card - www.autism.org.uk/products/free-resources/autism-alert-cards.aspx

Add-Vance - Hertfordshire based support group offering help and advice as well as training courses for families with children with ASD and ADHD

www.add-vance.org

01727 833 963

Family Fund - help with one off funds for ASD/Special Needs Children

www.familyfund.org.uk

08449 744 099

Hertfordshire Additional Needs Database -supplies HAND card which gives discounts and enables families to get assistance and understanding for your child

www.hertsdirect.org/hand

Hertfordshire branch of National Autistic Society

Email : hertfordshire@nas.org.uk

Hertfordshire Kids East Hub offer information support for parents of children with special needs.

They also have a lending library to try out resources before you buy

01992 504 013

www.kids.org.uk/east

Special Educational Needs and Disability Information Advice and Support Service (SENDIASS)

an impartial information, advice and support service funded by Hertfordshire County Council for parents, carers, young people (0 - 25) and professionals

01992 555 847

Carers in Herts - providing information, problem solving and support

www.carersinherts.org.uk

DirectGov

Benefits enquiry line 0800 882 200

www.directgov.org

Herts Money Advice Unit

01438 843 444

Citizen's Advice Bureau

03454 04 05 06 (01707 665 727 Potters Bar)

www.citizensadvice.org

Family Lives - is a national family support charity providing help and support in all aspects of family life. They run parenting courses and have a confidential telephone support service

0808 800 2222

www.familylives.org.uk

Turn2us

0808 802 2000 (Free phone 8am – 8pm)

www.turn2us.org.uk/benefits

Disability Alliance

www.disabilityalliance.org

Families in Focus - offers parenting support groups and training courses

www.familiesinfocus.co.uk

Potters Bar Parents Support Group - meets once a month at King Charles the Martyr Church, 368 Mutton Lane, Potters Bar, EN6 3AS

Borehamwood Parents Support Group - meets once a month at Shenley Road

Email: vaneesa.sudan@hertfordshire.gov.uk or Karen.edwards@hertfordshire.gov.uk

Mental Health

www.headstogether.org.uk/schools

www.youngminds.org.uk

Parent helpline: 0808 802 5544

www.kooth.com

www.hertsmindnetwork.org.uk

Recommended Reading - Booklist

Gray, C. (2002). **My social stories book**. London: Jessica Kingsley Publishers

Jackson, L. (2002). **Freeks, geeks and Asperger syndrome**. London: Jessica Kingsley Publishers.

Elder, J. (2006). **Different like me: My book of autism heroes**. London: Jessica Kingsley Publishers.

Smith Myles, B. And Southwick, J. (2000). **Asperger syndrome and difficult moments: Practical solutions for tantrums, rage and meltdowns**. London: Autism Asperger publishing company.

Dunn Burton, K. (2008). **When my worries get too big: A relaxation book for children who worry a lot**. London: NAS.

Notbohm, Ellen. (2012). **Ten Things Every Child with Autism Wishes You Knew: Updated and Expanded Edition**. Future Horizons, Inc.

Kennedy, D.M., Banks, R.S. with Grandin, Temple. (2011). **Bright not Broken: Gifted Kids, ADHD, and Autism**. London. Jossey-Bass.

Dura-Vila, G. And Levi, T. (2013). **My Autism Book: A Child's Guide to their Autism Spectrum Disorder**. London: Jessica Kingsley Publishers.

Gorrod, L. (2000). **My Brother is Different: A Book for Young Children Who Have a Brother or Sister with Autism**. London: NAS.

Johnson, J. (2010). **Siblings: The Autism Spectrum Through Our Eyes**. London: Jessica Kingsley Publishers.

Legge, B. (2008). **Can't Eat, Won't Eat: Dietary Difficulties and Autism Spectrum Disorders**. London: Jessica Kingsley Publishers.

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Hertsmere Schools Partnership

Mount Grace School
Church Road
Potters Bar EN6 1EZ

