



Autism
Education
Trust

Schools

Practical Support Pack

Understanding Autism and Anxiety in Schools

A collection of practical tools, templates, top tips, checklists and strategies for busy professionals to use to support autistic pupils.



Supported by



Autistic
Young
Experts



Understanding Autism and Anxiety in Schools

Schools

Modules

Making Sense of Autism

Good Autism Practice

Progression Framework

Elective topic based modules

Anxiety Module

Inclusion Module

Editable framework documents

Standards Framework

Competency Framework

Progression Framework

Leadership Resources

Leadership Modules

GAP Resources



Understanding Autism and Anxiety in Schools

The Eight Principles of Good Autism Practice

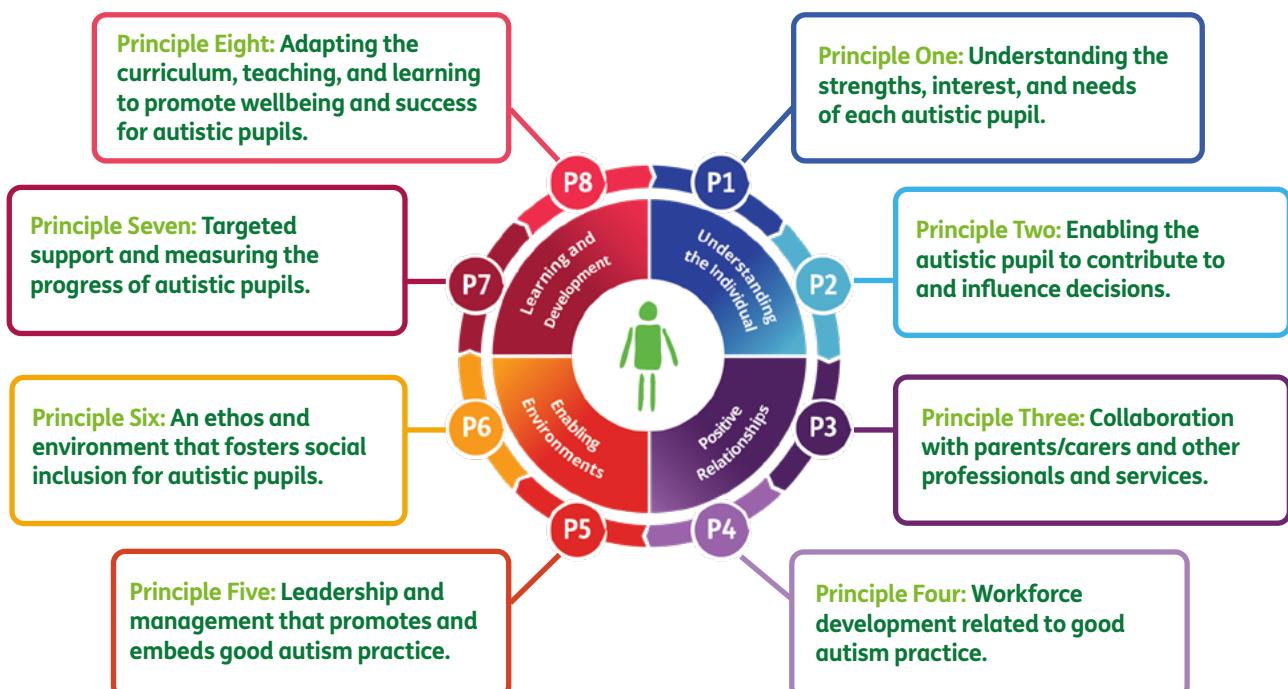
The AET has documented eight principles of good autism practice.

The principles have emerged from an examination of the current evidence from research and practice, as well as key policies and the perspectives and insights of autistic individuals (Gulberg et al., 2019). They guide the development of good autism practice when working with autistic pupils and their families.

Each of the principles links to one of four themes that drive inclusive practice. These four themes are:

- Understanding the Individual.
- Positive Relationships.
- Enabling Environments.
- Learning and Development.

This is how the eight principles of good autism practice are embedded in the four themes:



Understanding Autism and Anxiety in Schools

The Eight Inclusion Promises

The AET is supported by a panel of Autistic Young Experts to share the voices of autistic young people.

The Panel brings their diverse experiences in different types of education to our work, including the creation of our professional development materials.

To ensure the eight principles of good autism practice are accessible, the Panel created the eight inclusion promises for autistic young people to better understand what staff should be doing to support them.

We promise to:

1

Understand what you are good at, what you like doing, and when you might need help.

2

Listen to and act upon your ideas about how we can help you if you need it.

3

Listen to and work with the people who know you best and who you trust.

4

Make sure we are always progressing towards your goals and aspirations.

5

Make sure all staff know the best way to support you, both in and out of lessons.

6

Help you to get involved and be included in the activities you wish to participate in.

7

Work together to set achievable goals that are important to you, and that help you see how well you are doing.

8

Help you to feel safe, secure, empowered, and able to learn.



Understanding Autism and Anxiety in Schools

An overview of the tools for Understanding Autism and Anxiety in Schools

Tool 1 – 5-Point Scale

The 5-Point Scale tool can be used by practitioners to help an autistic pupil understand when their anxiety is getting hard to control and support them to better self-regulate emotions.

Tool 2 – The Stress Bucket

Within part two of the Understanding Autism and Anxiety in Schools module, delegates will explore what anxiety is and establish that everyone will experience anxiety at some point in their life. It is natural to feel anxious in some situations, but sometimes our anxiety can become too much and “spill over”.

The Stress Bucket has been developed as a way to visualise this concept. Staff in schools can use this tool with an autistic pupil to help identify what things are causing them stress or anxiety. (These triggers can be written down and added to an actual bucket.)

The Stress Bucket helps to inform a discussion with the pupil about what happens when these triggers add up and their bucket becomes full. Together, staff and the pupil can then decide upon strategies that can be used to reduce their stress level.

Tool 3 – Reasonable Adjustments to Reduce Anxiety

This resource provides a list of some reasonable adjustments that can be made for autistic pupils. It considers adjustments in relation to the three areas of difference whilst at all times seeking opportunities to use the pupil’s interests as a means of reducing tension and redirecting their attention.

It is important to bear in mind that it is not an exhaustive list. Reasonable adjustments must be made based on the profile of the pupil you are working with.

Tool 4 – Relaxation Tips

The Relaxation Tips poster offers a visual representation of relaxation strategies for pupils to try out.

This resource can be displayed around school premises and should be easy to access. All pupils should be encouraged to experiment with the strategies suggested. Pupils can be directed to try the strategies and think about how they feel after trying them, so that they know which works best for them.

Understanding Autism and Anxiety in Schools

Tool 5 – STAR Chart

The STAR Chart is a way of recording and analysing incidences of distressed behaviours from autistic pupils.

This resource explains the purpose of the STAR Chart and how to use it, offering a format in which to record relevant information. It encourages practitioners to examine both the adult's and the pupil's behaviour and use the information to spot possible triggers. Once these have been identified, those that know the pupil well can put strategies in place to reduce occurrences of the distressed behaviour.

Tool 6 – Happy Book

It is important that an autistic pupil can recognise their emotions and learn what action they can take to support their own emotional regulation. The Happy Book is a means of exploring emotion and can be used as a resource to support an autistic pupil to self-regulate.

It draws on the principles of cognitive picture rehearsal (the idea of using a visual image) – in this case, one which makes the pupil feel happy in order to support them to learn to cope with situations they find challenging.

This tool is an example of a personalised book explaining the purpose of emotions and activities that the pupil can do to support their emotional regulation and “feel better”.

Tool 7 – Emotion Thermometer

The Emotion Thermometer is a tool for helping autistic pupils name their feelings and rate the intensity of these feelings.

It is intended to help pupils recognise each emotion and the simple rating scale allows them to indicate how intensely they feel each one. This resource is not diagnostic tool but can be used in a variety of ways to build emotional literacy.

Tool 8 – Environmental Checklist

It is estimated that up to 95% of autistic pupils experience sensory processing differences. Our sensory processing and integration forms the foundations for our learning and development and how we understand and respond to the world.

This resource takes the form of a checklist of good practice in relation to the classroom environment, including the staff within it, and allows for the identification of areas for development.

Understanding Autism and Anxiety in Schools

Tool 9 – Sensory Differences and Preferences

This resource outlines each of the sensory systems and provides examples of behaviours that could suggest hyper and hypo sensitivity. It also offers delegates some suggestions of strategies that can be tried to support hyper- and hypo-sensitivity.



Tool 1 – 5-Point Scale

① What is it?

The 5-Point Scale can help an autistic pupil understand and learn when emotions are getting hard to control.

It can be developed by the teacher or parent or as a collaboration between the teacher, parent, and pupil.

⌚ When should it be used?

The 5-Point Scale can be used to assist pupils who need support with identifying and recognising their emotions so that they can learn to better self-regulate these emotions.

The tool should be introduced to the pupil and practised with them when they are calm. Once they are familiar with the 5-Point Scale and how to use it, the scale can then be presented to them at a future point in time if they feel anxious or dysregulated more broadly.

✓ How should it be used?

The following five steps can be pursued when using the 5-Point Scale with an autistic pupil:

1. Identify the challenge.

Anxiety or any other feeling that can result in distressed behaviour may be identified for rating on the 5-Point Scale.

2. Decide on the content for each scale point.

Each of the five stages on the 5-Point Scale represent the level, or magnitude, of the emotion and associated behaviours. The scale is ascending: the higher the number, the greater the intensity.

3. Develop a story or visual cue if helpful.

To introduce the pupil to the 5-Point Scale, a story or visual cue can be developed based on the pupil's interests and level of understanding. It should explain how and when the scale is to be used.

4. Introduce the 5-Point Scale to the pupil.

Work with the pupil to identify each point and the differences between them.

5. Practise the scale with the pupil, revising it as and when necessary.

Practitioners and parents can help by using the scale with the pupil in various situations.

5-Point Scale – Completed example for anxiety

	Feels like	What I can do
5	I'm going to break down (cry, begin pacing and bang my head).	I can leave the room with permission and go to home base.
4	My stomach is starting to hurt and I'm having difficulty concentrating.	I can ask to talk privately to an adult. I can listen to my iPod with calming music (headphones).
3	I'm feeling uneasy and I'm starting to sweat.	I can refer to my coping cards and use deep breathing.
2	I feel okay. I can handle the situation.	I can reassure myself that I can do it.
1	I feel great. No problem.	I can relax.

5-Point Scale – Template

	Feels like	What I can do
5		
4		
3		
2		
1		

Tool 2 – The Stress Bucket

① What is it?

We all experience stress to some degree. Some stress can be good, it can push us to work hard. But too much stress can make us feel overwhelmed, and prolonged stress can eventually lead to problems. The Stress Bucket tool is a way to visualise this concept.

② When should it be used?

Use it when an autistic pupil is experiencing a high level of stress or anxiety as a means of supporting them to identify what is contributing to this. It could be used one-to-one or as part of a group activity with pupils.

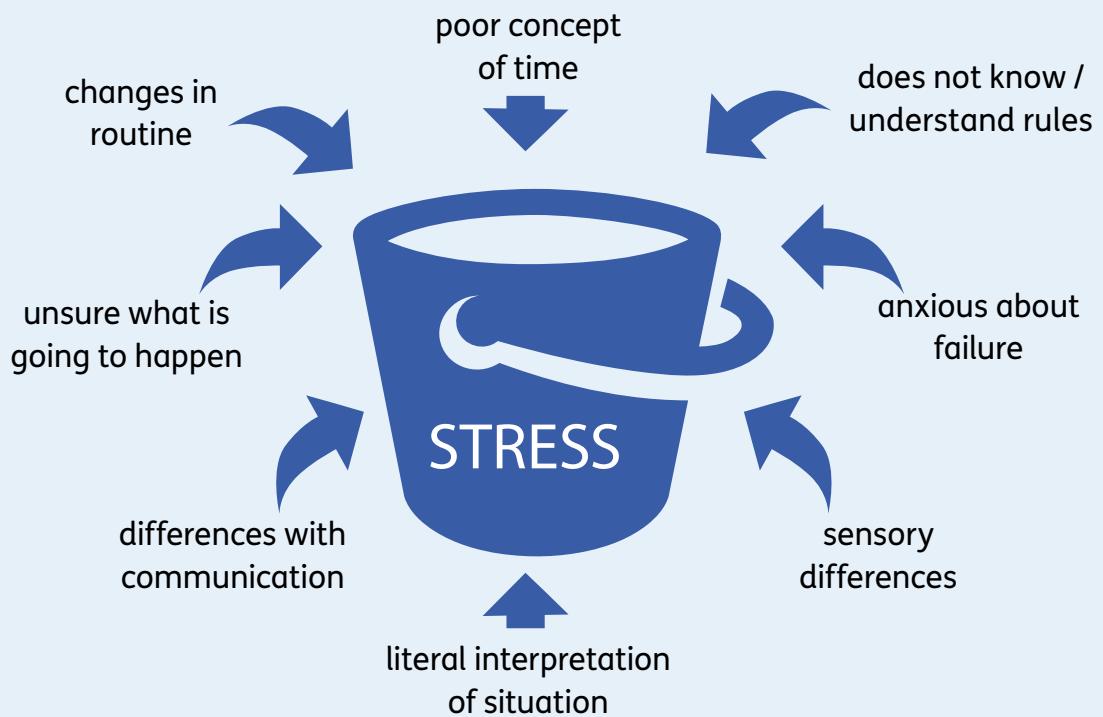
③ How should it be used?

Work with the pupil(s) to identify what things are causing them stress or anxiety. These can be written down and added to an actual bucket. Encourage the pupil(s) to think about what happens when these triggers add up and their bucket becomes full. Discuss with the pupil(s) what impacts the size of their bucket too. Decide upon strategies that can allow some of the stress out of the bucket to avoid it from overflowing.



Tool 2: The Stress Bucket

② What fills your bucket?



Tool 2: The Stress Bucket

② What affects the size of your bucket?

How much stress we can cope with, varies from situation to situation and day to day.



Tool 3 – Reasonable Adjustments to Reduce Anxiety

① What is it?

This resource provides a list of reasonable adjustments for practitioners to consider implementing to reduce the anxiety experienced by autistic pupils in school.

② When should it be used?

When an autistic pupil is enrolled at your school, is approaching a point of transition (for example, they are due to move to a new class or building) or displaying distressed behaviours.

③ How should it be used?

Autistic pupils have differences in three areas of development: social understanding and communication; flexible thinking, information processing and understanding; and sensory processing and integration.

Practitioners should consider the profile of the pupil they are working with and consult the list of reasonable adjustments for an approach or change to implement that could reduce the anxiety experienced by the pupil.



Tool 3 – Reasonable Adjustments to Reduce Anxiety

Examples of reasonable adjustments that could be made to reduce anxiety.

Please note that this resource contains a list of examples and should not be regarded as definitive.

Reasonable adjustments must be made based on a profile of the autistic pupil you are working with. At all opportunities, look to use the pupil's interests as a means to reduce tension, help explain things or redirect their attention.

Adjustments to social interaction

- Reducing the amount of partner or group work the pupil has to complete.
- Providing workstations or areas of the classroom where they may have less social interaction.
- Acting on teasing and bullying.
- Considering the use of peer mentoring.
- Creating a safe place to go to during break periods.
- Building confidence in class by concentrating on the pupil's strengths and demonstrating success.
- Setting up shared interest groups.
- Allowing the pupil to spend time alone if they wish.

Adjustments to communication

Consider adjusting your communication style:

- Using symbols, photos or pictures as well as spoken words.
- Using jargon-free language where possible.
- Reducing the number of words spoken.
- Allowing time for information to be processed.
- Writing things down so they can be read later when anxiety has reduced.
- Checking back to make sure instructions have been understood and followed.
- Using reassuring and comforting language.
- Using a non-confrontational tone.
- Accepting that eye contact may be reduced or absent.
- Remaining a comfortable distance from the pupil.
- Positioning – where the pupil is at an angle and not directly in front of you.
- Acknowledging their concerns.
- Avoiding saying “there is nothing to worry about”.

Tool 3 – Reasonable Adjustments to Reduce Anxiety

Adjustments for information processing and flexibility

Work with the pupil to support structure and predictability. Make sure the following information is as clear as possible:

- What am I doing?
- How long am I doing it for?
- What will I be doing next?
- When will I get to do the things I want?

You could also try to:

- Giving advanced warning of any changes to the classroom, timetable, and school processes.
- Consistency in applying the school rules.
- The use of a visual timetable
- For older pupils, using a timetable that includes when assignments are due, key dates and a schedule for exam preparation.
- Breaking tasks down into more manageable chunks for the pupil or using a decision tree.
- Looking to reduce exam pressure by providing more mock or practice sessions, additional time or a quiet area to complete tests.

Adjustments to the sensory environment

- Establishing lower noise levels in class.
- Allowing ear defenders in class.
- Accessing a quieter or less visually distracting part of the classroom.
- Presence of fidget toys or comforters.
- Providing opportunities for movement breaks.
- The opportunity to leave class early to avoid busy corridors.
- Allowing sensory seeking behaviour – for example, access to a textured object.

Tool 4 – Relaxation Tips

① What is it?

A poster that offers ideas for relaxation strategies that pupils can try.

⌚ When should it be used?

The Relaxation Tips poster can be displayed around school and all pupils should be encouraged to experiment with the strategies suggested. Pupils can be directed to try the strategies and think about how they feel after trying the strategies so that they know which works for them.

✓ How should it be used?

This tool should be used initially when pupils are calm so that they can experiment with the strategies and identify which they like and which helps them. Then when they are experiencing a high level of anxiety, the poster can be shown to them visually to prompt them to use the strategies.



Relaxation Tips

Take five deep breaths.

Listen to music you find calming.

Take a break to do something you enjoy – for example, read a book.

- Have a drink of cold water.
- Count to ten.
- Draw or colour.
- Go for a walk.
- Do yoga.
- Blow bubbles.
- Use a meditation app.



Tool 5 – STAR Chart

① What is it?

The STAR chart is a way of both recording and analysing incidences of distressed behaviours.

⌚ When should it be used?

When an autistic pupil is displaying distressed behaviours that you or a family member are concerned about.

✓ How should it be used?

The STAR chart works by providing a detailed record of the behaviour which is taking place, in relation to:

Setting - Where and in what context the behaviour took place.

Trigger - What might have led to the behaviour, including what happened immediately before it.

Action - What did the pupil do in that situation.

Result - What happened as a result – for the child, what happened immediately after.

The idea is that by gathering information in relation to these key points, you will be able to recognise patterns in behaviour and develop an understanding of the cause. Once you know this, you can implement a behaviour strategy which will aim to reduce and ideally replace the distressed behaviour with more appropriate behaviours. For example, you might be able to reduce or eliminate a particular behaviour by altering the setting, reducing the trigger, teaching an alternative behaviour to achieve the same end and/or changing the consequences/responses.

The STAR Chart should be completed each time there is an incident, and over time you should begin to see patterns. For example, if a particular behaviour occurs in response to an unplanned or unexpected activity, using a timetable or schedule to let a pupil know what is happening will eliminate the trigger and potentially stop the behaviour from happening.

Pupils have often developed very effective, but not always appropriate, behaviours – and this may be because they are not aware that there is an alternative behaviour which could achieve the same need.

Tool 5 – STAR Chart

STAR Chart

Name of the pupil:

Date:

Staff present:

Time	Setting / Context	Trigger	Action	Result
	Describe both the situation (what was happening) and the context in which it took place (describe physical and social setting).	What happened just before the behaviour took place? (factual). Where appropriate add any interpretive comments i.e. -What do you think caused the incident?	What did the pupil do? Describe/define all behaviour in terms of what was observable.	What happened as an immediate consequence – i.e. what did the staff do, what was the situation for the child after the incident?

Tool 6 – Happy Book

① What is it?

The Happy Book tool is a means of exploring emotion. It can be effectively used to support an autistic pupil to self-regulate. It is based on the principle of cognitive picture rehearsal (the idea of using a visual image) – in this case, one which makes the pupil feel happy in order to support them to learn to cope with situations they find challenging.

② When should it be used?

With an autistic pupil who will benefit from a visual tool to assist them with addressing situations which they find challenging or when addressing negative emotions.

③ How should it be used?

- Work with the pupil to identify situations, objects, people and activities which make them happy.
- Collect images of the relevant items and use them to create a simple book or PowerPoint presentation.
- Under each image, write “I feel happy when...”

For example:

- I feel happy when I am playing with my Lego.
- I feel happy when I am watching The Lion King.
- I feel happy when I am listening to Rihanna.
- I feel happy when I am eating chocolate.
- I feel happy when I am on the trampoline.
- Prompt the pupil to look at/go through the book when they are feeling stressed.
- Consider how the pupil will access the Happy Book.
- It could be held electronically – for example, on an iPad – or you may need to print it out, so that the pupil can carry it around or keep it somewhere safe where they can easily access it. The format, content and presentation of the Happy Book will vary depending upon the pupil’s age, comprehension and interest.

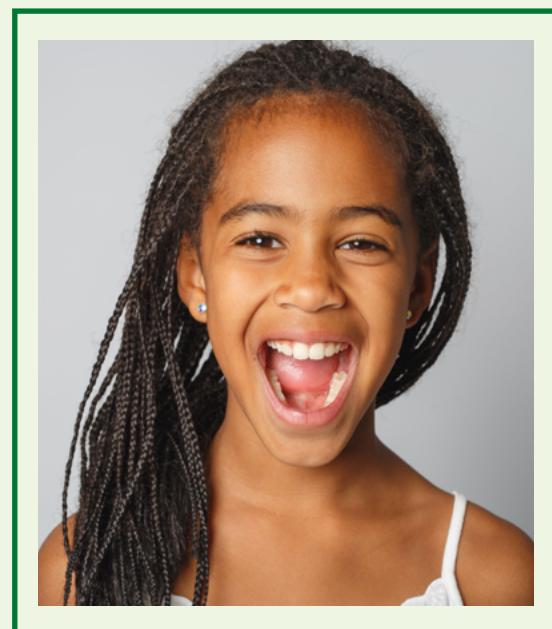
You can use the same “book” format to explore a range of emotions as well as happy. These might include sad, angry, and scared.

Tool 6 – Happy Book

Name: Charlie Smith

Date: September 2023

This is what my face looks like when I am happy



How does my face look?

- My eyes are wrinkled at the corners and a bit narrow.
- My mouth is curved and open. You can see my teeth and tongue.
- My hands are lower down. They are open and relaxed. Sometimes when I am smiling or laughing, my hands move up to my face.
- My voice sounds giggly and can be loud.

Other pictures of happy people

(Insert pictures/photos of other happy faces)



Things that make me happy are

(List activities/toys that the child enjoys)

- Playing Pokémon.
- When my Daddy takes me swimming.
- Going to the park and playing on the swing or roundabout.
- Being allowed a McDonalds for my dinner.
- When it is my birthday and I get lots of presents.
- Sleeping well and not having to get up early for school.
- Watching any of the Pixar movies – my favourite is Finding Nemo.
- Getting a Pick n Mix to eat whilst I watch a Pixar movie.

Things that make Miss Smith happy

(List activities/toys that teacher or mummy (if sending home) enjoys)

- Lying on a beach somewhere hot and sunny.
- Going snorkelling in the sea and seeing lots of colourful fish.
- Listening to music that I like.
- Going for a long run.
- Spending time with my family and friends.
- Having a hot shower and then putting on my pyjamas.
- Drinking a cup of hot coffee.
- Eating my favourite chocolate bar – Dairy Milk.

Things that make my friends happy are

(List activities/toys that two or three friends enjoy)

- Joey is happy when he is allowed to play with Lego and build what he wants.
- Playing football makes Joey happy.
- Arsenal winning also makes Joey happy.
- Joey is happy when it is lunch time.
- Max is happy when he is playing with friends at the park.
- Jumping and somersaulting on his trampoline makes Max happy.
- Max is happy when he and his brother see their Nanny and Grandpa.

Sensible ways to show I am happy

(Use examples such as smiling, laughing, telling someone, and singing
(at break times or lunchtimes)

- When I am happy, I can smile or laugh.
- I can tell people why I am happy.
- If I am happy at lunchtime or out of school, I might dance or jump around.
- Sometimes I might share what has made me happy with my friends – for example, tell them the joke.
- If me and my Mummy are happy in the car, we sing at the top of our voices together.
- I can try to soak in the feeling and remember it.
- If I am happy because I am playing Pokémon, I can keep doing this.

Silly ways to show I am happy

(Use examples such as shouting, running in school, jumping up and down in class)

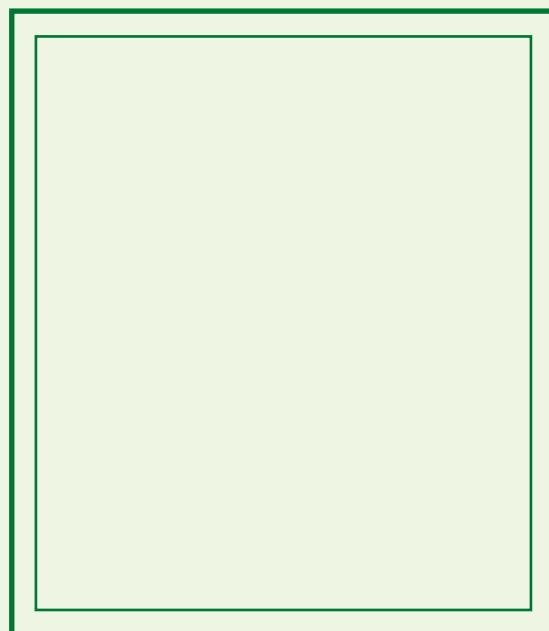
- If I am happy in class, it is a bit silly if I keep giggling and disrupting my friends.
- It could be dangerous if I run around inside when I am happy as there is not much room.
- It is silly if I grab other people when I am happy. They might not like this.
- Shouting out jokes in class is silly, I should wait until it is time to share these.

Tool 6 – Happy Book

Name:

Date:

This is what my face looks like when I am happy

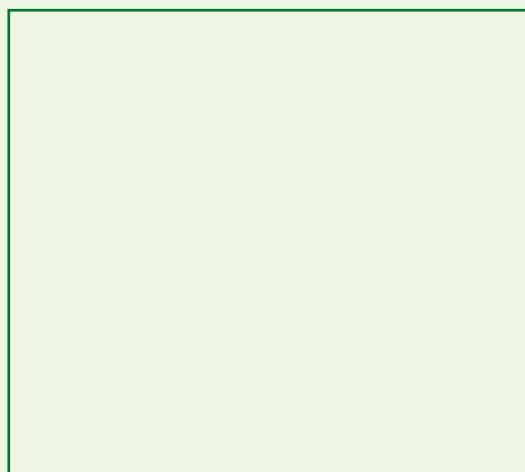
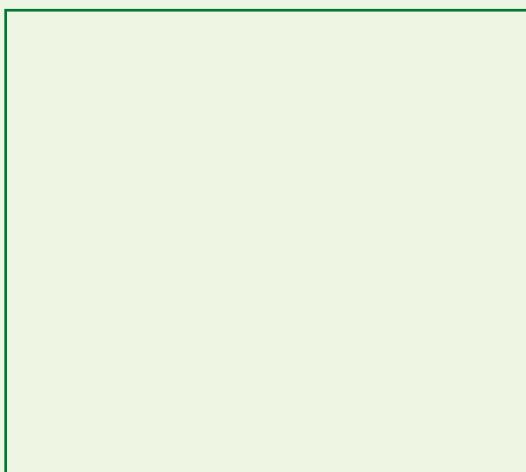
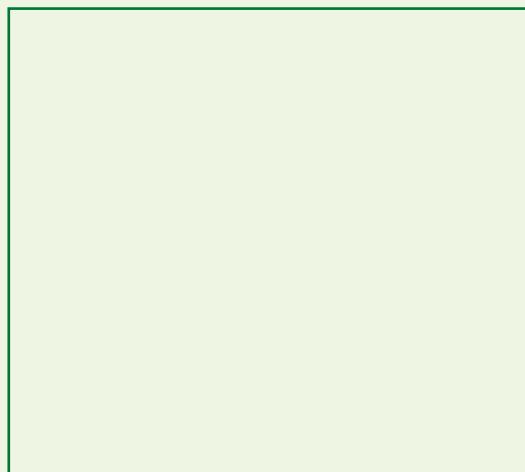
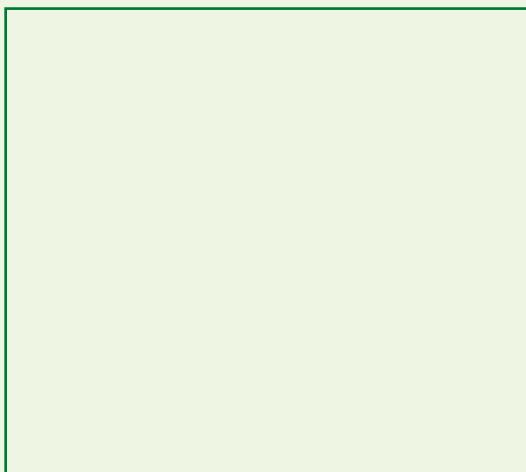
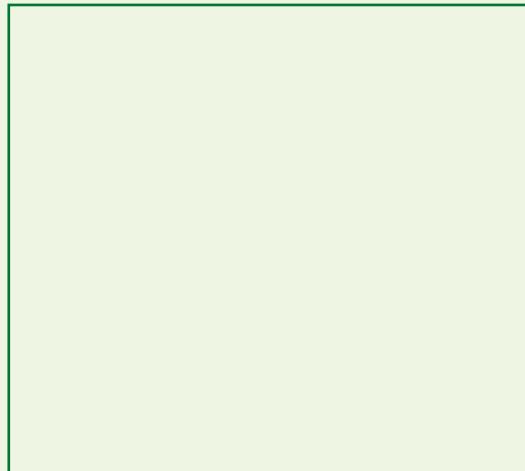
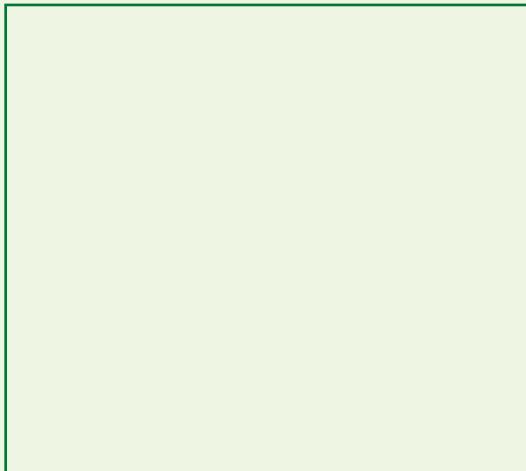


How does my face look?

My eyes are	My mouth is
My hands are	My voice sounds

Other pictures of happy people

(Insert pictures/photos of other happy faces)



Things that make me happy are

(List activities/toys that the child enjoys)

Things that make

happy

(List activities/toys that teacher or mummy (if sending home) enjoys)

Things that make my friends happy are

(List activities/toys that two or three friends enjoy)

Sensible ways to show I am happy

(Use examples such as smiling, laughing, telling someone, and singing
(at break times or lunchtimes)

Silly ways to show I am happy

*(Use examples such as shouting, running in school,
jumping up and down in class)*

Tool 7 – Emotion Thermometer

① What is it?

The Emotion Thermometer is an alternative visual means of supporting an autistic pupil to recognise and describe their levels of stress and anxiety, as a precursor to identifying strategies which can support them alleviate it and prevent distress.

⌚ When should it be used?

With an autistic pupil who is struggling with stress and anxiety, but not necessarily able to recognise or articulate that. They may appear to escalate to a state of high distress, with possible loss of control, in a relatively short time and in response to what might appear to be a relatively minor trigger.

This tool could be used in conjunction with the Stress Bucket.

✓ How should it be used?

Show the pupil the five- or ten-point Emotion Thermometer (whichever seems more appropriate for the pupil you are working with).

Support the pupil to consider what it feels like to have no anxiety (a score of one, or an empty bucket) to an overwhelming amount of stress (a score of ten, or an overflowing bucket that you just cannot pick up and carry around).

Ideally you should include the language the pupil uses to describe their emotions. Perhaps it is “meltdown”, “explosion” or “losing it” – whatever term makes sense to them.

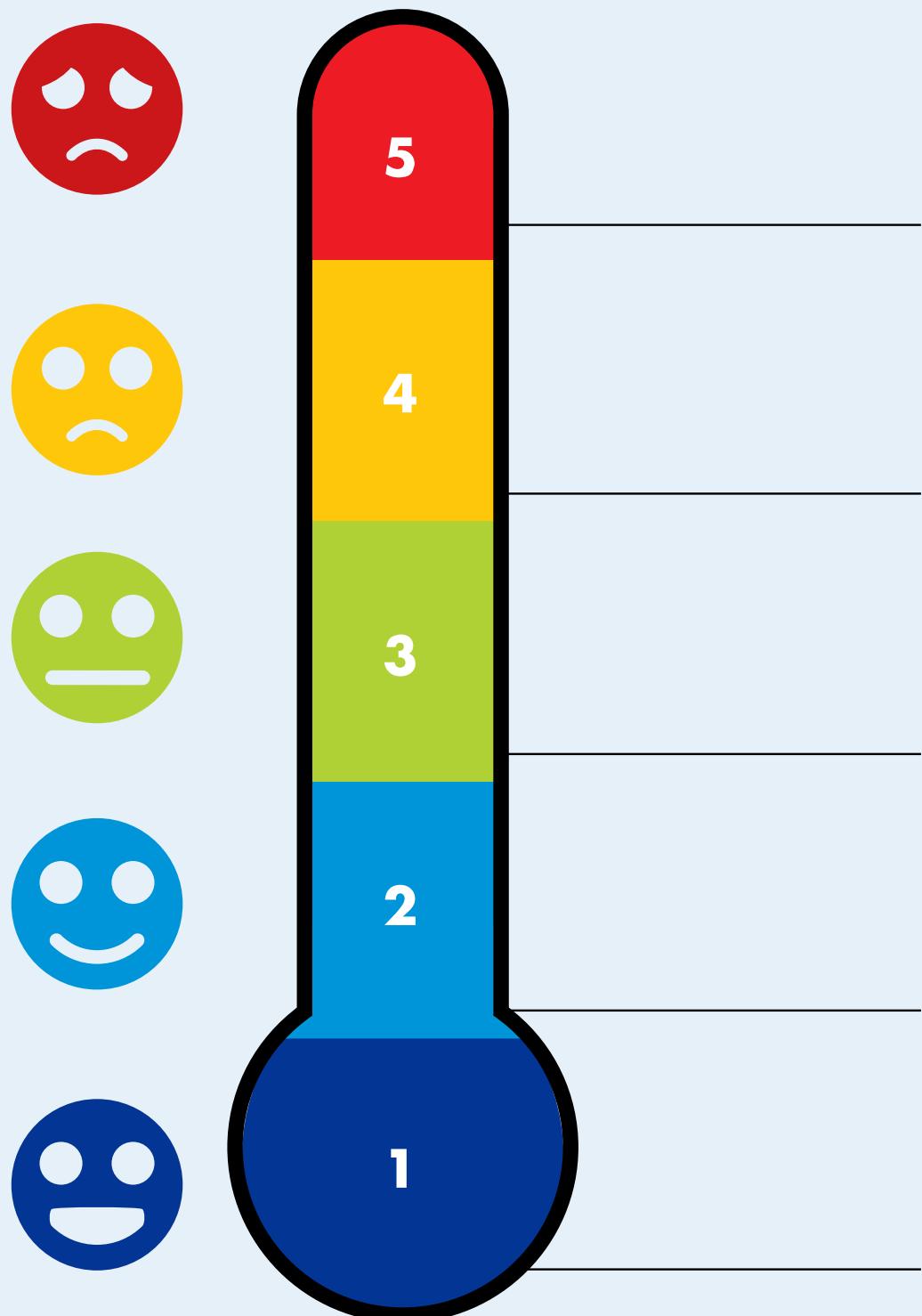
Once you have this understanding, work with the pupil to try and complete the numbered stages, describing for each stage, on the left of the thermometer, what it feels like, and on the right side, examples of situations which trigger that level of anxiety.

The completed Emotion Thermometer should be shared with all relevant staff and settings. This might include settings outside school, in the home and/or in the community. It can be used as a precursor to developing strategies to reduce anxiety and can potentially be used as a means of communicating levels of anxiety to staff.

Tool 7 – Emotion Thermometer

Emotion Thermometer (by Tony Attwood)

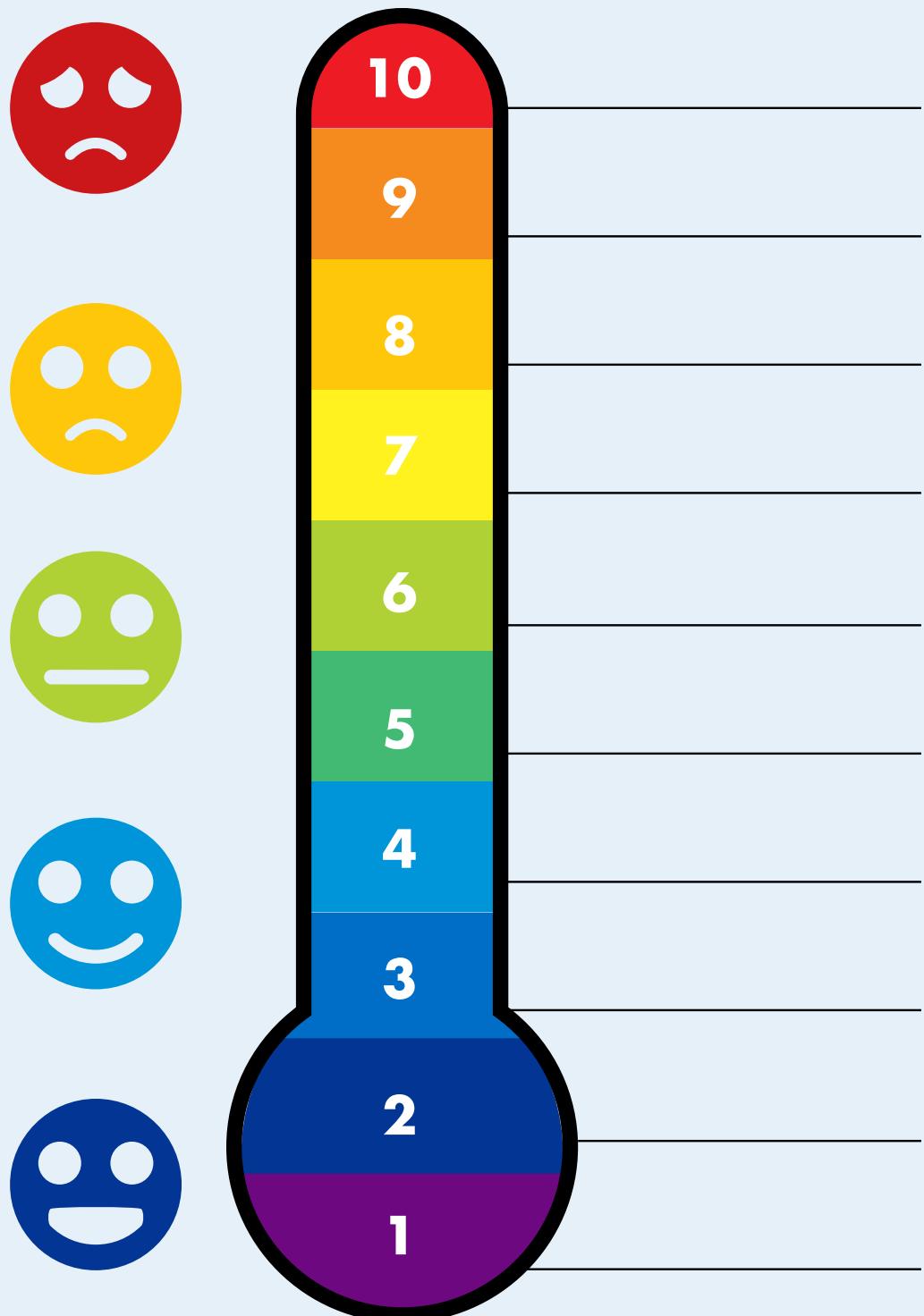
How do I feel?



Tool 7 – Emotion Thermometer

Emotion Thermometer (by Tony Attwood)

How do I feel?



Tool 8 – Environmental Checklist

① What is it?

This tool is a checklist of questions and prompts that practitioners can consider in relation to the environment in which they work as well as the presentation of the staff themselves. It relates to the sensory processing and integration of the autistic pupils they support.

② When should it be used?

This tool can be used regularly by practitioners (termly or half termly) to audit the school environment and staff practice in consideration of the sensory processing and integration needs of the pupils they support.

If a pupil has expressed that they are experiencing sensory differences, or if this has been identified by staff supporting them, the checklist could be completed to help identify possible reasonable adjustments that might help them.

③ How should it be used?

Staff/curriculum teams can complete the checklist by moving around the school environment or the part of it in which they are based. They can tick the statements/questions as appropriate and identify areas for development once completed. Senior Leadership Teams could also consider completing this tool during Learning Walks of the school environment too.



Tool 8 – Environmental Checklist

Classroom:

Date:

General Classroom Appearance	
Are the furniture tops clear?	
Are cupboard doors closed?	
Are the blinds closed when the sun shines in?	
Are all cupboards and boxes labelled?	
Are all resources stored in cupboards or lidded boxes?	

Organisation of room	
Is there a clear area for group work?	
Is there a clear snack area (or a strategy which indicates change of use)?	
Are children's work areas clearly organised with resources clearly labelled so children can access the materials they need?	
Are materials/stationary in a good state of repair?	

Computer	
Are wires hidden?	
Are stop/no touching signs in places for when the computer is not in use?	
Is the computer area clean and tidy?	

Sound	
Are windows closed if people are outside?	
Do chairs have stoppers to minimise noise?	

Tool 8 – Environmental Checklist

Staff	
Do staff consider clothing choices (remembering bright and highly patterned clothing may not be conducive to learning)?	
Are accessories kept to a minimum?	
Do staff avoid wearing strong perfume or hair products?	
Do staff support understanding using symbols?	
Do staff use minimal language where appropriate?	
Are staff conversations kept to essential information only in the presence of children?	

Areas for development

Tool 9 – Sensory Differences and Preferences

① What is it?

We all process sensory information differently. Sensory processing and integration is the way our bodies unconsciously take in information through our senses, and how this information is organised and made sense of in our brain.

The Sensory Differences and Preferences template is a tool for recording an autistic pupil's sensory differences and preferences across the different sensory systems and strategies that can be used to support the pupil remain calm and to access learning.

This tool can be used to help practitioners identify and record possible hyper- and hypo-sensitivities that the pupil may be experiencing across the different sensory systems and record strategies that could be used to support them.

⌚ When should it be used?

This tool should be used as part of the information gathering process when a practitioner is getting to know a pupil. The information can be included on a one page profile and shared with all practitioners working in the setting.

✓ How should it be used?

Use this tool to record the pupil's sensory preferences and differences. It can be used in conjunction with a STAR Chart or Behaviour Chart to analyse why a pupil may have become distressed. The information gathered about the pupil's sensory preferences and differences and appropriate strategies can be used to inform the Pupil-Centred Education plan and as a basis for staff discussion about how best to support them.

To fully understand a pupil's sensory needs and to safely implement effective strategies to optimise a pupil's learning and health outcomes, a comprehensive sensory assessment and report should be completed by an appropriately trained health professional – for example, an Occupational Therapist.

If a sensory assessment has been carried out by a trained health professional, please refer to this when filling out the table below.

Tool 9 – Sensory Differences and Preferences

Pupil's name:

Tactile (Touch)	
Hypo sensitivities:	
Strategies:	
Hyper sensitivities:	
Strategies:	

Tool 9 – Sensory Differences and Preferences

Visual (Sight)	
Hypo sensitivities:	
Strategies:	
Hyper sensitivities:	
Strategies:	

Tool 9 – Sensory Differences and Preferences

Auditory (Sound)	
Hypo sensitivities:	
Strategies:	
Hyper sensitivities:	
Strategies:	

Tool 9 – Sensory Differences and Preferences

Gustatory (Taste)	
Hypo sensitivities:	
Strategies:	
Hyper sensitivities:	
Strategies:	

Tool 9 – Sensory Differences and Preferences

Olfactory (Smell)	
Hypo sensitivities:	
Strategies:	
Hyper sensitivities:	
Strategies:	

Tool 9 – Sensory Differences and Preferences

Vestibular (Balance)	
Hypo sensitivities:	
Strategies:	
Hyper sensitivities:	
Strategies:	

Tool 9 – Sensory Differences and Preferences

Proprioceptive (Body Awareness)

Hypo sensitivities:

Strategies:

Hyper sensitivities:

Strategies:

Tool 9 – Sensory Differences and Preferences

Interoception (Internal Sensations)

Hypo sensitivities:

Strategies:

Hyper sensitivities:

Strategies:

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