



Autism  
Education  
Trust

My Idea Pad

# Let's Learn About Autism

## My Idea Pad

For 8-11-year-old  
children



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### What I do when I am happy? What makes me happy?

*e.g. When I'm happy I smile. Lego makes me happy.*



### What I do when I am sad/worried? What makes me sad/worried?

*e.g. When I'm sad I cry. Loud noises make me sad.*



## All about me

### Things I'm really good at:

e.g. Riding my bike / drawing pictures / doing sums

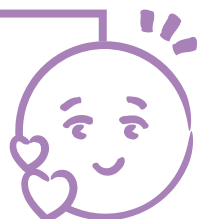


### Things I need support with:

e.g. Tying my shoelaces / not being afraid in the dark / maths



### How do I want my classmates to treat me:



### Scenario 1

A boy at school hardly talks and doesn't make eye contact. He stays on his own during playtime. He has tried to join in games before but his classmates laughed.

How do you think this made him feel?  
How could you help?



### Scenario 2

A young girl doesn't like eating in the lunch hall. She often gets very upset and has meltdowns during lunch due to the noise levels and smells of food.

How could you help?



### Scenario 3

A child finds it difficult to sit and focus for more than 20 minutes on the whiteboard in class. He starts to make noises and cover his ears with his hands.

### How could you help?



### Scenario 4

During circle time, a child never joins in when it is their time to speak or get involved. They are too shy to say anything in the group and choose to stay quiet.

### How could you help?




### Scenario 1

#### How you can help

- Remember that some people like having their own space. He might be happy on his own.
- Ask him to join in if he wants to join in with the games.
- Make him feel comfortable.
- Don't laugh at him but be nice to him.

#### Follow up questions


- How could you help someone join in without talking?
  - What games can you play that don't need verbal communication?
  - Why do you think he doesn't like to make eye contact?
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### Scenario 2

#### How you can help

- Do not laugh or talk about her during or after lunch.
- Understand that some people have different tolerances when it comes to noises and smells.
- Do not stare or laugh when/if she has a meltdown.
- Be kind and get her support from staff if she needs it.

#### Follow up questions


- Do you know what a sensory sensitivity is?
  - Do you know what a meltdown is?
  - Why do you think the young girl is having meltdowns?
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### Scenario 3

#### How you can help

- Do not laugh or stare when someone makes noises or covers their ears.
- Understand that some people struggle to focus.

#### Follow up questions


- Do you know what stimming is?
  - Do you know why some people can focus longer than others?
  - Do you find it hard to sit still?
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### Scenario 4

#### How you can help

- Encourage your peer to get involved.
- If you know they have a special interest, you could ask them to talk about this.
- Understand that some people may prefer to communicate by writing.
- Everyone in the class could contribute to circle time without talking, for example by signing or using picture cards.

#### Follow up questions

- Do you know what a special interest is?
  - How many ways of communicating can you think of?
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For more information on autism, visit:  
[www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk)

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