



Autism
Education
Trust

Quiz and Myth Buster

Let's Learn About Autism

Test your knowledge
and bust some myths



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Myths and Stereotypes Quiz: True or False?

All autistic people have the same needs, challenges and strengths.



All autistic people like the same things.



Autism is a mental health condition.



We should always consult specialists and professors who study autism if we would like to get a good perspective on what it's like to be autistic.



All autistic people are geniuses.



People of all genders can be autistic.



Myths and Stereotypes Quiz: Answers

All autistic people have the same needs, challenges and strengths.

FALSE – every autistic person's needs are different. Some may have greater sensory sensitivities than others, some may communicate in different ways. Just like the non-autistic population, their strengths and skills will be different from each other.

All autistic people like the same things.

FALSE – All autistic people are different and just like the rest of the population, they all like different things. There are lots of stereotypes in media representations about all autistic people liking trains, maths or science – some autistic people might like these things but not everyone.

Autism is a mental health condition.

FALSE – Autism is a neurodevelopmental condition. The Autism Education Trust considers autism a 'different' way of being, as opposed to a 'deficient' way of being.

Autistic people's thinking is not neuro-typical, but that does not mean it is insufficient or inadequate. They are different not less.

We should always consult specialists and professors who study autism if we would like to get a good perspective on what it's like to be autistic.

FALSE – If we would like to understand autistic people, we need to ask autistic people themselves. They are the true experts.

All autistic people are geniuses.

FALSE – Although there is such a thing as 'Savant syndrome' this is present in less than 1% of the autistic population.

Having a particular, focused interest on something may mean that autistic people are incredibly skilled or knowledgeable in one area. However it doesn't mean that they are geniuses. Like the rest of the population, IQ varies in autistic people.

People of all genders can be autistic.

TRUE – although historically thought of as a 'boy's condition', anyone of any gender can be autistic. There is still a big diagnostic gap between boys and girls though, as girls are more likely to mask their autistic traits or may present differently to boys.

One Page Profile

What people appreciate about me?



My hobbies and interests:



My strengths and skills:



How to support me:

e.g. My learning style, Sensory needs, Reasonable adjustments



Scenario 1

A student finds it difficult to sit and focus for more than 30 minutes on the whiteboard in class. He starts to make noises and cover his ears with his hands.

How could you help?



Scenario 2

You notice someone getting anxious at the end of class. They look panicked and are making a lot of movements. In the corridor they stop and put their hands over their ears. They are late for their next class.

How could you help?



Scenario 3

You go to the toilet during breaktime and find a student who seems very distressed. They are flapping their hands, making noises and rocking back and forth on the floor.

How could you help?



Scenario 4

An autistic student finds group work very stressful because she often gets paired with students who do not understand her behaviour. She is anxious because she must move seats and talk to different people.

How could you help?



Scenario 5

A student is really passionate about an interest of theirs. It is their favourite thing to talk about to other people. You notice some students are mocking this interest and making fun of the person.

How could you help?



Learning Scenarios Prompt Sheet

Scenario 1

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?

Scenario 2

Follow up questions

- Why do you think the student is getting anxious?
- Can you identify what might be difficult about moving between classes?
- How could the environment be improved?

Scenario 3

Follow up questions

- Do you know what stimming is?
- Do you know what a meltdown is?
- What do you think is happening here?

Scenario 4

Follow up questions

- Why might someone find group work difficult?
- How can you accommodate other people's needs?
- Do you know what 'reasonable adjustments' are?

Scenario 5

Follow up questions

- How would you explain a special interest?
- What can be done to raise others' awareness of autism?
- What policies and procedures should a school have, to address such situations?



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