

Supporting youngsters
with Autism in youth work

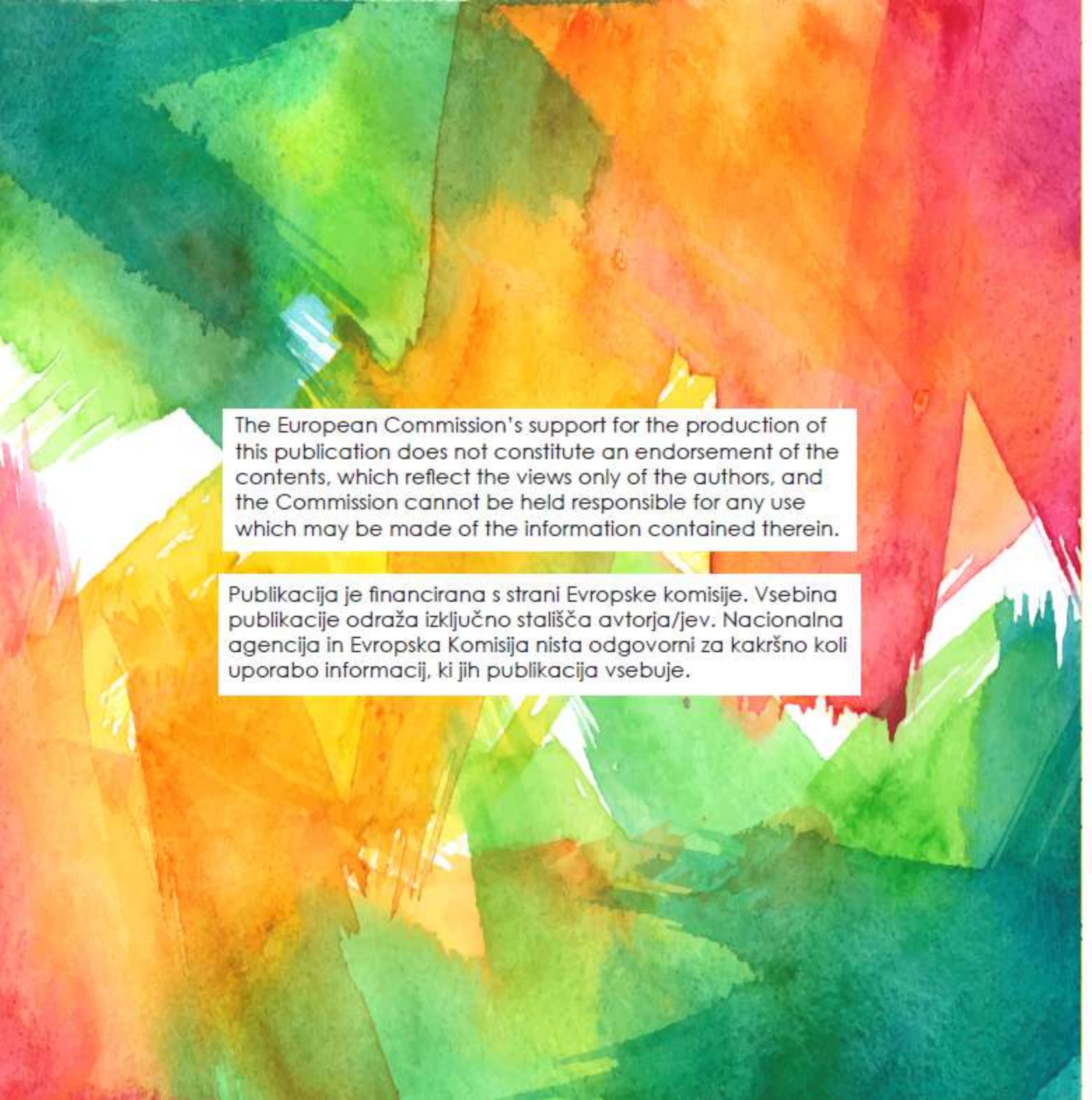
Manual with workshops

Podpora mladim z avtizmom v
mladinskem delu

Priročnik z delavnicami



Erasmus+



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SUPPORTING YOUNGSTERS WITH AUTISM IN YOUTH WORK

—ABOUT THE PROJECT—

In front of you is the manual that was the result of the Erasmus plus project Supporting Youngsters with autism in youth work (mobility of youth workers, training course). This manual was prepared for youth workers and for everyone that would like to know more about autism and get some ideas for the workshops. When we were preparing the workshops, we had in mind the specifics of Asperger syndrome (obstacles in social interaction, communication, understanding of social context...), but workshops can be used for any groups.

Training course was held in Domžale from 23rd of August till 1st of September 2019 and was organized by Center za mlade Domžale. 12 participants and 2 trainers from Slovenia, Greece, Estonia and Spain participated in the project. The aim of the project was to gain knowledge and experiences working with youngsters with autism, to know more about their needs and how to adjust methods that are already used in a way that they would include also youngsters with autism. Through the training we used methods of non-formal education and we focused on experiential learning. On the training participants prepared and performed workshops for youngsters with autism which are collected in this manual.



ABOUT AUTISM SPECTRUM DISORDER

What is autism spectrum disorder?

Autism spectrum disorder (ASD), refers to a broad range of complex neurodevelopment disorders characterized by challenges with social skills (communication and interaction), repetitive and characteristic behavior, speech and nonverbal communication. The symptoms are present from early childhood and affect daily functioning. In short... their brains are different that is why they function differently.

"Spectrum" refers to the wide range of symptoms. There is not one autism but many subtypes, most influenced by a combination of genetic and environmental factors. Each person with autism has a distinct set of strengths and challenges. The ways in which people with autism learn, think and problem-solve can range from highly skilled to severely challenged. Some children, youngsters and adults with ASD are fully able to perform all activities of daily living and can live entirely independently while others require substantial support to perform basic activities. ASD is often accompanied by sensory sensitivities and medical issues such as gastrointestinal (GI) disorders, seizures or sleep disorders, mental health challenges such as obsessive-compulsive disorder (OCD), anxiety, depression and attention issues and hyperactivity.

As you can see, persons with autism are very different. If you've met one person with autism, you've met just one person with autism.



How can we recognize a person with ASD?

Autism's core symptoms are social and communication challenges and restricted, repetitive behaviors. Many people with ASD have sensory issues too. This involves sensitivities to sounds, smells, lights, taste, touch, pain, temperature, and other stimuli. They can be over- or under- sensitive.

People with ASD have difficulty with communication and with understanding what other people think and feel. This makes it hard for them to express themselves. They may not understand or use appropriately eye contact, tone of voice or expressions not meant to be taken literally. They also may have social challenges in recognizing their own emotions and emotions and intentions in others and with expressing emotions. They have challenges in taking turns in conversation, gauging personal space and they might feel overwhelmed in social situations. They also might have problems with learning, because their skills might develop unevenly. Restricted and repetitive behaviours can include repetitive body movements (spinning, walking on tips of toes, rocking ...), repetitive motions with object (spinning wheels), staring in objects, ritualistic behaviour (lining up objects), extreme interests in specific topics, need for routine (same schedule, clothes, food).



How to work with person with ASD?


People with ASD need extra patience and compassion from those around them. Be tolerant, patient, compassionate and creative. Don't force communication or looking into eyes. It is important to allow ample time when communicating. Keep sentences short and allow time for them to process information. When working or following recipe break tasks down into smaller steps. Showing pictures of each step, modelling the task, and saying each step out loud or write it on a visible place can help facilitate learning. Also try to keep language as simple as possible, use minimal words when making your point or giving information. Avoid the use of sarcasm and idioms, they may understand it literally.

Some of them can experience sensory overload from stimuli and don't like shaking hand or hugs. Kindness or asking them if it is ok for them to shake hands is sometimes the best way to show respect for their desire for personal space. It is important to be mindful of sensory input (visual, auditory, tactile input and smell or taste) in the individual's environment.

If they are upset or have panic attack, it is important that environment around them is calm and peaceful. Speak with calm voice, distract them with tasks they enjoy or calm them (anti-stress balls, puzzles, coloring books), and give them time to calm down. Retreat room or sensory room can be very handy in these situations. This shouldn't be the same place as where pupils are sent as a form of punishment. Teach individuals to advocate for their own needs. For non-verbal it could be as simple as teaching them to request their favorite food by handing you a picture. Or for someone with more verbal skills, to explain their communication and accommodation needs to their peers, professor or employer.

Some individuals have problems with organizing their time. Introduce them to ways of controlling time. This may include checklist, to do lists, reminders on phone. First they will need guidance, over some time they will get used to it and won't need your help anymore.






For some unstructured activities and wait time can be a source of anxiety and confusion, they don't know what to do or where to go. Directions of what to do during unstructured activities can be beneficial. "Wait time" activity like reading books, assembling a puzzle, solving crosswords can ease this anxiety. It is important to expose individuals with ASD to a variety of activities and experiences and explicitly teach them leisure skills, because some of them have limited repertoire of alternative behaviors and interests. They may be less likely to communicate for social purpose, that's why they need to practice their conversations skills. Talk with them about topic they are not very interested in, and try to stay on topics, practice turn talking...

Perspective-taking is a challenge for many individuals on spectrum. Practice these skills by asking them questions about how the person (in a movie, video, book, and picture) is feeling, what they are thinking, what they are going to do, what are they talking, non-verbal communication...

How ASD is treated?

There is no cure for ASD. But early treatment can make a big difference. Therapies and behavioral interventions are designed to remedy specific symptoms and can substantially improve those symptoms. The ideal treatment plan is made specifically for individual. What works for one person might not work for another. Family counselling or self-helping groups for the parents and siblings of person with ASD often helps families cope with the particular challenges of living with a person with ASD. One thing that is also very important is a strong support network, which is made up of everyone (family members, teachers, psychotherapists, consultants, doctors, psychiatrists, social workers, mentor at work, etc.) who works with a person with ASD.





Educational, behavioral, and communication therapies in early ages are very successful. Applied Behavior Analysis (ABA), Treatment and Education of Autistic and Communication related handicapped Children (TEACCH) in these two interventions therapists (or teachers) use highly structured and intensive skill-oriented training sessions to help children develop social and language skills. Occupational therapy can help with life skills like dressing, eating, and relating to people. Sensory integration therapy might help someone who has problems with being touched or with sights or sounds. Speech therapy improves communication skills. Cognitive Behavioral Therapy (CBT) can help people to manage their problems by changing the way they think and behave. CBT is designed to help people notice and understand how their thoughts, behaviors and emotions affect each other. It is also designed to help them learn new ways of thinking about and responding to distressing situations.

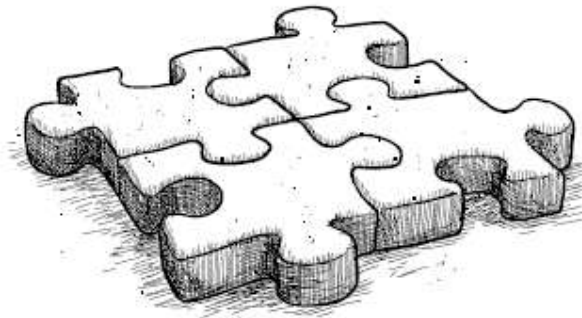
Communication and social skill learning group for teenagers with ASD can help them to gain their self-esteem and practice in safe environment. Learning social skills in a group can be particularly helpful because participants can share observations and suggestions. Different activities (board games, cooking and art workshops, visiting museums, going to the cinema, talking groups,...) in adapted and safe spaces are important in a process of learning to live independently. For teenagers and for adults with ASD is very welcome if they have consultant they can talk and discuss their challenges with. Personal assistant to help with paperwork, shopping or just hanging out with person with ASD can make a big impact on a life of person with ASD. For some of them can be a closer step to being independent, especially independent of the family.



How to introduce a person with ASD at school, or at youth organization?

First of all talk to the person with ASD if it's okay for them to talk about ASD and make a lecture. If they agree (That's great!), check if they are willing to help and want to be an active part of a lecture. If not, that's ok. Maybe they want to be listeners like others. Then organize a workshop or a lecture. Give an explanation on what ASD is and what are the specifics of ASD (difficulties with social skills and communication, sensory sensitivity, selective mutism or mutism, etc.). You can also watch a movie (short or long), maybe a person with ASD can introduce him- or her- self via a movie. At the end make a discussion.

You can also make a workshop on the topic " We are all different ". All pupils or peers can introduce themselves (movie, poster, power point presentation, drawings, etc.). They need to tell other in what ways they are different from others. Person with autism will feel less different. We all are bit different and unique.





WORKSHOPS

During the project we prepared workshops for youngsters with autism for the event »Back together« which was held in association ASPI. We prepared 3 workshops:

- **Trafficlights**
- **Worm race**
- **Music and Collage**

In manual we also included workshops we were working on and we didn't used them in the event:

- **Horse game,**
- **Training stop and go,**
- **Walk game x 4**

The workshop **Speed dating** was used during the project in the process when youngsters with autism were getting more familiar with the whole group.



Goals: To identify and express our emotions and readiness for action before, during and after the workshop

Program and methods: We use this method because it's easier to show a color than to talk about feelings, especially when it's difficult to find the right words. We can use this during the workshops, in order to adapt it according to the participants needs.

Preparations: Make as many Traffic light -tools as you have participants. You can make the tools by cutting 5cm diameter circles from green, yellow, red and blue paper and laminating them. You can then make a hole to the corner of the laminated circles to make necklaces with threads.

Draw a picture to help visualize the concept of traffic lights. To the picture draw a road with a parking place and a crossroads with a traffic light.

Action: At the beginning of the workshop explain to the participants how the Traffic lights -tool works. You can use a picture of road and parking area with traffic to visualize the concept of parking spot and traffic lights.



Blue circle is for "Parking": that means you're not ready to start. For example, you're thirsty or hungry or you need the toilet. So you can solve that before the start.

Green circle is for "I'm good to go": you feel ok and ready to start the activity. You are calm and focus now.

Yellow circle is for "I have technical problem": means that something is bothering you but you may not be able to identify it and need some time. While you're showing it you can ask someone for help.

Red circle: is for "immediate stop": so you don't feel you can start the activity or, if in the middle of it, you need to stop. You can take a time out and find your safe place to calm down and start again when you feel ready.

Materials:

For Traffic light -tools:

- Blue, green, yellow and red papers
- Scissor
- Laminator
- Laminator pouches
- Hole maker
- Thread

For visualizing picture:

- A3 paper
- Black, blue, green, yellow and red markers



Extra: Make sure to keep the instructions as simple and clear as possible. When making the Traffic light-tools cut the threads for necklaces long enough. You can also make the threads adjustable by tying the ends around the other end of the thread.



Time: 10-15 min.

Goals:

- Group connection/ Team building
- Coordination and motoric skills
- Challenge the personal space
- Energizer

Program and methods:

- 1) Think about the size of the group. Prepare enough balloons, think about the space where you are going to do the activity (consider a big space outside), take in consideration the different characteristics of each participant.
- 2) Forming groups: we recommend groups of 3 to 6 (max). Ask the participants to make the groups and form a line (one of the tools to use is give a number to each participant etc. one, two, three...).
- 3) Make an introduction or storytelling, etc. Its nice to welcome you in the game. Now we are going to play a game namedNow we are going to be worms and we have to work together....



4) Explain the rules:

- The first one in the line has the balloon, when the game leader gives the signal (ex. 3, 2, 1 GO!). The first one has to pass it to the next person in the line and it continuous untill the last one has the balloon.
- When the balloon reaches the end, the last person has to go to the beginning of the line, and pass it again.
- The groups continue the exercise until the first person of the line reaches the finish line.



5) Start the game.



Materials:

- Balloons(one per group), we recommend to have some extra ones.
- Finish line: can be a rope, stick, flag on the floor...
- Bigger / open space where you can play the game.

Extra: A good thing about this activity is that you can personalize it according to the needs of the group. You can change/adapt the:

- Speed (it can be fast or slow game)
- Space between participants
- To make it competitive or not
- Way to pass the balloon
- Different prizes/rewards

If you have participants sensitive to sounds consider using different material and not balloons. When you are passing the balloon, it makes sound!



Time: 35-45 min.

Goals:

- 1) Express and learn your emotions through music and collage
- 2) Improve social skills (eg. asking for tools from others)
- 3) Staying focused
- 4) Improving motor skills



Program and methods:

In the workshop you make two different collages, each one inspired by the different musical background, one with uplifting and other with sentimental atmosphere.

- Before starting the activities, prepare the tables with the tools needed for the workshop.
- We start with short introduction and explanation; we recommend that you have them also in written form. Go through the rules that have been set up and remind them that if they forget something then there are rules written on paper.
- Make sure that everybody is ready to start and answer some questions that they might have. Pay attention that everyone has enough space.
- Participants can use whatever is on the table. This gives them freedom and not restrict them to using only certain kinds of tools; by not giving enough tools for everyone, they need to ask others for them and in that way improve their social skills.
- Listen to music and create! - Everybody creates on their own paper. This is to give them the opportunity to do something on their own and give the

chance to socialize with others if they want to.

- If someone needs a break, then can get up and move or take a time out and join back when they feel ready. (If playing the traffic light game, they can use that to let know how they're feeling.)
- Select music as a background for the collage process. Use 10 minutes for each music atmosphere. You don't need to explain what kind of mood this music is representing – it can be a good opener for the discussion how we perceive music in different ways.
- Discussion: Conclude discussion with sharing the emotions about collage process.
- Everybody gets the chance to introduce their works and share their feelings if they want to.



Materials:

Tables and chairs, papers, old magazines, pencils, pens markers, finger-paints, scissors, glue, tape, music (speakers to increase volume), rules written on paper, examples of collage (according to the number we want them to do).

Extra:

- Share your feelings through mood cards.
- More time to finish, if it is needed (more flexible).
- Variations of the workshop:
 - 1) Color on the same paper the whole group altogether.
 - 2) Decide and draw something common in a group.
 - 3) Two groups: Each group has different emotional atmosphere (song) and they draw, create. At the end we compare the collages and talk about the emotions.
 - 4) Groups can choose song for their background.
 - 5) Cut out words and communicate through that (the topic can be anything).

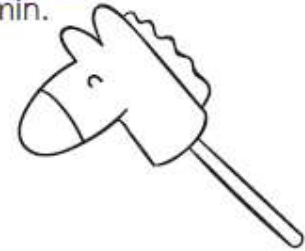




Time: 5-10 min.

Goals:

- Warm up activity
- Focus the attention
- Coordination and motor skills



Program and methods:

This activity is nice for warming up, focusing the attention of the participants and later, to continue with other activities. This activity can be used in many different fields: people with autism, intellectual disability, motor skills disabilities, etc.

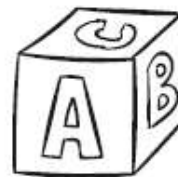
First, there is one game leader, who is going to "transmit" the race, and the participants will do a line in front of him/her, they can be standing up or sitting down in chairs. It is important that everybody sees the game leader.

The game leader explains the game. It is nice if you introduce the game with a story telling, for example: "Is the group ready for the most important horse race in the world? All of you are horse riders and you have to be focus for all the obstacles that you are going to find in that race..."

The leader will describe the race, saying aloud the obstacle. Each obstacle goes with a movement, the leader can combine obstacles as he/she wishes and the group has to copy him/her.

- **Horse pace:** this is the main movement (the leader does not have to say it, just do it during the entire race). Everybody have to hit (gently) their legs with their hands, with rhythm, first one hand and later the other. The leader can change the rate; do the movement slower or faster, according to the intensity of the race. For example, I recommend starting slowly and doing it faster when you are arriving to the "finish line".
- **Right:** everybody bends his/her body to the right.
- **Left:** everybody bend his/her body to the left.
- **Tunnel:** when the leader says tunnel, everybody has to hit his/her chest, following the rhythm of the race.
- **Jump:** everybody put his/her hands up.
- **Pool:** hit with two fingers of one hand the palm of the other palm.
- **Photo finish:** for finishing the race, we have this last movement, where everybody gets frozen in a funny position.

Materials: A place enough big for the group, and skills for storytelling.



Extra: Feel free for invent new "obstacles" in the race, according to the necessities of the group.



Time: 5-10 min.

Goals:

- To ask for silence to the group.
- To give the turn to speak to others.
- To ask for the attention of the group.

Program and methods:

We use this method because it's an adaptive way to approach to others without being invasive, especially when it's difficult to get the attention of a big group. Besides we can use this during the workshops, and can be adapted according to the participants needs. For example, we can use pictograms with STOP and GIVE WAY sign, or we can just use our hands to sign what we need from them (to be quiet, pay attention or so give someone's turn).

Preparations: print one sign of Stop, and one of Give way, plasticize and glue it to a stick.

Action: At the beginning of the workshop explain to the participants, that we are going to apply the traffic rules to our group. You can use a picture of a road and cross road area to visualize the concept. Using the pictures, explain to them that Stop means we need to be quiet and stop what we're doing to pay attention to the guide of the group. If not using the pictures, you can explain that rising your hand up will mean Stop, and everyone needs to do the same so everyone else notice and also the guide can see you are paying attention to him/ her.

When everybody is paying attention, you put your hands down.
After, the guide can show a GIVE WAY sign to give the turn to speak. If you don't need the pics, the guide can point to the person who has now the turn to speak.

Materials:

- Scissor
- Laminator
- Glue
- Stick



Extra: If the people you're working with don't need a visual adaptation, there is no material needed. With youngsters sensitive to sound and noises this is a good way how to get attention without extra noise.



Time: 5 – 20 min (depends on the combination of activities)

Goals:

Warming up the group and learning to observe and make contact with others.

Program and methods:

Especially with persons with autism it's often important to give participants time to warm up to the others and the variations of the walk game give good opportunities for this.

Three variations of the walk game are:

- Filling empty spaces: Group starts to walk in a random order around the space. Every body has to try to keep the whole space occupied but no one can stop.
- Stop game: Group starts to walk in random fashion in the space. Whoever in the group can whenever stop and everybody has to stop too. Whoever can then resume walking and all the rest follow.
- Walking speeds: In the beginning participants agree on a code for different walking speeds (and / or styles), for example "1" means walking slow and number "5" means basically running. Whoever can say a number to change the speed of groups movement.
- Greetings: All the participants start walking in the space in silence.



The leader of the game then guides them through the steps of:

- Taking eye contact,
- Taking eye contact and nodding,
- Taking eye contact, nodding and saying hi,
- Taking eye contact, shaking hands and greeting,
- Optional: Taking eye contact, giving kiss on the cheek,
- Optional: Taking eye contact and hugging.

Materials: Big space.

Extra: - Make sure to keep the instructions as simple and clear as possible.

- You can use the Trafficlights -tool to check the readiness and feelings of the participants for this action.
- When using greetings version of Walk game, make sure that you know well the group, that there aren't people who have difficulties with eye contact or being sensitive to physical touch. Also, when including hugging or kissing on the cheek, take into account cultural differences.
- You can use variations separate or combined in longer activity.



Goals:

Encouraging contact, conversation and get to know each other.

Program and methods:

Regular speed dating can be difficult for persons with autism as the situation involves new people, unspecified structure of discussion and surprising topics. In this method we try to solve these problems.

Preparations: Preparations for Speed dating include preparing the Question papers and letting people adjust to each other. In order to create structure for the discussion and avoid surprising topics, it's good to prepare the questions for Speed dating in ahead with the persons with autism. Having in control the preparations of the questions or preparing the questions gives youngsters with autism sense of controlling the situation. If needed, the questions can be color coded according to topic or difficulty of the topic, to make it easier to participants to adjust the discussion to their current mood. It's good to have lots of questions, at least 10-20 different ones for each speed dating spot.

It's also important to let people to adjust to each other before the speed dating. Persons with autism have to be informed well before the event, discuss with them about their fears, hopes and technical questions (like the structure of the event).

On the day of the event it's good to reserve time for the participants to observe and get a feeling of each other and get more comfortable, preferably offering the persons with autism familiar points (safe places where they can move away).

The space for the speed dating should have separate rooms and spaces for each person with autism, without other distractions. It can also be helpful to have visual aides, for time keeping, answering the questions (pictures, pictograms) and where to go next.

Action: Start the action by going through the structure of the event and the spots of the speed dating discussions. Move to the speed dating spots, people with autism and their possible assistants. In each of the speed dating spots participants have 10-15 minutes time for discussion based on the questions on the question papers. When time is up, participants move to other place (youngsters with autism stay on the same place, only others move).

At the end of the action it's good to come together and check how the experience was for all.

Materials:

- Color papers for the questions
- Pens

Possibly:

- TimeTimers or other visual timekeepers
- Pictures for program and guidelines



Example of visual adaptation: flow of the workshops for event "Back together".

Extra:

- Make sure to keep the instructions as simple and clear as possible.
- You can use the Traffic lights -tool to check the readiness and feelings of the participants for this action.
- You can use these methods to cover different topics.

PODPORA MLADIM Z AVTIZMOM V MLADINSKEM DELU

—O PROJEKTU—

Pred vami je priročnik, ki je rezultat Erasmus plus projekta Podpora mladim z avtizmom v mladinskem delu (mobilnost mladinskih delavcev, trening). Priročnik je namenjen mladinskim delavcem in vsem, ki jih zanima področje avtizma in metode dela z mladimi z avtizmom. Pri pripravi delavnic smo imeli v mislih specifične Aspergerjevega sindroma (ovire v socialni interakciji in komunikaciji, težave pri razumevanju socialnega konteksta...), vendar so delavnice primerne za vse skupine.

Trening mladinskih delavcev Podpora mladim z avtizmom v mladinskem delu je potekal v Domžalah, med 26. avgustom in 1. septembrom 2019, v organizaciji Centra za mlade Domžale. Sodelovalo je 12 udeležencev in dve trenerki iz Slovenije, Grčije, Estonije in Španije. Cilj projekta je bil pridobiti znanje in izkušnje pri delu z mladimi z avtizmom, spoznati njihovo specifično potrebo ter na kakšen način prilagoditi že obstoječe metode dela, da bodo v največji možni meri vključevala tudi mlade z avtizmom. Na treningu so bile uporabljene metode neformalnega učenja, s poudarkom na izkustvenem učenju. Udeleženci so pripravili in izvedli delavnice za mlade z avtizmom, ki so zbrane v tem priročniku.



O SPEKTROAVTISTIČNI MOTNJI

Kaj je motnja avtističnega spektra?

Spektroavtistična motnja (SAM) je razvojno nevrološka motnja, za katero so značilni primanjkljaji na področju komunikacije in socialne interakcije, ponavljajoča in neobičajna vedenja. Simptomi so prisotni od zgodnjega otroštva dalje in vplivajo na vsakodnevno delovanje. Na kratko, njihovi možgani so drugačni, zato tudi delujejo drugačno.

“Spekter” pomeni širok razpon simptomov. Ne obstaja en avtizem, temveč mnogo podtipov, na katere vplivajo kombinacija genetskih in okolijskih dejavnikov. Vsaka oseba z avtizmom ima specifičen nabor močnih točk in primanjkljajev. Kako se osebe z avtizmom učijo, razmišljajo in rešujejo probleme variira od visoko funkcionalnih do težjih motenj. Nekateri otroci, mladi in odrasli s SAM so sposobni samostojno opravljati vsakodnevne aktivnosti, medtem ko drugi potrebujejo nenehno dodatno podporo. SAM pogosto spremljajo tudi senzorne težave in druge zdravstvene težave (prebavno črevesne motnje, motnje spanja...), težave duševnega zdravja (obsesivno-kompulzivna motnja (OKM), tesnoba, depresija) ter težave povezane s pozornostjo in hiperaktivnost.

Kot vidite, se osebe z avtizmom med seboj zelo razlikujejo. Če ste srečali eno osebo z avtizmom, ste srečali samo eno osebo z avtizmom.



Kako prepoznamo osebe s SAM??

Osrednji simptomi avtizma so povezani z ovirami v socialni interakciji in komunikaciji ter ozko usmerjenimi in ponavljajočimi interesi in aktivnostmi. Veliko oseb s SAM spremljajo tudi senzorne težave, kot so občutljivost na zvok, vonj, svetlobo, okus, dotik, bolečino, temperaturo in druge dražljaje. Lahko so preveč ali premalo občutljivi.

Osebe s SAM imajo težave v komunikaciji in socialni interakciji. Lahko ne razumejo pomena ali ne uporabljajo "primerne" očesnega stika in tona glasu ter imajo težave pri razumevanju metafor, saj izrečeno razumejo dobesedno. Težave imajo pri razumevanju konteksta, kaj drugi ljudje mislijo in pri samoizražanju, prepoznavanju lastnih čustev in čustev drugih ter pri izražanju čustev. Prav tako se težave pojavijo pri prepoznavanju menjave vlog v pogovoru in mejami osebnega prostora. V socialnih interakcijah lahko občutijo preobremenjenost zaradi različnih dražljajev.

Nekatere osebe s SAM imajo lahko težave pri učenju, pogosto je tudi, da so intelektualne sposobnosti neharmonično razporejene. Pri ozko usmerjenih in ponavljajočih interesih in aktivnostih lahko govorimo o ponavljajočih telesnih gibih (vrtenje, hoja na konici prstov, zibanje...), ponavljajočih gibih predmetov (vrtenje kolesčka), strmenju v predmete, ritualnem vedenju (postavljanje predmetov v vrsto), ekstremnih interesih za določeno temo in potrebi po rutini (stalen urnik, oblačila, hrana, ista pot v šolo).



Nasveti za delo z osebo z SAM?

Bodite strpni, potrpežljivi, sočutni in kreativni. Osebe ne silite v komunikacijo ali v očesni stik. Uporabite kratke stavke in jim omogočite čas, da procesirajo informacijo in nato odgovorijo. Ko delate po navodilih, razdelite naloge na manjše korake. Korake lahko prikažete s slikami, jih zapišete in izobesite na vidna mesta ali v procesu vsak korak izgovorite na glas, kar jim lahko olajša razumevanje in učenje. Jezik naj bo preprost in jasen, uporabljajte čim manj besed ko želite podati informacije ali poudariti bistvo. Izogibajte se sarkazmu in idiomom, saj jih lahko razumejo dobesedno.

Senzorno občutljivi lahko doživljajo preobremenjenost dražljajev. Nekateri ne marajo rokovanja ali objemov. Vprašajte, če se želijo rokovati – s tem izkažete spoštovanje do njihovih želja in osebnega prostora. Pomembno je, da smo pozorni na senzorne dražljaje (vidni, slušni, vonj, ...) v posameznikovem okolju.

Če se oseba razburi ali ima napad panike, je pomembno da ostanete mirni in poskrbite za mirno okolje. Ogovorite jih z mirnim glasom, zamotite jih z aktivnostmi, v katerih uživajo ali jih pomirjajo (antistresne žogice, sestavljanke, pobarvanke, ...), dajte jim čas, da se umirijo. Soba za umik ali senzorna soba je v takšnih situacijah zelo priročna. Soba za umik ne sme biti prostor, ki se ga npr. v šoli uporablja tudi za namen kazni.

Naučite jih, kako izraziti svoje potrebe. Če oseba ne govori, ji lahko pokažete kako izražati svoje želje in potrebe preko slik. Če imajo posamezniki večje verbalne spretnosti, jim lahko pomagata tako, da predstavite njihove način komunikacije osebam, ki jih obkrožajo (vrstnikom, učiteljem, delodajalcem, ...).

Nekatere osebe s SAM imajo lahko težave pri organizaciji časa. Predstavite jim načine organizacije časa (npr. uporaba koledarja, opomniki, kontrolni sezname, ...). Z uvajanjem novega orodja bodo na začetku potrebovali vodstvo, sčasoma pa bodo pri uporabi postali samostojnejši. Nestrukturirane aktivnosti in prosti čas so lahko razlog tesnobe in zmede, saj ne vedo kaj početi, kam iti, kaj se dogaja, Usmeritve kaj početi, ko ni strukturiranih aktivnosti so ključne in omilijo tesnobne občutke. To so



lahko branje, sestavljanje, reševanje križank, barvanje...

Pomembno je, da osebam s SAM predstavimo različne aktivnosti in možne izkušnje ter jih naučimo veščine obvladovanja prostega časa, saj imajo nekateri omejen nabor alternativnih vedenj in interesov. Manj verjetno je, da bodo pričeli komunikacijo v socialne namene, zato potrebujejo vajo v komunikacijskih veščinah. Pogovarjajte se z njimi o temah, ki jim niso zelo zanimive in jih spodbudite, da ostanejo osredotočeni na temo, vadite izmenjevanje pogovora, prepoznavanje konteksta pogovora, obrazne in telesne mimike,

Prepoznavanje različnih vidikov pogovora je za osebe s SAM izziv. Vadite komunikacijske in socialne veščine tako, da jih povprašate, kaj oseba čuti (v filmu, knjigi, na sliki, ...), o čem razmišlja, kaj bo storila, o čem govori, kakšna je bila neverbalna komunikacija, kdo je protagonist in antagonist zgodbe,

Kako obravnavamo SAM?

Zdravila za SAM ni, vendar lahko zgodnja obravnavna pripelje do boljših izidov. Terapije in vedenjske intervencije so zasnovane na način, da omilijo specifične sindrome. Najboljša obravnava je tista, ki je narejena specifično za posameznika. Kar deluje pri eni osebi, ne nujno deluje tudi pri drugi. Družinska svetovanja ali samopomočne skupine za starše in sorojence oseb s SAM pogosto pomagajo družinam pri soočenju z ovirami in posebnostmi življenja z osebo s SAM. Pomembna je tudi močna podporna mreža, ki jo sestavljajo vsi, ki delajo z osebo s SAM (družinski člani, učitelji, psihoterapevti, svetovalci, zdravniki, socialni delavci...).

Učne, vedenjske in komunikacijske terapije v zgodnjem starostnem obdobju so zelo uspešne. Terapija ABA (Applied Behavior Analysis) in TEACCH (Treatment and Education of Autistic and Communication Handicapped Children) sta intervenciji, ki vsebujeta visoko strukturirane in intenzivne vadbе, ki se osredotočajo na spretnosti in spodbujajo otroke pri razvoju socialnih in jezikovnih veščin.



Delovna terapija lahko pomaga pri krepitvi vsakodnevnih veščin, kot so oblačenje, hranjenje, priprava hrane in vstopanje v stik z ljudmi. Terapija senzorne integracije lahko pomaga osebam s senzornimi težavami, ki imajo občutljivost na dotik, zvok... Govorna terapija lahko pripomore k izboljšanju komunikacijskih veščin. Kognitivno vedenjska terapija (KVT) pomaga posameznikom pri soočenju s težavami, s spreminjanjem načina misljenja o problemu in vedenju. KVT pomaga posameznikom pri prepoznavanju in razumevanju, kako so njihove misli, vedenja in čustva medsebojno povezani in sovplivajo. Hkrati jih tudi uči nove načine razmišljanja o kriznih situacijah in odzivanje na njih.

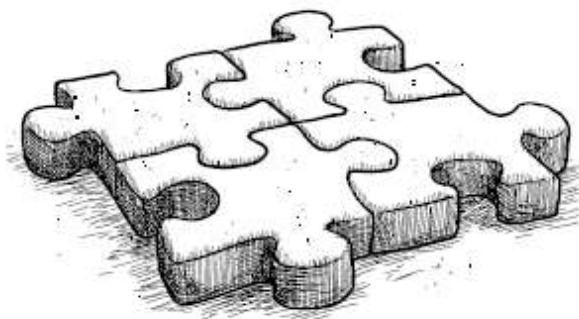
Učne skupine za mladostnike s SAM, ki se osredotočajo na komunikacijo in socialne veščine, pomagajo mladim, da vadijo novo znanje in veščine v varnem okolju in hkrati pridobivajo večjo samozavest. Učenje socialnih veščin v skupinah je še posebej dobrodošlo, saj lahko udeleženci opazujejo drug drugega in podajo povratno informacijo in predloge. Različne aktivnosti (namizne igrice, kuhanje, ustvarjalne delavnice, obiskovanje muzejev, pogovorne skupine...), ki potekajo v prilagojenem in varnem okolju so pomembne v procesu učenja za samostojno življenje. Za najstnike in odrasle s SAM je zelo dobrodošlo, da imajo svojega svetovalca s katerim se lahko pogovorijo o svojih izzivih in ovirah. Osebni asistenti lahko pomagajo pri urejanju dokumentov, nakupovanju ali pa se samo družijo z osebo z avtizmom, kar pomembno vpliva na življenje osebe s SAM. Za nekatere to pomeni korak naprej k samostojnemu življenju, in korak k osamostvojitvi od družine.



Kako predstaviti osebo s SAM v šoli ali mladinski organizaciji?

Predlagamo, da se najprej pogovorite z osebo s SAM, da bi želeli pripraviti temo o avtizmu in kako se počutijo ob tem. Če se strinjajo, pričnite s pripravo delavnice. Preverite ali bi želeli imeti pri tem aktivno vlogo. Sprejmite, če ne želijo imeti aktivno sodelovati, morda želijo biti le poslušalci, tako kot ostali. V okviru delavnice podajte kratko predstavitev, kaj SAM je in kakšne so specifike. Oglejte si kakšen kratek film, oseba s SAM se s pomočjo filma lahko tudi predstavi.

Pripravite lahko tudi delavnico na temo »Vsi smo različni«. Vsi sodelujoči se lahko predstavijo preko različnih medijev (film, plakat, powerpoint, risba...) in razmišljajo v čem se razlikujejo od ostalih. Vsi smo si med seboj različni. Slednje lahko da osebi s SAM občutek, da ni edina, ki je drugačna. S tem se lahko tudi zmanjša občutek drugačnosti in izključenosti.





DELAVNICE

Tekom projekta smo udeleženci pripravili delavnice za dogodek "Zopet skupaj" na katerem so sodelovali mladi z avtizmom in je potekal na društvu ASPI. Pripravili smo 3 aktivnosti:

- **Semafor,**
- **Hitri črvi,**
- **Glasba in kolaž.**

V priročnik smo vključili tudi delavnice in metode, ki smo jih obravnavali, vendar jih nismo umestili na dogodek:

- **Konjska dirka,**
- **Stop - Gremo,**
- **Igra hoje x 4**

Delavnica **Hitre zmenkarije** je bila uporabljena v procesu spoznavanja, ko so mladi z avtizmom spoznavali skupino.



Cilji: Prepoznavanje in izražanje čustev, informacija o pripravljenosti na akcijo pred, med in po delavnici.

Potek: To metodo uporabimo, ker je včasih lažje pokazati kot govoriti o čustvih, še posebej kadar težko najdemo prave besede ali imamo v skupini osebo, ki ne govori. Prav tako lahko uporaba pripomočka pomaga izvajalcu prilagoditi delavnice glede na potrebe udeležencev.

Priprave: Pripravite toliko Semaforjev kolikor bo udeležencev. Izrežite kroge premera 5 cm iz rdečega, rumenega, rdečega in modrega papirja. Za boljšo obstojnost plastificirajte kroge. V kroge lahko naredite luknjice in jih zberete na vrvico v obliki ogrlice.

Za lažjo predstavitev koncepta in pomena Semaforja, si lahko pomagate s slikami. Narišete sliko, ki vsebuje cesto, parkirni prostor in križišče s semaforjem.

Izvedba: Na začetku delavnice predstavite udeležencem kako deluje pripomoček Semafor. Pri tem lahko uporabite sliko (parkirišče in križišče) za lažjo vizualizacijo:



Modri krog imodri krog predstavlja »Parkirišč«, kar pomeni, da še nisi pripravljen, da začneš z aktivnostjo. Na primer, si lačen, žejen, potrebuješ več časa... To uredimo pred začetkom.

Zeleni krog krog pomeni, da sem pripravljen na začetek aktivnosti.

Rumen krog Rumen krog pomeni »potencialni problem«, nekaj me moti, vendar ne vem kaj ali nekaj potrebujem. Z rumenim krogom prosimo za pomoč.

Rdeči krog Rdeči krog pomeni »stop«, ne morem začeti ali nadaljevati z aktivnostjo in potrebujem umik. To pomeni, da si udeleženec vzame time-out, umik v varno sobo (prostor), da se umiri in ko je pripravljen se vrne k aktivnosti in nadaljuje.

Pripomočki:

Za pripomoček Semafor:

- Barvni papir: moder, zelen, rumen in rdeč
- Škarje
- Plastifikator
- Luknjač
- Vrv

Slika, pripomoček za vizualizacijo:

- A3 papir
- Pisala



Predlogi: Navodila naj bodo kar se da preprosta in jasna ter prilagojena skupini.
Ko pripravljate orodje Semafor bodite, pozorni, da so vrvi za ogrlico dovolj dolge.
V izdelavo pripomočka lahko vključite tudi udeležence.



Čas: 10-15 min.

Cilji:

- Krepitev skupinske dinamike
- Spodbujanje koordinacije in motoričih spretnosti
- Izziv osebne prostora
- Energizer

Potek:

1) Priprava: Pri pripravi upoštevajte velikost skupine in število podskupin ter pripravite balone. Potrebujete dovolj velik prostor (npr. odprt prostor zunaj) in upoštevajte različne karakteristike udeležencev.

2) Delitev v skupine: priporočamo delitev v skupine, kjer so 3 do največ 6 posameznikov. Prosite udeležence, da se razdelijo v skupine in tvorijo vrsto. Uporabite lahko metodo štetja, po kateri date vsakemu udeleženci eno številko in ta pomeni njegovo skupino.

3) Navodila: Pripravite navodila, lahko so v obliki zgodbe. Povabimo jih v igro imenovano hitri črvi, kjer je pomembno sodeloavnje...



4) Pravila igre:

- Prvi v vrsti ima balon. Voditelj igre, da znak za začetek (npr. 3,2,1, gremo!). Oseba z balonom poda balon osebi za njo in tako balon potuje, do zadnjega v vrsti. Balon podajamo s strani, tako da se obrnemo z zgornjim delom telesa proti osebi za nami.
- Ko balon doseže zadnjega, ta z balonom teče na začetek vrste in ponovno se pričnejo podaje nazaj.
- Skupina nadaljuje s podajami in premiki dokler prvi v vrsti ne doseže ciljne črte.



5) Začetek igre: Ko se prepričate, da so vsi razumeli navodila, pričnete z igro.



Pripomočki:

- Baloni (enega za vsako vrsto), priporočamo dodatne balone za rezervo
- Ciljna črta: lahko je vrv, zastava ali narisano s kredo.
- Dovolj velik odprt prostor.

Različice: - Aktivnost lahko prilagodite glede na potrebe skupine. Npr:

- Hitrost (lahko je hitra ali počasna igra) • Lahko je tekmovalno ali sodelovalno naravnava
- Način podaje balona (s strani, nad glavo, med nogami...)
- Prostor med udeleženci (med osebami v vrsti in med vrstami)

! Če so v skupini udeleženci, ki so občutljivi na zvok, razmislite o uporabi drugih pripomočkov namesto balona. Med podajanjem, baloni sprožajo piskajoči zvok. !



Čas: 35-45 min.

Cilji:

- 1) Izražanje in prepoznavanje čustev skozi glasbo in kolaž.
- 2) Spodbujanje socialnih veščin (npr. kako nekoga prositi za škarje).
- 3) Spodbujanje umetniškega izražanja.
- 4) Krepitev fine motorike



Potek:

Na delavnici udeleženci izdelajo dva plakata, vsakega na osnovi druge glasbene podlage. Za en kolaž uporabite veselo glasbeno vzdušje, za drugega sentimentalno glasbeno vzdušje.

- Pred začetkom aktivnosti pripravite prostor in material za delavnico.
- Začnite s kratko predstavitvijo delavnice; priporočamo, da imate navodil tudi v pisni obliki. Pojdite korak za korakom skozi pravila in opomnite udeležence, da si navodila lahko vedno preberejo.
- Preverite ali so vsi pripravljeni za delo in ali so se pojavila kakšna vprašanja. Bodite pozorni, da imajo udeleženci dovolj prostora za ustvarjanje.
- Izpostavite, da lahko udeleženci uporabijo katerikoli material na mizi. Če ne damo dovolj orodja za vse, jih bomo s tem spodbudili, da vprašajo za orodje druge (npr. škarje), s čimer krepijo tudi socialne veščine.
- Poslušanje glasbe in ustvarjanje! – Vsak ustvarja na svoj papir, spodbudimo jih da ustvarjajo samostojno, pri tem pa lahko vstopajo v stik z drugimi.

- Če posameznik potrebuje premor, lahko vstane in se giba, ali pa si vzame odmor (time out) in se vrne v skupino ko je pripravljen. (Če ste uporabili aktivnost Semafor, lahko z njo posamezniki nakažejo počutje).
- Izberite glasbo za izdelavo kolaža, 10 minut za vsako glasbeno vzdušje. Ni vam potrebno razlagati kakšno vzdušje predstavlja izbrana glasa – slednje je lahko dober odpiralec pogovora o različnih načinih doživljanja glasbe.
- Diskusija: Zaključite pogovor z deljenjem čustev in občutkov ob izdelavi kolaža.

Pripomočki:

- Mize in stoli,
- papir,
- časopis,
- svinčniki,
- barvice,
- prstne barve,
- škarje,
- lepilo in lepilni trak,
- glasba (zvočniki za večjo glasnost),
- pravila zapisana na papir,
- primeri kolaža (toliko primerov kolikor kolažev boste izdelovali).



Nasveti:

- Delite čustva preko razpoloženskih kart.
- Za ustvarjanje lahko namenite več časa.
- Različice delavnice:
 - 1) Cela skupina skupaj barva na en papir.
 - 2) Dve skupini: Vsaka skupina ima za ozadje drugo glasbeno vzdušje in ustvarja. Na koncu si skupini pokažeta kolaže in sledi pogovor o občutjih.
 - 3) Izrežite besede in komunicirajte preko njih (uporabite lahko različne teme).



"KONJSKE DIRKE"

Čas: 5-10 min.



Cilji:

- Ogrevanje skupine
- Krepitev pozornosti in koncentracije
- Krepitev koordinacije in gibalnih veščin.

Potek:

Aktivnost je namenjena ogrevanju skupine ter pripomore h krepitvi fokusa in pozornosti za nadaljnje aktivnosti. Aktivnost lahko uporabite pri različnih skupinah ljudi: pri osebah z avtizmom, osebam z motnjami v duševnem razvoju, gibalno oviranimi...

Ena oseba je vodja igre, ki prenaša dirko, udeleženci pa naredijo vrsto pred njim (lahko stojijo ali sedijo). Pomembno je, da vsi vidijo vodjo igre.

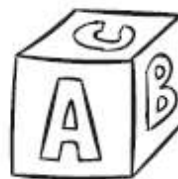
Vodja razloži pravila igre. Priporočamo, da vpeljete igro in pravila preko pripovedi. Na primer: Ali je skupina pripravljena na najpomembnejši konjsko dirko na svetu? Predstavljajte si, da jezdite konja in da morate biti še posebej pozorni na vse ovire na katere bi lahko naleteli...

Voditelj opiše dirko in predstavi elemente in ovire, katerim sledi specifičen gib. Voditelj sam ustvari zaporedje ovir.

- **Tempo:** to je osnovni gib (ni potrebno, da ga voditelj posebej izreče, je gib skozi celotno dirko). V ritmu nežno udarjamo z rokami po nogah. Vodja lahko spreminja tempo glede na intenzivnost dirke, počasneje ali hitreje. Priporočamo, da pričnete počasi in nadaljujete čedalje hitreje, ko se bližate ciljni črti.

- **Desno:** vsi nagnejo svoje telo v desno.
- **Levo:** vsi nagnejo svoje telo v levo.
- **Tunel:** ko vodja reče tunel, vsi udarjajo ritem dirke po prsnem košu.
- **Skok:** vsi dvignejo roke v zrak.
- **Bazen:** ritem dirke fleskamo s prsti.
- **Foto finš:** foto finš je zadnji gib dirke, vsak »zamrzne« v smešni končni poziciji.

Pripomočki: Dovolj velik prostor za skupino.



Predlogi: Vabljeni, da izumite nove ovire na dirki, glede na potrebe skupine.



Čas: 5-10 min.

Cilji:

- Umirjanje skupine.
- Priložnost, da damo besedo drugim.
- Za usmeritev pozornosti skupine.

Potek:

Metodo lahko uporabimo kadar želimo dobiti pozornost s strani velike skupine na umirjen način in jo lahko uporabimo tekom različnih delavnic ter jo prilagodimo glede na potrebe skupine. Na primer, lahko uporabimo slike na katerih sta znaka STOP in GREMO ali pa stop nakažemo z dvigom roke, če želimo da se skupina umiri, osredotoči na voditelja ali želimo dati priložnost nekemu v skupini, da spregovori.

Priprave: Če boste uporabili slike, natisnite znaka STOP in GREMO, plastificirajte jih in pritrdite na palico.

Izvedba: Na začetku delavnice razložite udeležencem, da boste vpeljali metodo STOP in GREMO in bodo veljala za vso skupino. Če skupina potrebuje vizualno podporo, lahko pripravite sliko križišča, za ponazoritev koncepta. Stop pomeni, da pozornost usmerimo na vodjo in smo tiho, pri tem lahko uporabite sliko STOP ali dvig roke. Vsak, ki vidi, da je vodja dvignil roko, tudi sam dvigne roko in je tiho.

Ko vsi dvignejo roko in so osredotočeni na vodjo, spustimo roke in nadaljujemo z navodili oz. začnemo z delavnico. S tem orodjem lahko tudi drugim ponudimo možnost, da spregovorijo in jih ostali slišijo. Če želi kdo spregovoriti lahko pokaže znak GREMO ali pokažemo z roko.

Pripomočki:

- Škarje
- Laminator
- Lepilo
- Palice



Predlogi: Če udeleženci ne potrebujejo vidne prilagoditve, ne potrebujete pripomočkov. Če imate udeležence, ki so občutljivi na zvok, je to dober način kako pridobiti njihovo pozornost brez dodatne glasnosti..



Čas: 5 – 20 min (odvisno od kombinacije aktivnosti)

Cilji:


Ogrevanje skupine, spodbujanje k opazovanju in kontaktu z drugimi

Potek:

Še posebej pri osebah z avtizmom je pomembno, da jim damo čas, da se navadijo na skupino in igra hoje je priložnost za uvodno spoznavanje in umeščanje v skupino.

Tri različice igre hoje:

- Zapolni prazni prostor: Skupina začnejo s hojo po prostoru, način hoje ni določen. Vsi poizkušajo zapolniti kar se da velik prostor, vendar morajo biti vsi v nenehnem gibanju.
- Stop igra: Posamezniki hodijo naključno po prostoru. Kdorkoli v skupini se lahko kadarkoli ustavi in takrat se morajo vsi ustaviti. Nekdo nato nadaljuje s hojo in ostali mu sledijo.
- Hitrosti hoje: Pred začetkom igre se udeleženci dogovorijo o različnih hitrostih ali stilih hoje. Npr. 1 pomeni zelo počasna hoja, 2 malo hitreje... 5 je zelo hitra hoja. Posamezniki hodijo po prostoru in vodja zakliče določeno številko in vsi sledijo temu tempu, po nekaj primerih preda izbiro hitrosti skupini in kdorkoli lahko zakliče številko.



- Pozdravi: Udeleženci hodijo v tišini, vodja igre jih vodi skozi pozdrave. Med hojo pozdravimo vsakega na način, ki ga določi vodja:

- o Očeni stik,
- o Očesni stik in prikimavanje,
- o Ošesni stik, prikimavanje in rečemo Živjo,
- o Očesni stik, prikimavanje in pozdrav (po izbiri),
- o Opcijsko: Očesni stik in rokovanje,
- o Opcijsko: Očesni stik in objem / poljub na lice.

Pripomočki: Dovolj velik prostor.

Predlogi: - Poskrbite, da so navodila kratka in jasna.
- Lahko uporabite orodje Semafor, da preverite pripravljenost skupine.
- Ko v igri hoje uporabite pozdrave, bodite pozorni, da dobro poznate skupino in imate informacije ali imajo posamezniki težave pri vzpostavljanju očesnega stika, so občutljivi na dotik... Glede na specifikke prilagodite igro.
- Če vključujete objeme ali poljube na lica, bodite pozorni na kulturne razlike.
- Uporabite lahko kombinacijo različic ali pa v igro dodate / izključite elemente.



"HITRE ZMENKARIJE"

Cilji:

Spodbujanje pogovora in spoznavanje udeležencev.

Potek:

Hitre zmenkarije predstavljajo za osebe z avtizmom velik izziv, saj situacija vključuje nove osebe, nedoločene strukture pogovora in neznane teme. Zato priporočamo prilagoditev metode na način, da vsebuje vnaprej oblikovana vprašanja s strani oseb z avtizmom.

Priprava: Skupaj z osebami z avtizmom pripravite vprašanja za hitre zmenkarije. Sodelovanje pri pripravi in izbira vprašanj odpira osebami z avtizmom občutek večjega nadzora nad situacijo. Vprašanja so lahko barvno kodirana, na način, da so razdeljena po temah ali težavnosti (npr. določena barva pomeni težja, bolj osebna vprašanja). S tem lahko osebe z avtizmom, ko že potekajo zmenkarije izberejo vprašanje na katera so pripravljene. Priporočamo, da pripravite večje število vprašanj (vsaj 10 do 20).

Pomembno je, da imajo pred začetkom aktivnosti udeleženci čas, da se pripravijo in bolje spoznajo. Osebe z avtizmom je potrebno na aktivnost pripravljati že vnaprej, pogovorite se o njihovih strahovih in pričakovanjih. Na dan aktivnosti poskrbite za sobo za umik, kamor se lahko posameznik umakne, če se počuti preobremenjenega z dražljaji.

Hitre zmenkarije naj potekajo v ločenih prostorih, brez dodatnih motečih dejavnikov. Oseba z avtizmom ima svoj prostor, ostali udeleženci se premikajo. Za boljšo predstavbo poteka lahko uporabite tudi slike.

Izvedba: Pred začetkom aktivnosti damo vsem udeležencem čas, da se spoznajo (ni potrebna aktivnost spoznavanja, dovolj je, da se navadijo na prisotnost drug drugega). Aktivnost pričnite s predstavitvijo strukture dogodka in točk kjer bodo potekale zmenkarije. Osebe z avtizmom tekom zmenkarij ostajajo na svojem mestu, drugi udeleženci pa se premikajo po sobah. Osebam z avtizmom dajte čas, da se navadijo na prostor v katerem bodo potekale zmenkarije. Na vsaki točki imajo udeleženci 10–15 minut časa za pogovor, ki poteka na osnovi zapisanih vprašanj.

Na koncu se združimo v eno skupino in si podelimo izkušnjo.

Pripomočki:

- Barvni papir za vprašanja
- Pisala

Možnosti:

- Štoparica oz. drugi merilci časa (vizualni)
- Slike programa za boljšo predstavbo.



Primer vizualne prilagoditve navodil: potek delavnic dogodka "Nazaj skupaj".

Predlogi:

- Poskrbite za jasna navodila.
- Lahko uporabite orodje Semafor, s katerim spremljate pripravljenost udeležencev in njihovo počutje.
- Zmenkarije lahko uporabite tudi za odpiranje določene teme.
- Osebe z avtizmom naj spremlja podpora oseba (npr. osebni asistent).

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- Gray Carol:** *The New Social Story Book*
- Haddon Mark:** *The Curious Incident of the Dog in the Night-Time*
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- Weiss Simona:** *Leseni deček sodobnega časa*



Links / Povezave

<https://www.autism.org.uk>
<https://www.autismspeaks.org>
<https://www.autism-society.org>
<https://www.zveza-avtizem.eu>
<https://www.nationalautismresources.com>
<https://autismcanada.org>
<https://autismnavigator.com>
<https://senzorika-varga.si>
<http://www.arasaac.org>
<https://www.challengingbehaviour.org.uk/>

Movies, Documentary Films and Series / Filmi, dokumentarni filmi in serije

A Brilliant Young Mind or X+Y (2014)
Adam (2009)
After Thomas (2006)
Autism Every Day (2006)
Autism Is a World (2004)
Autism in Love (2015)
Autism: The Musical (2007)
Ben X (2007)
Children of the Stars (2007)
Chocolate (2008)
Citizen Autistic (2013)
Cries from the Heart (1994)
Dad's in Heaven with Nixon (2010)
Dear John (2010)
Extremely Loud & Incredibly Close (2011)
Jack of the Red Hearts (2016)



Life, Animated (2016)
Marathon (2005)
Mary and Max (2009)
Mercury Rising (1998)
Miracle Run (2004)
Molly (1999)
Mozart and the Whale (2005)
My Name is Khan (2010)
Normal People Scare Me (2006)
Please Stand By (2017)
Rain Man (1988)
Recovered: Journeys Through the
Autism Spectrum and Back (2008)
Refrigerator Mothers (2003)
Salmon Fishing in the Yemen (2011)
Season of Miracles (2013)
Sesame Street (2017-)
Silent Fall (1994)
Simple Simon (2010)
Snow Cake (2006)
Son-Rise: A Miracle of Love (1979)
Temple Grandin (2010)
The A Word (2007-)
The Black Balloon (2008)
The Boy Who Could Fly (1986)
The Fanatic (2019)
The Horse Boy (2009)
The Story of Luke (2012)
Too Sane for This World (2011)
Wretches & Jabberers (2010)



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YOU IN EUROPE
www.youineurope.gr



Asociación Juvenil Almenaras
<http://asociacionalmenaras.com/>



Noorsootöö Keskus
<http://tartu.ee/et/noorsootookeskus>



Javni zavod Center za mlade Domžale
<http://www.czm-domzale.si/>



center za mlade domžale

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<https://www.facebook.com/drustvoASPI/>



SUPPORTING YOUNGSTERS WITH AUTISM IN YOUTH WORK / PODPORA MLADIM Z AVTIZMOM V MLADINSKEM DELU

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