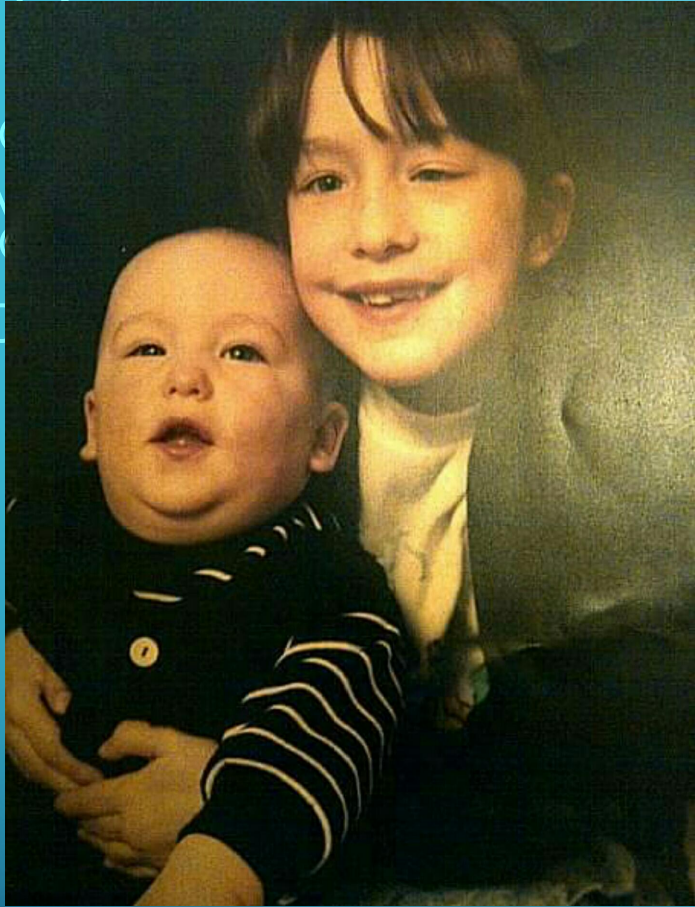


An abstract graphic on the left side of the slide, consisting of a network of light blue lines and small circles, resembling a circuit board or a neural network, set against a dark blue background.

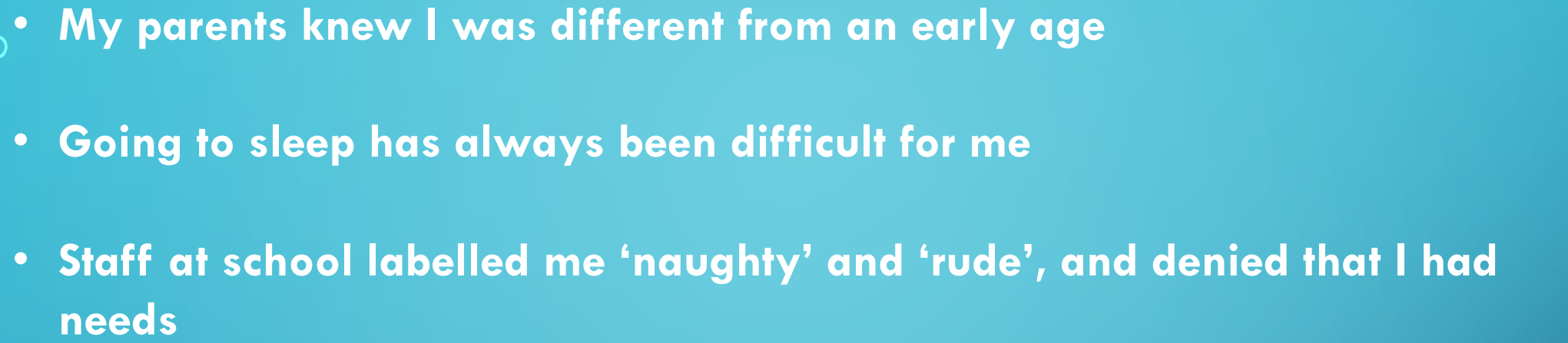

# ASPERGERS AND ME

DEAN BEADLE

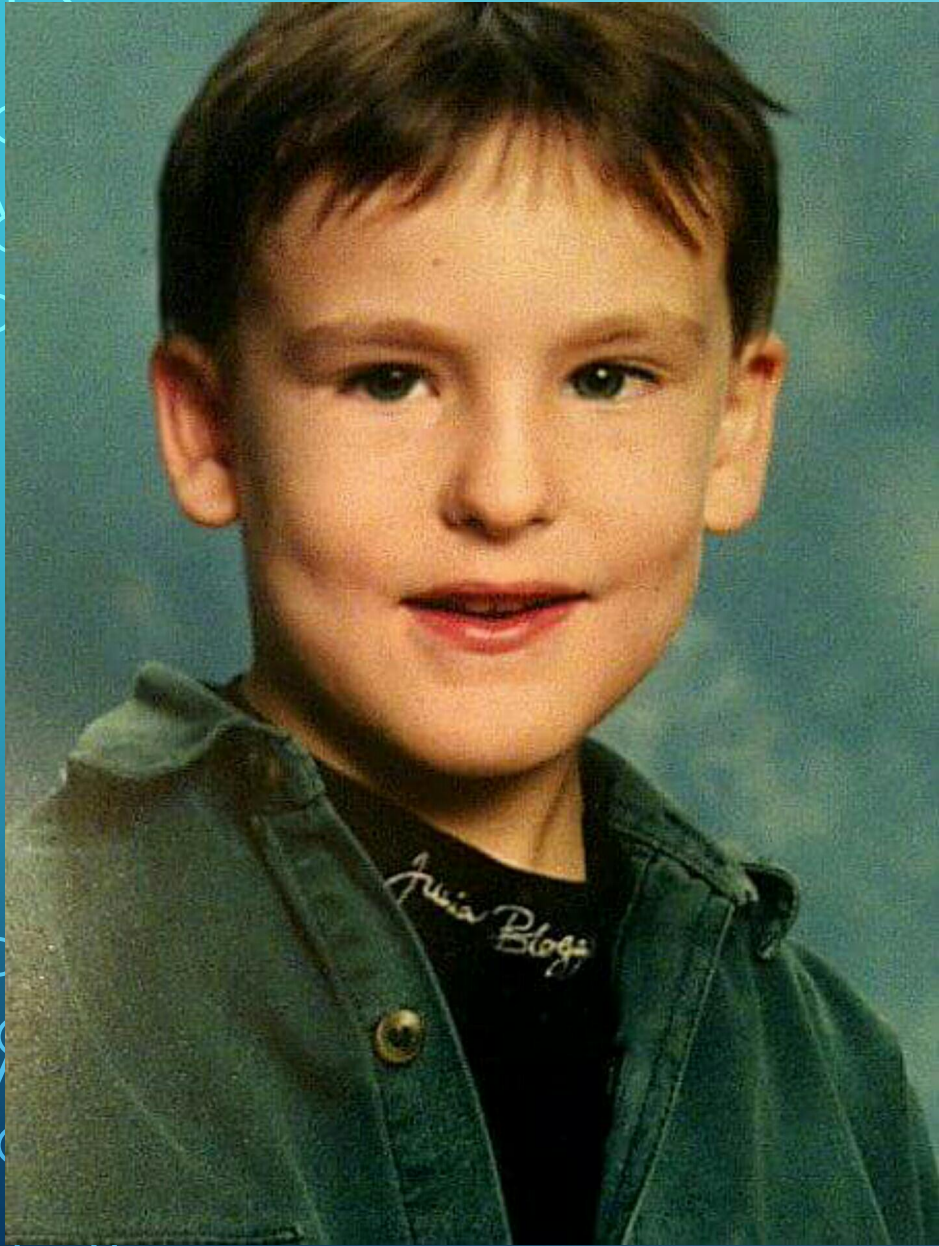






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- **My parents knew I was different from an early age**
  - **Going to sleep has always been difficult for me**
  - **Staff at school labelled me ‘naughty’ and ‘rude’, and denied that I had needs**
  - **School staff obsessed about my ‘behaviour’ rather than realising I was autistic and had needs. I was told I would end up in prison**
  - **For the past fourteen years I have been an international lecturer**
  - **I was a journalist for five years**
  - **I am a singer**
  - **KEY MESSAGE: Autistic people have many skills and talents to offer the world, but the key is understanding us, supporting us and believing in us**
- 










## KEY POINTS

- In order to resolve a behaviour you must first understand the causes (modify environment not the person)
  - People on the spectrum often have sensory issues which can hugely impact on their wellbeing
  - Special interests are a hugely useful tool to increase autistics' wellbeing
  - Anxiety is common for students on the spectrum- identifying the triggers and minimising them is key
  - It's essential to focus equally on individuals' strengths as well as their weaknesses
- 



## KEY POINTS cont.

- Many people on spectrum live in fear of making mistakes. Its essential to teach them that everyone makes errors
- Empower the autistic individual to celebrate their difference
- Every student on the autism spectrum is different
- Help the individual to gently stretch out their comfort zones (in a safe stage-managed way). But this only works in a trusting relationship
- Positive relationships are central to everything
- Making the individual feel part of the solution rather than the cause of the problem is crucial