



Jessica Kingsley
Publishers

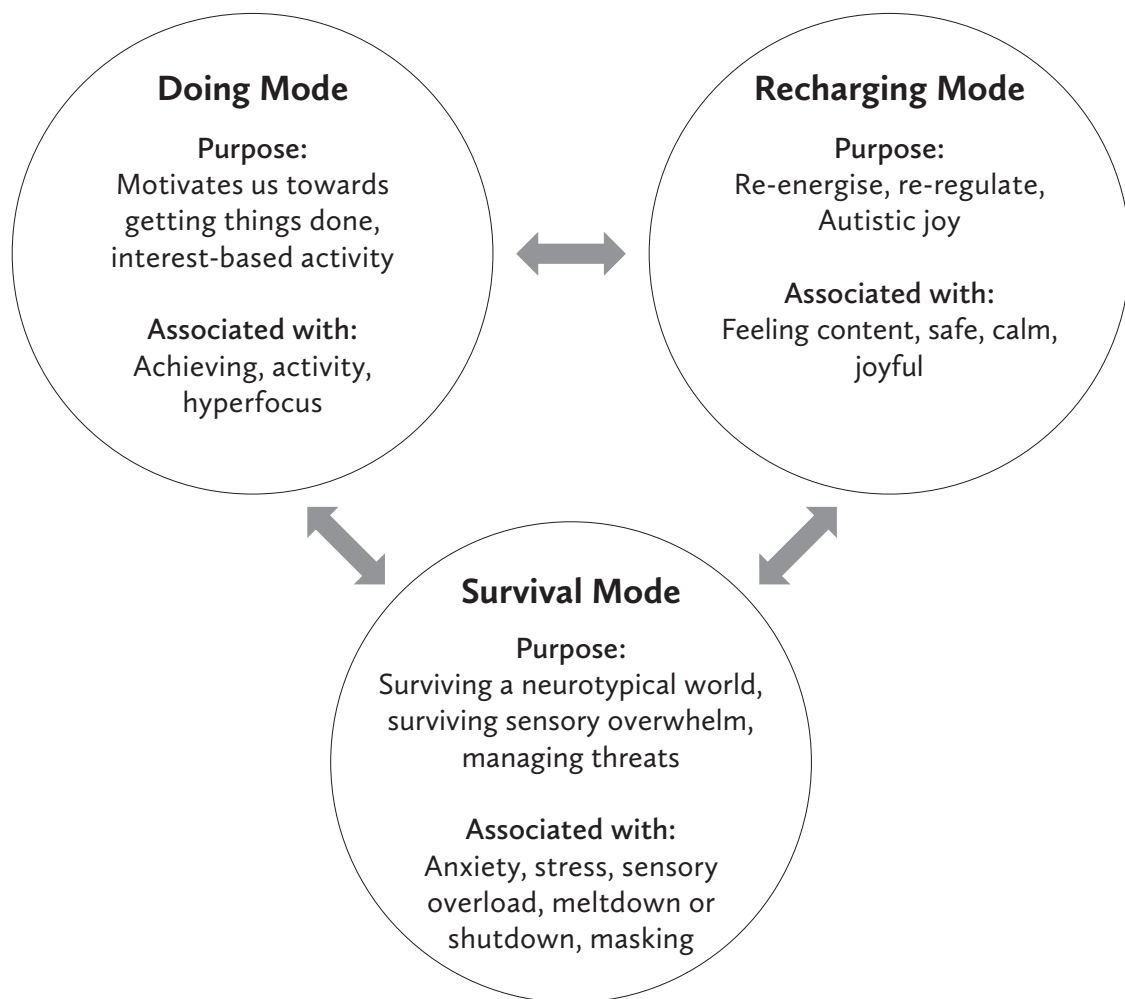
These supplementary materials are intended *strictly* for your personal use in connection with the publication they support. They may not be reproduced for any other purposes (including sharing with colleagues or friends, in publications, or sharing on social media) without the permission of the publisher.

Sensory Profile

Sense	Needs	Helpful Strategies and Adaptations
Auditory Hearing and detecting different sounds, loudness, pitch, direction and location, speed and timing, foreground/background		
Olfactory Sense of smell (contributes to sense of taste and is connected to emotions)		
Visual Seeing and detecting objects, colours, movement, images, daylight, contrast, speed, distance, boundary, direction, and location		

Sense	Needs	Helpful Strategies and Adaptations
<p>Gustatory</p> <p>Sense of taste, also linked to olfactory senses; taste is picked up by gustatory receptors on the tongue</p>		
<p>Tactile</p> <p>Processing of touch sensations from the body, discriminative touch, deep and light pressure, pleasant/unpleasant touch, tickle/itch, vibration, temperature, pain, etc.</p>		
<p>Vestibular</p> <p>Sense of head movement, balance, posture, and movement</p>		
<p>Proprioception</p> <p>Sense of body position, grading of movement, amount of force being exerted, rate and timing of movement, detection of where the body is in space and in relation to all its parts</p>		
<p>Interoception</p> <p>Gives feedback on what is happening within the body (e.g., physical sensations such as hunger or thirst; emotional state)</p>		

Autistic Emotional States



Model of Autistic Energy



Energy Depleters
Looks like:
 e.g., meltdown or shutdown, burnout, overwhelm

What do I need?
 What helps?

Survival
Looks like:
 e.g., meltdown or shutdown, burnout, overwhelm

Recharging
Looks like:
 e.g., rest, exercise, engaging in passions, using sensory approaches

Doing
Looks like:
 e.g., focused activity, hyperfocus, working, studying, socialising

What do I need?
 What helps?

What do I need?
 What helps?

What do I need?
 What helps?

Energy Rechargers
Looks like:
 e.g., passions, other sources of Autistic joy, sensory input, routine, Flow experiences

What do I need?
 What helps?

Recharging needed



SAFE Framework

APPROACH

Sensory

- Meet the person's sensory needs
- Make sensory adaptations to the clinical space

Affirming

- Be neurodiversity and gender affirming
- Be affirming of the person's emotional expression
- Be respectful of communication style and stimming
- Do not impose neuro- or heteronormative expectations or goals

Flourish

- Focus on what the person needs to thrive (e.g., passions, monotropic and Flow experiences, supports with executive function, advocacy with systems, etc.)

Empathy

- Double empathy is the cornerstone of all work
- Remembering all (mis)communications are interactional
- Develop a shared language, e.g., around emotional experiences

CLINICIAN

Power

- Reflect on your own power to make changes
- Recognise that the client is always the foremost authority on themselves
- Practise humility

Predictability

- Keep to agreed plans as far as possible
- Avoid moving appointments at short notice

Language

- Learn about Autistic culture and language preferences
- Check out individual preferences for language

Knowledge

- Respect the person as the expert on their experiences of being Autistic
- Consider the power and agency that the person has within their social context

INTERACTIONAL

Double empathy

- Consider how the Double Empathy problem may play out in sessions and lead to misunderstandings
- Avoid 'filling in the gap' from a neurotypical gaze

Communication

- Check the person's preferred means of communication
- Remember that communication needs will fluctuate across time and context
- Adapt language to meet the needs of the individual
- Check your service is accessible to the individual

INDIVIDUAL

Passions

- Understand the importance of the person's passions to their overall well-being
- Explore if these could support any therapeutic goals

Masking

- Use a variety of communication methods to support engaging as the authentic self
- Offer a safe, validating space which welcomes all parts of the person
- Do not make assumptions about the meaning of masking for each person

Embodiment

- Welcome stims, and provide fidgets
- Respect different non-verbal communication styles

Sensory

- Make adaptations to meet sensory needs
- Develop a sensory profile

Thriving

- Recognise that Autistic and non-autistic thriving can look different
- Support outcomes which are the Autistic person's satisfaction, happiness, and well-being, not the expectations or standards of others
- Recognise barriers to thriving such as marginalisation and stigma
- Recognise that engaging in passions regularly is a genuine need for Autistic well-being
- Support energy management