

<p><b>Key advice for mainstream class teachers/TAs on supporting girls with ASC in a class situation</b></p> <p><b>Learning – Social – Emotional</b></p>	<p><b>Key advice for senior leaders on supporting girls with ASC in a mainstream setting</b></p> <p><b>Awareness – Girl Specificity - Home Liaison</b></p>
<p><b>“We are different from the boys”</b></p> <p><b>Learning</b></p> <ul style="list-style-type: none"> <li>• Make learning concrete, contextual and visual;</li> <li>• Like routine, dislike change;</li> <li>• Understand fears, triggers and sensory overload;</li> <li>• Enjoy reading;</li> <li>• Check understanding. May not ask for help, or be avoidant, to mask difficulty;</li> <li>• May be quiet, shy, awkward, compliant, passive;</li> <li>• Incorporate their special interests;</li> <li>• May have a good imagination;</li> <li>• May prefer touch typing;</li> <li>• Perfectionists. Build flexibility in making mistakes and re-drafting work;</li> <li>• Very determined and may like to be in control: offer guided choice;</li> <li>• Help with all transitions: eg after school holidays;</li> <li>• Praise and reward.</li> </ul> <p><b>Social</b></p> <ul style="list-style-type: none"> <li>• Will mirror behavior;</li> <li>• May affect different personalities and may not have a strong sense of identity;</li> <li>• May be socially immature and vulnerable;</li> <li>• Need structured activities for social time;</li> </ul>	<p><b>Build whole school awareness of:</b></p> <ul style="list-style-type: none"> <li>• Creating an ‘enabling’ school environment;</li> <li>• Presentation of girls with ASC, their strengths and special interests;</li> <li>• Analysing patterns, function and triggers of ASC behaviors;</li> <li>• Social imitation causing exhaustion during the day;</li> <li>• Rising anxiety or mental health issues are indicated by increasing: <ul style="list-style-type: none"> <li>○ demand for routines or sameness</li> <li>○ trouble sleeping</li> <li>○ meltdowns</li> <li>○ avoidance of social situations</li> <li>○ reliance on obsessions and rituals</li> <li>○ stimming</li> <li>○ self-harm (head-banging, scratching skin or hand-biting)</li> <li>○ poor attendance (‘illness’ allows control)</li> <li>○ eating problems (due to sensory sensitivities, control or demand avoidance. Lack of nutrition prevents menstruation and physical development);</li> </ul> </li> </ul> <p><b>Specificity: Girl-Oriented Programmes</b></p> <ul style="list-style-type: none"> <li>• Need to build their own, age-appropriate, understanding of autism, sensory sensitivities and anxieties;</li> <li>• Extracurricular provision and resources match ASC special interests;</li> </ul>

- Signpost to specialist services and local ASD support: eg Cygnet, Early Bird, CAMHS.

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