

## OMG! What does that mean?



Autism jargon explained



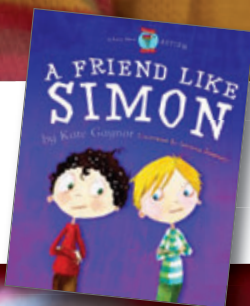
**Does Your School Score 10/10?**  
Making Inclusion Work



**Stocking Up!**  
Top advice for Santa

**WIN**

A copy of the book **A Friend Like Simon**...



... a **Chewigem** pendant...



...and an **Alien** app!





# Letter from the Editors

## Specialist short-break service for children and young people with Autism

Everyone needs a change and time off occasionally, whether it's for an hour, a day or a week. This can be especially true for carers - caring can be exhausting.

Prospects provide a range of residential short breaks services that enrich lives, support families and offer fun and independence.



**Prospects Short Breaks**  
**01978 313 777**

[www.prospectsbreaks.co.uk](http://www.prospectsbreaks.co.uk)

**We also offer 38 and 52 residential care & education placements**

## Together for autism

Together we work across the spectrum and from birth to adulthood. The Together Trust operates residential homes, short break services (residential and fostering), supported living, Inscape House Schools, a specialist FE college and community support.

We can deliver specialist assessment, consultancy, diagnostic and speech therapy services, as well as training for parents and professionals.



To find out more

email [enquiries@togethertrust.org.uk](mailto:enquiries@togethertrust.org.uk)  
phone **0161 283 4848**  
or visit [www.togethertrust.org.uk](http://www.togethertrust.org.uk)

**together**  
trust

Registered charity number 209782

care • education • support • since 1870

## Hi and welcome to **ISSUE 13!**



We have plenty of new readers, so at the risk of boring those old hands, here's a brief introduction. We are journalist and author Debby Elley, mum to seven year old twins with autism; specialist speech and language therapist Tori Houghton and graphic designer Jo Perry, director at animation company Periscope Studios Ltd. Tim Tuff, an adult with autism, is our distributor.

AuKids has no hidden agendas. We write this magazine purely for the love of it, to give practical advice in a fun way, because we know that hard-working parents, carers and teachers deserve an enjoyable read. AuKids is designed to be a read to have with Elevenses, so don't rush it, slow down, grab a cuppa and a biccie and enjoy!

There's plenty to read too, from our jargon busting guide to decode all those befuddling terms (we're not sure that's a word but we like it), to our festive feature with great pressie ideas. All that, plus a really handy article on how to build a happy relationship with your child's school.

We don't want you to like AuKids - we want you to love it. We enjoy hearing your news and views, so bring them on. We always welcome good quality photographs

of your kids and please don't hold back if we're not covering a topic that you'd like some help with. That's what we're here for.

We have managed to keep the magazine afloat so far because we have some generous friends in our sponsors and advertisers, who feel as passionate as we do about helping parents. We're still looking for support though, so if there's anyone out there who knows a potential sponsor, please tell us. If you like the magazine, we'd love you to be our ambassador. Spread the word - the more readers and sponsors, the easier it will be for us to keep AuKids going.

Happy Christmas and  
Happy Chanukah  
to all our readers!



**Tori & Debby**

### THE WINNERS OF ISSUE 12'S COMPETITIONS WERE:

David Hudson of Skipton who won tickets to an autism-friendly screening at an Odeon cinema, and Louis Reilly of Manchester who won a set of Royal Mail Thomas the Tank Engine stamps. Well done to both of you!

Our front cover star is Sophie May Johnson - see page 12.

EDITORS: Tori Houghton and Debby Elley  
PHOTOGRAPHY: Michele Selway  
PRINTING: Minuteman Press Stockport  
GRAPHIC DESIGN:  **periscopestudios**  
[www.periscopestudios.co.uk](http://www.periscopestudios.co.uk)

The opinions expressed in AuKids magazine are those of the contributor. Please seek medical advice before embarking on any therapy or behaviour intervention. All articles are copyright AuKids.



### WHAT'S IN A NAME?

Orchids are beautiful plants which, much like kids with autism, require very specific conditions to grow. If they get them, they thrive. That's why we called this magazine AuKids. AU is also the chemical symbol for gold.

Want to read our next issue? Not a subscriber? **Subscribe NOW at [www.aukids.co.uk](http://www.aukids.co.uk) or send a £10 cheque with your name and address on the back, payable to AuKids magazine to: AuKids, PO Box 259 Cheadle Cheshire SK8 9BE.**

# BOOKS

# Reviews



## House Rules

By Jodi Picoult  
Published by Hodder  
Paperbacks  
£7.99  
ISBN 9780340979075

House Rules is a fantastic novel telling the story of Jacob Hunt, an 18 year-old with Asperger Syndrome who lives with his mum and his brother. Jacob is obsessed with crime scene investigation. Setting up crime scenes in the house for his mum to solve is part of his daily routine.

Suddenly, the family find themselves in the middle of a genuine murder case. Jacob's support worker is found dead in her apartment and all the evidence points to Jacob.

The story unfolds through the eyes of Jacob, his mum, his brother and their attorney. Can they prove Jacob's innocence? Will Jacob tell us what really happened?



## A Friend Like Simon

By Kate Gaynor  
Illustrated by Catriona Sweeney  
Published by Special Stories  
£7.99  
ISBN 9780956175120

A Friend Like Simon is a gentle and uplifting story – a colourful, large paperback with big print aimed at under eights in a mainstream school who might find that a child with autism is among their peers. Since the spectrum is so wide, it's hard for books of this nature to cover autism in a sympathetic manner that readers can widely relate to.

This story, with its gorgeous pencil and watercolour illustrations, manages very well to show young children how a child with autism might behave.

More importantly, it conveys the message that difference is okay, and that difference in schools is commonplace. A fantastic little read encouraging school kids to tolerate – and value – difference, it should be in every school's library. It isn't too preachy either, which we liked.

A Friend Like Simon is published by Special Stories Publishing, a social enterprise publishing stories designed to celebrate diversity and difference, in conjunction with Irish Autism Action.

## WHERE TO GO

### Day out with Thomas

They're two, they're four, they're six, they're eight, shunting trucks and... driving us mad 24/7 because we have an autistic kid who can't get enough of them... Yes, it's Thomas the Tank Engine and a Day Out With Thomas is a chance to meet him in person! (er, person?) Bobby and Alec, Debby's twins, accompanied Tori, Debby and Tim, our adult volunteer (who has autism and is himself a Thomas fan), to the East Lancashire Railway's Day Out with Thomas in Bury.

Firstly, book in advance – these days are popular. Secondly, take money with you. There's so much Thomas regalia on sale that you won't escape empty handed.

We met Thomas – wow, we didn't just meet him, we got to help fill up his tank with water! Percy and Daisy were there too and even the Fat

Controller posed for a photograph, although Bobby seemed somewhat nervous of him. Or was it starstruck? We couldn't quite tell. Waiting is not an issue, steam train rides are very regular throughout the day and there's plenty to keep the kids amused on the platform. You can plan your day by looking at a timetable which is posted ahead of the event online. There were loads of autistic kids there, you won't be alone.

Couple of warnings – the steam train 'whooshes' and whistles can be rather loud; if you go on a busy day and at a busy time, platforms can be a little crowded and so can cafes – Tim found this unnerving. That said there is always somewhere quiet to escape to.

Overall, for kids who aren't too sensitive, it's a great outing.

Debby Elley

## CINEMA

### Autism Friendly Screening

Mr. Popper's Penguins, Odeon (Trafford Centre branch)



So, after quite a long time in the planning, Odeon has brought out autism friendly screenings! This in itself is cause for celebration. What's heartening is that they've really listened to expert advice (including ours, ahem!) and done their very best to make cinema an experience for everyone. No adverts – hurrah! Volume low – hurrah! (actually, a bit too low as the audience weren't exactly quiet as mice, my sons included. We fed that back to the staff). Lighting slightly raised – hurrah! And, the opportunity to come and go as you pleased, with a seating area round the corner.

Don't ask me what Mr Popper's Penguins was like, the room was pretty noisy and we couldn't really make out much of a plot – partly because there isn't one. But Alec and Bobby were completely relaxed in this inclusive environment and seemed to find the penguins very amusing.

The cinema staff, noting the popularity of this screening, had put on two screens so that neither

cinema was crowded – good move. A clock outside indicated start and end times for the film, which was also really useful. Overall, a triumph of inclusive entertainment.

Great news – the pilot was such a hit that autism friendly screenings will now take place MONTHLY. Look up [www.dimensions-uk.org/autismfriendly](http://www.dimensions-uk.org/autismfriendly). Also, don't be shy about giving feedback to the cinema manager, as this is what they want and need.

Finally, if you had difficulties booking tickets (you can book with a CEA card over the phone) then also let the cinema know, as that's part of the experience and should be made easy for you. If you have to wait in a queue for tickets, then that's not very autism-friendly. We booked fine over the phone.

Debby Elley



## Spingo Language Universe iPad/iPhone app

Many children with autism love technology and computers. It comes as no surprise then, that the iPad is a hit with our youngsters. Spingo's Language Universe is a fabulous app developed by professional speech and language therapists that addresses language processing in a therapeutic and systematic way.

It has all the ingredients that appeal to children with autism – it's visual with bright colours, it's repetitive and has easy to follow instructions. It specifically targets verbal instructions.

The game's hero is Spingo, an alien who is lost and needs to return to his planet. You're on a quest to help him build his rocket and fill it with useful items. Every one of five stages – involving different levels of complexity – focuses on responding to verbal instructions.

As a speech and language therapist myself, I have used this in both assessing children's language levels and in therapy, targeting aspects of language. I have used it with children from three to 18 across the spectrum and it's been a hit with everyone. It's motivating, fun, they have to listen and there are problem solving opportunities, too.

Once you buy this, you'll soon be hearing Spingo's cute catch-phrases which your autistic child may be tempted to repeat in the alien's squeaky voice!

Tori Houghton



We have Spingo apps to give away to the first three readers who send us a reply to this question before the end of December.  
**Q: What type of character is Spingo?**

Send your answers to [aukidsmag@gmail.com](mailto:aukidsmag@gmail.com) or to PO Box 259 Cheadle Cheshire SK8 9BE - don't forget to include your full contact details.

## BOOK GIVEAWAY!

Send us an email or postcard with your name, address and the subject A FRIEND LIKE SIMON. The first three picked out of the hat by December 10<sup>th</sup> will win one of three copies of the book A Friend Like Simon.

Send your entries to [aukidsmag@gmail.com](mailto:aukidsmag@gmail.com) or to AuKids Ltd, PO Box 259, Cheadle, Cheshire, SK8 9BE. Editors' decision is final, no cash alternative.



ER...YOU WHAT?

Your cut out and keep

# JARGON BUSTER

It's a minefield this autism business, not least because the world seems determined to abbreviate everything to the point where it's unintelligible. Fear not, W.H.T.H... (We're Here to Help...) with your very own AuKids guide to common terms and abbreviations.

## 1) Diagnosis terms

**ADOS**

### A.D.O.S. – Autism Diagnostic Observation Schedule

If your child has been officially diagnosed, chances are that they would have had the ADOS test. This isn't scary. Expect a couple of professionals (usually a paediatrician and a speech therapist) playing with your child and having fun. You might find that an educational psychologist looks on from another room. Parents can be present.

The team isn't looking for the absence of 'normal' behaviour, rather the prevalence of autistic behaviour in terms of social interaction, language and imagination. There are some play scenarios during the test that involve the child having to imagine that an object represents something else. Young autistic kids might well struggle here.

The total is totted up and your child will have scored somewhere on the spectrum if they have an...

### A.S.D. – Autism Spectrum Disorder

This is the usual term for being on the spectrum. You also might hear it referred to as **ASC, Autism Spectrum Condition**, which is AuKids' preferred term.

**ASD**

### P.D.A. – Pathological Demand Avoidance

**PDA**

A relative newcomer to be recognised as part of the spectrum, this condition describes a child's extreme reaction when facing normal requests. The National Autistic Society holds its first PDA conference this month.

### P.D.D. – Pervasive Developmental Disorder

This condition is an umbrella term under which autism is one condition. Sometimes in the early days it may be suggested that your child has PDD because there's not yet enough evidence to suggest autism. This term isn't widely used in the UK. Not to be confused with P Diddy, who is an American rapper.

**PDD**

**SPD**

### S.P.D. – Sensory Processing Disorder

It would be unusual for anyone with autism not to have some degree of SPD. You can also have an SPD without autism. Difficulties with sensory processing (the brain experiencing sensory information in an unusual way) is usually a significant part of autism. The best book we've found on this is **Olga Bogdashina's Sensory Perceptual Issues in Autism and Asperger Syndrome**, published by Jessica Kingsley. Don't be put off by the title, it isn't a heavy read. See Issue 2 in our online archive for a review.

## 2) People

**LSA**

### L.S.A. – Learning Support Assistant or T.A. - Teaching Assistant

If extra support in school is deemed necessary, your child will be assigned an LSA or TA who will help your child access the curriculum on an individual basis.

**OT**

### O.T. – Occupational Therapist

Most autistic children have some form of Sensory Processing Disorder (S.P.D.), even if it's mild. If the nervous system is all over the place trying to regulate confusing input, then your child's focus may not be great and it could also have a knock-on effect on behaviour.

Occupational therapists devise programmes of activities designed to regulate the body's nervous system and help with some of those sensory difficulties. The activities will vary depending on whether your child is often in a state of high or low arousal, but they can be practised at home and could make a big difference.

Ask your health visitor or SENCO for a referral to occupational therapy.

### Portage

Portage literally means 'to carry' and these play therapists can be worth their weight in gold if you're in an area where you qualify for a Portage visitor. Your play therapist will show you great games to help your child build on skills that they may not have learnt naturally. Filling in those gaps early will aid development. Look up the National Portage Association at [www.portage.org.uk](http://www.portage.org.uk) to find out more.

**Portage**

**SALT**

### S.A.L.T. or S.L.T. – Speech and Language Therapist

Unfortunately there is no acronym PEPPER although we can make one up if you like. Hopefully after the ADOS you will be assigned a speech and language therapist to help you develop your child's communication skills. It's not a question of handing a child over to be 'fixed' by a speech and language therapist, though. This is a slow, steady campaign and will involve you being trained by a speech therapist to look for daily opportunities to develop communication.

### S.E.N.C.O. – Special Educational Needs Co-ordinator

This is a teacher who is qualified to oversee the progress of all SEN children in the school.

**SENCO**

**EP**

### E.P. – Educational Psychologist (sometimes Ed Psych.)

The EP may come on board to help with diagnosis, can assess learning ability and is usually a major part of the statementing process.



### 3) Education terms

**CAF**

**C.A.F. – Common Assessment Framework**

For a full explanation and further notes, go to the Department for Education online at [www.education.gov.uk/childrenandyoungpeople/strategy/integratedworking/caf](http://www.education.gov.uk/childrenandyoungpeople/strategy/integratedworking/caf)

CAF forms are designed to be a one-stop shop, used for access to services and professionals. Those involved in your child's case can refer to CAF so that they can see at a glance the needs of your child and who is on board. The **pre-CAF** form can be used by practitioners to help them decide whether a full needs assessment is necessary.

After getting your consent, the CAF form will identify areas such as services already working with you, current home situation, behavioural and emotional development, self-care skills etc. This forms a basis for joined up working. Some local areas have an electronic version of the CAF form and a national electronic-enabled version of the CAF is being developed. This is called eCAF.

**DeCAF** – That's just how we like our coffee.

**E.H.C.P. – Education, Health and Care Plan**

The latest Green Paper proposes that statements (see below) should be replaced with these. They will provide more joined up working between health, social care and education services but give parents the same rights as statements do.

**EHCP**

**I.E.P. – Individual Education Plan**

This is a plan agreed between school and home to help a child with a statement to achieve their own personal targets.

**IEP**

**P.E.C.S. – Picture Exchange Communication System**

This system is commonly used with pre-verbal autistic children to help them improve their communication skills using pictures.

*If you want to know a bit more about it, look up Issue 5 in our online archive.*

**PECS**

**School Action**

Help for a child using a school's own resources.

**School Action**

**School Action Plus**

Help for a child using extra (outside) resources

**SEN**

**SEN – Special Educational Needs**

Any child with an autism or Asperger's diagnosis will be considered to have an SEN even if really clever. This just means that you child's school is obliged to meet their different requirements and may have to adapt accordingly.

**Statement**

If only a 'statement' was just that! It tends to be a rather long document detailing what your child's specific requirements are with regards to education. When a child has one, the school has a legal obligation to follow it. Usually this means allocating a certain amount of hours' extra support.

**Statement**

The ADOS has confirmed it's ASD; the SENCO will arrange an LSA and IEP, we'll get an SLT and OT and you should get DLA and advice from the NAS.



### 4) Other support

**C.A.M.H.S. – Children and Adolescent Mental Health Services**

Your GP can make a referral to CAMHS. This is an area where the Department of Health and Department for Children, Schools and Families (DCSF) work on joint initiatives. As part of the You Need to Know initiative, the NAS has brought out several information leaflets to answer questions on CAMHS – look up [www.nas.org.uk](http://www.nas.org.uk) and search CAMHS.

**CAMHS**

**DLA**

**D.L.A. – Disability Living Allowance.**

Once your child has been diagnosed, you may be eligible for this. Your local Welfare Rights officer may help you to fill in the form – ask your health visitor to put you in touch. Even if you're used to forms, it's a real toughie, as it asks you to evaluate the extra time it takes on certain every day tasks because of your child's disability. That can be really difficult to quantify for a kid with autism, so if you can get someone to help you to fill this in we'd advise it – co-editor Debby did. If you're a subscriber and you need more info on other benefits, look up Issue 7 on our online archive at [www.aukids.co.uk](http://www.aukids.co.uk), which has a benefits guide. Alternatively look up [www.direct.gov.uk/en/disabledpeople](http://www.direct.gov.uk/en/disabledpeople) or call the Benefit Enquiry Line freephone 0800 882200.

**N.A.S. – The National Autistic Society**

Pretty much your one stop shop for information and advice relating to autism. Look them up at [www.nas.org.uk](http://www.nas.org.uk) If you have joined AuKids online, you will have had the opportunity to request information from the NAS when you joined.

**NAS**

**P.P.S. - Parent Partnership Services**

A statutory service operating locally and offering information, advice and support to parents and carers of children and young people with special educational needs. They can offer advice on statementing and help parents to fight decisions that they feel are unfair. [www.parentpartnership.org.uk](http://www.parentpartnership.org.uk)

**PPS**

### Last but by no means least, a few AuKids acronyms

**PEPA**

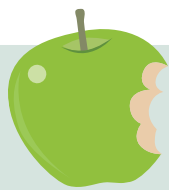
**P.E.P.A. – Practising Essentially Poncy Abbreviations**

As promised our own acronym to go with S.A.L.T. This refers to most of the organisations we know.

**KETCHUP**

**K.E.T.C.H.U.P. – Kindly Explain The Codswallop to Help Us Parents**





## BITE SIZED Advice

We asked Occupational Therapist Tina Wood for some good advice on chewing. One search through all her favourite places later, she found these:



**Chewbuddy™** from [www.sensorydirect.com](http://www.sensorydirect.com)  
Price: £6.95 The chewbuddy is in the shape of a stick man – bendy, stretchy fun - fidget toy and chew in one.

**Tri-Chews** from [www.specialdirect.com](http://www.specialdirect.com)  
Price: £17.95 incl. VAT for set of three. Designed with ridges, bumps and swirls to simulate various food textures.



**Soft Chew'lery Star** from [www.specialdirect.com](http://www.specialdirect.com)  
Price £9.59 incl. VAT. Bleachable and machine washable, absorbent, slightly stretchy elastic neckware.

**Cat 'N' Mouse Menagerie** from [www.specialdirect.com](http://www.specialdirect.com)  
Price £35.99 incl. VAT. Vibrating and scented chewy critters to provide a range of chewy stimulation.



**Chewy Tubes** made by Kapitex and available from various distributors including The Sensory Toy Warehouse at £8.99. Cylindrical pieces of rubber tubing (which are safe, non-toxic, washable and latex-free) that can be sucked or chewed on and provide good resistance. They provide a calming, focusing and organising function.

If none of this suits you (really?! Fusspot!) then check out Gen Jereb's excellent Australian website [www.sensorytools.net](http://www.sensorytools.net) for more ideas. At the same time you can sign up to watch Gen's fantastic online seminar about all things sensory!

Don't forget our friends at [www.sensorytoywarehouse.com](http://www.sensorytoywarehouse.com) sell lots of fun chewy toys, too!



# CHEWING

“My daughter constantly mouths and chews anything and everything. Why does she do it and what should I do about it?”



**Chris Barson**

Chris is the founder of training company Positive About Autism [www.positiveaboutautism.co.uk](http://www.positiveaboutautism.co.uk)

Prior to that, he was External Training Manager with the National Autistic Society and still delivers training for the charity. He is a contributing author to *The Autism Spectrum in the 21st Century: Exploring Psychology, Biology and Practice* Jessica Kingsley Press 2010

I've been thinking about Sir Alex Ferguson. Now he chews a lot. But he doesn't chew all the time. In fact nobody chews all the time. So with this in mind, I'd say it is a sound idea to start approaching this situation with the questions: 'When does my daughter do most of her mouthing and chewing? What's going on around her at such times?' There's definitely a pattern with Sir Alex. I'd say it's probably something to do with the nature of his job. And he does that job a lot. Hence, he chews a lot.

This brings us logically to: 'When **doesn't** my daughter mouth or chew things? What's she up to at those times that means the mouthing and chewing take a back seat for a while?'

It might help to keep a 'behaviour diary' so that you can check out when and where your daughter chews most AND least. The Department for Education has a good booklet called 'Information for Parents - Behaviour'. It will help you to keep a diary and interpret it. (See below)

When you have a clearer picture about the pattern of 'forces' that support the mouthing and chewing AND those that support behaviours other than mouthing and chewing it's possible that you'll also have a clearer idea of what to do about this situation.

By changing the circumstances that 'set the scene' for mouthing and chewing, the behaviour will hopefully happen less.

It will probably not eliminate mouthing and chewing altogether. Whatever your daughter gets out of this, it's certainly really important to her. It's unlikely to be abandoned completely. Try encouraging other forms of sensory exploration and feedback. One thing seems certain - your daughter is a sensory explorer! That's not a bad thing, but it needs channeling.

When I was at school, I used to eat Biro's. I mean actually eat them. Well, the casing anyway. Two or three a week. I rarely did it out of school. I guess the place just had me all tensed up and the Biro eating was connected to that feeling and that place.

Now that I am older, I don't do that anymore. I still get tense. I am still in school quite often. There are still Biro's to be eaten. But I don't eat Biro's. I guess as we get older, we learn a 'better' way. I think this is something to be born in mind when thinking about your daughter and her situation. She will learn. She will develop. She will achieve. We all do.

Behaviour booklet available at: [www.education.gov.uk/publications/standard/publicationDetail/Page1/ES81](http://www.education.gov.uk/publications/standard/publicationDetail/Page1/ES81)



**Luke Beardon**

Luke is a senior lecturer in autism at The Autism Centre, Sheffield Hallam University

Some children with autism have what is known as pica - a recognised 'condition' where the child appears to want to chew all sorts of different substances that are usually avoided. While there is some suggestion that there is a link between such behaviour and iron deficiency, there is no clear understanding of pica that can be applied to all children who like to chew.

Some children use chewing as a sensory activity which they very much enjoy - in such circumstances it is usually best to use a bit of trial and error to find things that are acceptable to the child and not deemed dangerous or inappropriate. This can be anything from actual food stuffs through to specially designed chews

such as wristbands. Frozen food can also be an option - if acceptable to the child it's a good way to feed as well as chew!

Once you have found something that suits the child, it's then a case of putting boundaries around what is okay to chomp on, and what is not. This very much depends on the child's preferred communication mode; in essence it's a case of giving the acceptable alternative over and above the unwanted items with clear boundaries in place. Making a visual list of 'yes' and 'no' edibles can be useful and fun - as can turning it into a game, for example downloading all sorts of pictures off the internet and working with the child to choose good chewables versus bad!

Do you have a question for Ask the Experts? E-mail us at [aunkidsmag@gmail.com](mailto:aunkidsmag@gmail.com)

The views reflected in these columns are the panel's personal opinions and may not be relevant to all children with an autism spectrum condition. Parents should embark on intervention programmes only after following the advice of their child's paediatrician and/or occupational therapist.







**Julia Dyer**

MCSP BSc (Hons)

Julia is an independent physiotherapist and advanced sensory integration practitioner based in Clitheroe, Lancashire.

For details look up [www.juliadyer.com](http://www.juliadyer.com) or call 07752365487.

This problem is often seen in children with autism and in children with sensory processing problems. Mouthing and chewing have powerful calming and regulatory effects for all of us. Babies will suck to calm and regulate themselves, and we continue to use this strategy throughout our lives particularly in times of anxiety and stress. A research project which looked at the effects of chewing gum on stress levels showed that chewing gum led to significantly better alertness and reduced states of anxiety and stress.

Your child may therefore be constantly chewing to seek out this sensory input which will help decrease anxiety and stress levels, and/or to increase their alertness levels. In terms of addressing the problem you would want to look at possible causes of anxiety and stress. These may be sensory problems such as being over responsive to certain types of sensory input or they may have no sensory base at all. You would want to provide your child with items that you are happy for them to chew on such as Chewy Tubes or chewy food. It may also be helpful to introduce activities during the day where your child has opportunities to use their mouth and experience that type of sensory input such as sucking, blowing and chewing games.

Alternatively your child may be constantly mouthing things to explore objects. We have many tactile receptors in our mouths and babies and young children use their mouth to explore and find out about objects. Your child may be at this developmental stage and may be using their mouth to explore.

*"When I was younger I put things in my mouth including whole erasers, marbles, pieces of leather from shoes. I had a need to feel these things in my mouth. As an adult, I still have a major pen chewing interest but then many adults do this, but I no longer chew graphite, wood, rubber and other school-related items."*

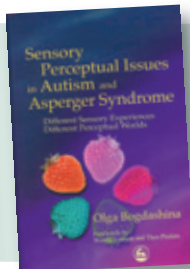
*Sartresue, an adult with autism from [www.wrongplanet.net](http://www.wrongplanet.net)*

**Sensory Perceptual Issues in Autism and Asperger Syndrome**

By **Olga Bogdashina**

Published by **Jessica Kingsley**

£14.95 ISBN: 9781843101666



For a great insight into sensory issues and to find out what your child's sensory profile looks like, we love Olga Bogdashina's **Sensory Perceptual Issues in Autism and Asperger Syndrome**. Practical, helpful, clear and concise - it explains brilliantly how certain autistic behaviours are linked to sensory integration problems, and what can be done to help.



**Cygnets Health Care**

Autism and Asperger's Syndrome Services



**Specialised services exclusively designed to meet the needs of young people with autistic spectrum conditions and their families.**

**OUTREACH SUPPORT:**  
For individuals aged 5-64.

**FULL TIME AND SHORT BREAK RESIDENTIAL SERVICES:**  
For young people aged 5-17.

**PARENT SUPPORT FORUMS:**  
Providing advice, resources and the chance to meet other parents/carers.

CYGNET'S OTHER AUTISM SERVICES INCLUDE:

**Springside South West, Exeter:** Outreach support services.

**The Springs Community, Kent:** Residential care for individuals aged 16-64.

**The Springs Unit, Harrow:** Secure inpatient care for adult males with autism & Asperger's.

For more information on any of our services please visit [www.cygnethealth.co.uk](http://www.cygnethealth.co.uk) or call Cygnets Central: 0845 070 4170

For more information contact Amy Stanion, Services Coordinator  
Tel: 0161 443 4060 Email: [amystanion@cygnethealth.co.uk](mailto:amystanion@cygnethealth.co.uk)

**What to Wear if You're CHEW-sy!**

The husband and wife team behind Chewigem chewy necklaces started off designing teething products and very soon realised that parents of autistic 'chewers' were very keen on what they did. Okay, there's other stuff on the market to satisfy your kid's desire to nash away, but we have to admit to being really impressed with the trendy nature of these necklaces, with four glittery designs in a range of colours designed to appeal to both sexes. A safety clasp snaps apart if the necklace's cord is pulled too hard (note we still wouldn't leave a child

on their own wearing one, just to be extra safe, and Chewigem recommends adult supervision). Please note, *really* determined chewers with fully formed teeth may be able to damage Chewigems and might need something heftier for long-term use.

We've tried them out on several kids and they've been a rip-roaring success. One seasoned chewer, who isn't autistic but still manages to get through several school uniform sleeves, loves her heart-shaped one to bits. Debby's son Bobby, who isn't usually a chewer, ended up nicking one from his brother - it seems to calm him down in moments of stress.

These necklaces are enviably fashionable. They're £10, available from [www.chewigem.co.uk](http://www.chewigem.co.uk) or [www.sensorytoywarehouse.co.uk](http://www.sensorytoywarehouse.co.uk)



What's the name of the green 'raindrop' design?

**WIN, WIN, WIN!**

Naturellement, as with anything that we take a shine to, we have some Chewigem prizes up for grabs! The Chewigem team has given all of their necklaces delightful little names. To win, simply tell us what they have called their green 'raindrop' necklace design. You can find the answer on their website. Write to us at [aukidsmag@gmail.com](mailto:aukidsmag@gmail.com) by November 30<sup>th</sup> to win one of three available. Winners will be able to choose their own design of Chewigem.

Editor's decision is final. No cash alternative.



# THE SCHOOL RUN



THE National Autistic Society's new report, **We've got Great Expectations**, outlines school experiences for children with autism and their parents in the UK. Sadly it found that 30% felt that their child's educational placement was inadequate. In addition, autism cases make up the largest proportion of those going to the Special Educational Needs and Disability Tribunal.

There's a silver lining, though. According to the report, when a teacher has a good understanding of autism, 86% of children feel happy at school. That means they need training - and good support from parents can help them.

In her book, **A Parent's Guide to Disability Discrimination and their Child's Education**, mum, author and SEN training consultant Geraldine Hills says:

*'Conflicts often arise between parents and schools because parents feel they have a lack of involvement. It does not have to be like this. I have experienced winning a tribunal case against a school because of their discriminatory practices against my disabled son. I do not regret*

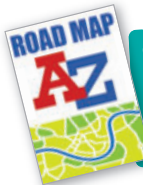
Geraldine with her son Sam



*taking the stance I did for my child and I would do it again if I had to, but I would urge any parent to try to resolve any issues they have with a school at a local level before they do anything else.*

*'As parents we have a much clearer understanding of our child's disability. Even though our children spend a large part of their time in school, this doesn't mean that the school will fully understand what reasonable adjustments might look like for your child. This is why it is very important that we work in partnership with schools and offer our support as much as possible, because it is the best way that we can be sure that the school is meeting the needs of our child.'*

So here's AuKids' guide to getting the right approach.



## PLANNING THE JOURNEY Find a suitable setting



## SHARE THE DRIVING



Just like any relationship, the one between you and your child's school has to be worked on.

**OPEN DOOR** Be honest about your child's needs. The school can only get things right if they have the full story. Enlist the help of any professionals who may be adept at explaining your child's condition, but don't forget that even if you aren't yet an expert on autism, you are still the expert on your child.

**HAND OVER** Exclusions often happen because a child's needs are not well understood and therefore not being met appropriately. Give the school a fighting chance - supply great written information on situations that might trigger behavioural difficulties and what you've found works at home. Have a proper chat with their teacher before they join the class.

**KEEP SIGNALLING** If you're able to take phone calls or texts during the day then make it clear you don't mind. Far better an early conversation than an emergency one.

**EARLY MANOEUVRE** Most commonly missed, says the report, are adjustments to the classroom environment, homework and unstructured times. These adjustments are often relatively easy. But if they don't occur to the school, how about suggesting them? Jump on those little difficulties the minute they arise and work with the school to discuss support strategies.

**KNOW THE INSTRUCTOR** In the report, 43% of kids interviewed by the NAS said that one of the worst things was teachers who didn't understand them. Don't wait for the ten minutes allocated at parents' evening to discuss concerns. Speak to them as soon as the child has been given a chance to settle, and keep meeting if necessary.



**ETHOS** Is an inclusive ethos reflected in the school's website and literature?

**POLICIES** Look for clear behaviour, disability, inclusion and anti-bullying policies. Ask for figures: how many instances of disabled-related bullying have been reported?

**QUALITY MARKS** Look for barrier free schools, schools with the Inclusion Quality Mark or schools that are members of the National Autistic Society. But don't rely solely on the quality marks.

**GUT FEELING** Don't let practical considerations (e.g. a sibling at the school) stay ahead of good judgement. 'See' your child there.

**INTEREST** How interested is the leadership in hearing about your child when you visit? And do they assume that they've known one autistic child so they know it all, or are they open to finding out about your child's particular needs?

**RIGHT VALUES** The right environment for your child isn't necessarily one where high attainment is valued. Look for Ofsted comments regarding social and moral development. Ofsted results can be misleading; if the school is small and has a high number of SEN pupils, attainment might not look very high.

**FLEXIBILITY** Does the school have disabled parking and evidence of flexible learning for children with disabilities? Are there quiet places where children can take time out?

**WHO ELSE?** Are you the only one with an SEN child? Be prepared to be the guinea pig. If you're not, ask to speak to other parents of SEN kids.

**LINKS** Partnerships with SEN support agencies or special schools is a good sign.

**TRAINING** What sort of SEN training has staff undergone?



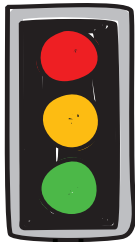


# HAZARD AHEAD!

Avoiding Conflict

As Geraldine Hills told us when we chatted, it's very easy to get into a mental circle where you start blaming the school for things going wrong. You start by thinking 'they've got it in for my child' and then you lie awake at night collecting evidence to support that view. It's a vicious circle.

If you're feeling emotional, it's understandable – but be aware that it will impair your ability to negotiate.



**STOP** Have a really good think about whether it's REALLY the school that's bothering you, or whether they're the last in a long list of stresses. We all do it.

**WAIT** Wait until you're calm. Then think about how you can approach the subject.

**GO** Make an observation and follow it up by asking them for their view on what you've said. E.g. 'I've noticed that he seems to struggle at play time. What do you think?' After you've compared thoughts, invite their suggestions on a strategy and add your own. This creates collaboration rather than conflict.

## THE HIGHWAY CODE



WHAT YOU ARE THINKING	WHAT YOU COULD SAY
No-one tells me anything	Is there a way that I can be kept up to date daily on how he's getting on?
You aren't helping my child	Would it be helpful if I showed you some of the things that I find work at home?
No-one is listening to me	Can we arrange a meeting to discuss his needs?
I shouldn't have to be called in all the time when you can't handle his behaviour.	How can I work with you to ensure that he stays in school for the full day?

## GRIDLOCK!

But what happens when the school just won't communicate back and no amount of reasonable approaches are helping?

Geraldine cannot praise St Cuthberts RC School in Manchester enough for embracing her son Sam's differences.

Ten year-old Sam has autism, tourettes syndrome and septo-optic dysplasia which has left him with poor eyesight as well as speech and memory problems. He also has some mobility difficulties.

But Sam's first experience of mainstream was not a successful one, resulting in two tribunal cases which lasted over two years and were highly publicized. Geraldine eventually won six out of 11 claims for discrimination and the school was made to apologise in writing to Sam.

To avoid other parents going through the stress and financial strain of tribunals, she used her knowledge to set up Inclusive Choice – a consultancy that educates parents and schools on education law.

Geraldine's book *A Parent's Guide to Disability Discrimination and their Child's Education* can be downloaded FREE from [www.inclusivechoice.com/parents\\_book.html](http://www.inclusivechoice.com/parents_book.html)

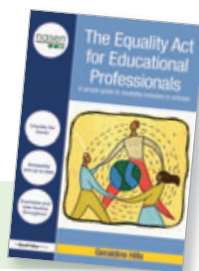
### Geraldine's Advice For Tribunals:

**CLEAR DIRECTION** Geraldine advises that tribunals require evidence that you've given the school every chance to meet your child's needs and that you've been reasonable in doing so. So if having a word is having no effect, request a meeting with the headteacher and your child's teacher in writing.

**KEEP EVIDENCE** Keep dated copies of each letter and notes on meetings. Geraldine won her tribunal because she had solid evidence that she was making reasonable requests.

**KNOW THE LAW** Look up [www.inclusivechoice.com](http://www.inclusivechoice.com) to see details of Geraldine's publications and to find out about her training courses.

Geraldine's new book, *The Equality Act for Educational Professionals* is out later this month. See [www.inclusivechoce.com](http://www.inclusivechoce.com) for more details.



## Time

Specialist Babysitting, Befriending and Support Services for People with Autism

### Specialist babysitting and befriending services for children and young people with Autistic Spectrum Conditions in the North West

Given the special requirements of autistic children it can be difficult to find a babysitter that you feel comfortable with, someone who understands them and has the experience of working with them. This is where Time can introduce you to people who have already been reviewed and who have experience of and an interest in working with autistic children.

Time babysitters and befrienders are all over 21, CRB checked and have experience of working with children and young people with autism. They all complete an insight into autism training.



"This is the only service ever which has provided the exact support I have wanted for my son for years now!"

Tel: 07942815845 Email: [tori@timebabysitting.com](mailto:tori@timebabysitting.com)  
Web: [www.timebabysitting.com](http://www.timebabysitting.com)



## POLL POSITION Case Study

Outwood Primary School in Stockport has a reputation as a great inclusive setting. We asked headteacher Paul Cunningham to tell us the key to a good relationship between parents and school.

"Firstly the school has got to prepare well before the child joins, by visiting them at their current setting and talking to existing carers, gathering the right information.

"You have to agree between you a vision for the child. It's really down to a three way partnership between the parent, school and outside agencies. It's also about continuous dialogue between the parent and school. If you have the right information and you have an agreed vision, then you build trust."

## GET IN THE FAST LANE Extra Resources

- Young people would also like other pupils to have a better understanding of autism. Why not give school a list of great books for the library to help kids understand? Try *That's Not Fair! Explaining Autism to Very Young Children* by Carole Peters; *My Friend Sam*, by Liz Hannah and *A Friend Like Simon* by Kate Gaynor. (see Page 3).
- Suggest *Inclusion in the Primary Classroom – Support Materials for Children With Autistic Spectrum Disorders*, by Joy Beaney and Penny Kershaw. Published by the NAS. NAS code 495. FANTASTIC ideas for kids with autism, plus photocopiable stuff.
- We like *Social Situation Stories* by Alison Harris, published by Specialdirect.com (£17.99).
- For legal advice concerning education issues, Geraldine Hills recommends [www.ipsea.org.uk](http://www.ipsea.org.uk)
- The NAS Education Rights Service provides information support and advice on school issues. Call 0808 800 4102 (free from a landline).



## TOP TIPS

TO HELP YOU JINGLE  
ALL THE WAY TO  
CHRISTMAS PAY

If you're buying toys that come in boxes, invest some time beforehand removing the box, unravelling annoying wires and clipping the plastic clasps. You'll thank yourself over and over when the child doesn't have to wait on Christmas morning.

If your child loves Thomas, why not wrap their Christmas presents in Thomas paper? Lot more fun than the usual stuff!

If you have light up twigs in your lounge all year round but mostly have them switched off, then it's not a big change when they're switched on. Debs has light-up twigs with a changeable disk, so that they're usually white, but colour over the festive period.

Get their wish list out early! Relatives are bound to be stuck but if you're organised and communicate over e-mail, they won't waste their efforts.

Don't forget outdoor, water, sand and bath toys, they're often a winner for autistic kids. Mini trampolines are also a great bet.

Tired of the hassle around Christmas dinner? Keep it small and simple, and if you really want to cut the hassle, do the meal in the evening after the kids have gone to bed!

Got an iPad? Get some Apps for them! It can break up journeys to relatives or be presents in themselves. Many of our parents on Facebook swear by them. Our current favourite is Spingo's Language Universe.

Worried they'll be overwhelmed? Open a present a day. Put some away and let them play with their favourites.

If you feel your child will be heart-broken if they don't get what they were expecting, what they were expecting, don't worry about the surprise – tell them in advance what Father Christmas can and can't get. Maybe you can tell them that Christmas money or vouchers can be spent on these things in the New Year.

A guide to Christmas from the National Autistic Society can be found at [www.autism.org.uk/imported%20content/lazarus/christmas-campaign/christmas-and-autism-spectrum-disorders.aspx](http://www.autism.org.uk/imported%20content/lazarus/christmas-campaign/christmas-and-autism-spectrum-disorders.aspx) The same advice can be ordered in the form of the information sheet Christmas and Autistic Spectrum Disorders. Call the NAS helpline on 0845 070 4004 to order the sheet, or for some tips taken from it, look up Issue 2 on our online archive.

Sometimes kids who can't communicate verbally will happily point to pictures in catalogues of things they fancy. You can make a wish list for a pre-verbal child in this way.

Don't bother getting a real tree. Honestly, you could do without the hassle. Think about your decorations carefully and invest in shatter-proof baubles. Or not – in our experience, baubles are easily removed and the most edible-looking of decorations. If you have a nifty-fingered child, they're probably best avoided.

# 'TIS THE SEASON Tra La La La La

Reee-aad our guide, you won't be

Dear Father Christmas,

All I want for Christmas is...a toy that's age appropriate, non patronising, isn't beyond my imagination, takes into account my learning difficulties and sensory requirements, is educational but fun, helps me to learn but isn't dull, stretches me but isn't too tricky, entertains for more than five minutes, is unbreakable and chew-proof, doesn't come in bits, is visually stimulating but not battery hungry and doesn't cause parental migraines.

Are you feeling a bit stuck?

Thought so. That's why I wrote this, with a little help from Aukids. Hope you like it.

Love, James xxx

## WHEN YOUR PURSE CAN TECHNO MORE...

Ok Santa, so everyone's on about how iPads are great for kids like me. But I know you're not made of money! Here's a cool alternative that works like a real tablet. The VTech Innotab Tablet 12cm LCD touch screen develops skills in reading, spelling, maths, logic and creativity. It has a built-in e-reader for books and stories, art studio, video player plus photo viewer. Use built-in apps or download other apps from the computer with its USB connection. It's also compatible with VTech Kidizoom cameras. It needs two AA batteries – buy them too!



## CLUB SUB

I can get overwhelmed with too much 'stuff'. How about getting me a subscription to my favourite comic? I also love 'virtual' presents to help me get the most out of my favourite websites, like Club Penguin at [www.clubpenguin.com](http://www.clubpenguin.com) or Moshi Monsters at [www.moshimonsters.com](http://www.moshimonsters.com)



## RUNNING WILD

Marble runs are fantastic as they are a great turn-taking game. Please get me one that's easy to construct and that you can put up in many different combinations, otherwise mum will be looking at instructions forever. I like Marbutopia Marble Run Build + Learn by Cheatwell Games which is £12.99 through Amazon.



## TUNNEL VISION

I'm into trains so I'd love you to buy me compatible bits. I'd get really excited at the arrival of a new tunnel!

## SPINNING AROUND

Did you know that spinning tops ('dreidles') are traditional at Chanukah? Even without that excuse, I love the spinning motion. Get me one that I need help with, that's a good speech therapy tool!



# TO SPEND LOLLY

## aaa La La La La

sorry, tra la la laaaaaa la la la la



### SURE BET

DVDs are great. I might like specialist ones such as **The Space Place** ([www.spaceplace.tv](http://www.spaceplace.tv)) designed for kids with autism and **Makaton Nursery Rhymes** with Dave Benson Phillips, available from [www.amazon.co.uk](http://www.amazon.co.uk). CD-ROM or Wii games relating to my favourite DVD can be a good way of extending my education, too.



### UP THE WALL

Yep, 2012 calendars — what better way of helping me to visually understand changes in routine? Thomas and Lego both do 2012 ones. And whilst you're at it, buy me an advent calendar as a great visual way of helping me through December — it's the perfect countdown item! An official annual to go with the calendar is a great combo!

### HANDS UP

Puppets are a great visual way of helping me to understand story books. Look up [www.puppetsbypost.com](http://www.puppetsbypost.com) for some great story set puppets including Goldilocks, Red Riding Hood and the Three Little Pigs, all £14.99.



**PORTABLE MULTI-SENSORY EQUIPMENT TOYS & RESOURCES**  
*Providing solutions for your senses...*

**Let us inspire you...**

0151 200 9841 [info@sensorytoywarehouse.com](mailto:info@sensorytoywarehouse.com)  
[www.sensorytoywarehouse.com](http://www.sensorytoywarehouse.com)

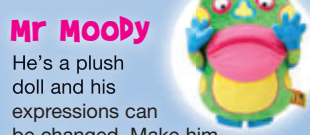


## What to put in the stocking!

For stocking fillers we love [www.sensorytoywarehouse.com](http://www.sensorytoywarehouse.com) Here's some great gear we found there:



**Cosmic Spinner**  
Simply the best light-up wand we've ever come across. Really solid and makes fab patterns on the wall. **£3.99**



**Mr Moody**  
He's a plush doll and his expressions can be changed. Make him happy or sad, chat about his face - great to help autistic kids! **£17.99**

### Fidget Bin

Full of exciting sensory fidget toys. **Medium £22.99**



### Fidget Bag

Grab it and go, more a present for you than them! **£5.99**



**BUBBLE HARMONICA**  
Blows bubbles when you play - what a reward! **£10.45**

### Squooshy Ball

All time fave of the sensory seeker!  
Lights up and is delightfully squashy and kid-proof **£8.50**



### Bendy Animals

Just 99p and you can bend them, shape them any way you want them.



**Train Whistle**  
Go on, drive yourself bonkers! **£4.79**

### Flashing TamBourine

We'll love these forever, they are the grooviest, the greatest, and they're only **£3.99**



**In fact, stocking fillers can be the most fun for autistic kids, so don't shirk on this as the afterthought, it could be the highlight!**

P.S. You can also ask family to buy Sensory Toy Warehouse vouchers online! See advert for website.

# Santa Specials

**Book now!**

26 November - 24 December 2011

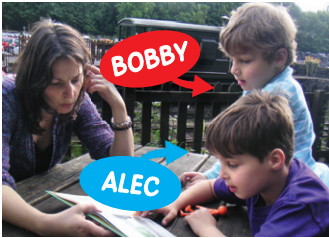
**A Christmas steam adventure!**

- A present for each child from Father Christmas
- A mince pie & festive drink for adults
- Return train ride from Bury to Ramsbottom
- Magical walk-through grotto, live brass bands and traditional carol singing
- Christmas Trail at Bury Transport Museum - FREE admission with your ticket
- Souvenir shop, café and traditional pub
- Discounts available 26-27 November 2011

**EAST LANCASHIRE RAILWAY**

Book online on [www.eastlancsrailway.org.uk/santaspecial](http://www.eastlancsrailway.org.uk/santaspecial) or call **0161 764 7790** (10am-4pm) - pre-booking is essential.  
 Twitter: @eastlancsrly | Bolton Street, Bury BL9 0EY





# The Last Word

By Debby Elley, journalist and mum of twins with autism.

## Excuse Me, Can You Speak Autistic?

There's 'autistic' the adjective, and then there's 'Autistic' the noun – it's a language. Yeh, it may not be a well known dialect, but it definitely exists in our household. Bobby speaks English about half of the time, and the rest of the time he's speaking fluent Autistic. Autistic is a clever lingo made up from snippets of TV adverts, films, popular programmes and Nintendo games.

The odd autistic outburst is recognisable e.g. "Sky! Believe in better!" (you couldn't get more unfortunate than repeating that in the current climate) but sometimes one assumes Bobby is speaking English for a good minute until it's apparent that he is in fact speaking Autistic.

What's confusing about Autistic is that it can be slipped into an ordinary conversation at any moment.

E.g. Mum: "Whoops, that was silly, never mind, just an accident!"

Bobby: "Have you had an accident at work? Call Claims Direct on 0800 884 0049!"

This is fine, his family are bi-lingual. But Bobby is inclined to announce at school that "Mum puts me to bed too late and wakes me up early when I'm still tired!" That's a quote from Horrid Henry. Since Horrid Henry's parents are your basic nightmare, speaking Autistic at school doesn't usually reflect too well on me.

"Go to your room or there's no TV for a week!" he reports when someone's cross with him. This is because when under stress, Bobby reverts to his mother tongue, Autistic. His teachers assume that he's blurting out what he's

used to hearing at home. Nope, it's Horrid Henry again. Honest.

The nature of his Autistic vocab depends on what Bobby's fond of at the time. Anyone familiar with Oops TV for instance won't have any trouble in deciphering Bobby at the moment.

Oops TV, like all Bobby's short but intense love affairs, started off as a result of a random meeting between boy and remote control. Remote control missed the desired channel and all of a sudden we were in slapstick land.

A couple of weeks later, the relationship between Oops TV and Bobby had blossomed to the extent that presenter Justin Lee Collins had become his personal (unlikely) hero and we're now the only family in Britain who RECORDS Oops TV for His Majesty's enjoyment. Anything Bobby says is likely to be smattered with Oops catchphrases such as 'Oh my goodness me!' 'You didn't mean to do that did you?' 'Let's try that again!'

In the car the other day, Bobby asked his mate: "What's your favourite Oops?"

I inwardly cringed. How on earth was his friend supposed to take such a close interest in all things Bobby-related? I was just wondering whether we should do more work on conversational skills when his friend replied: 'Oh I like the one where the man walks into a tree!' Bobby guffawed.

Then his friend asked me: "Before you called Alec Alec, what were you going to call him?"

I forgot – autistic kids don't have the monopoly on ridiculous conversations.



PARLEZ VOUS FRANCAIS?

NO, BUT I'M FLUENT IN AUTISTIC.



Sponsored by  
 **Cygnet Health Care**  
&  
**studio<sup>n</sup>orth**

Scan the QR Code with your phone to go straight to our website

[www.aukids.co.uk](http://www.aukids.co.uk)



# Celebrity SPOTLIGHT



## Thomas McClinton

**Age:** 6½ **Diagnosis:** A.S.D. and A.D.H.D.

**School:** Brookfield Special Needs Primary School.

**My family:** Mum, dad, cousin Daniel and his black and white cat.

**I love:** Tumble dryers and road traffic signs. My favourite colour is blue and I like to eat breadsticks and Rich Tea biscuits!

**I hate:** Loud noises and chicken.

**If I were Prime Minister:** Opening and closing of washing machine and tumble dryers doors would be a national sport! It's my favourite past time.

**Song that best describes me:** Bounce by Calvin Harris - I love to bounce any chance that I get!



## Sophie May Johnson

**Age:** 4 **Diagnosis:** Autism

**Where I live:** I live in Manchester with Mummy and my grandparents.

**Nursery:** I go to Sure Start in Burnage.

**I like:** Swimming with Jenna\* my babysitter, singing action songs, books and bedtime stories, food and running about in open spaces!

**I hate:** Vacuum cleaners!

\*Jenna works as a specialist babysitter/support worker for Time Babysitting, see advert Page 11.

Want your little star to appear on our Celebrity Spotlight page? Send your own answers with a jpeg picture of your child in action to: [aukidsmag@gmail.com](mailto:aukidsmag@gmail.com)



Think green! Recycle AuKids