Week 3: Working with Autistic Adolescents

Video: [https://www.youtube.com/watch?v=kOipXKf2sSM](https://www.youtube.com/watch?v=kOipXKf2sSM)

**Title:** Methods for Autism Researchers Part 2: Laura Alexander

**Description:** In this 2-part seminar, Laura Alexander shares tips from her professional experience of working with autistic adolescents.

Initial thoughts and reflections
Reflective Questions

Question 1: What unmet needs have you identified in your understanding of autistic adolescents?

CASE STUDIES – the following young people are included in the lecture.

1. Stacey is 13 years of age. She lives with her sister and parents and attends a mainstream secondary school (her second school for her second year). Stacey will only attend MMASD if her sister accompanies her. She is clever, with aptitude for maths and physics, but wants to be a beautician, because that’s what most girls do.

2. Kirsten is 16 years of age and struggling with friendships. She is happy to attend MMASD in a group with all males, apart from her. She goes on to attend other autistic groups into adulthood.

3. Clare is 14. She has sensory difficulties and OCD issues. Her need for the group structure to fit around her dominates the group.

4. Leo is 15. He attends a school for pupils with learning disabilities. He is boisterous, a hugger and someone who constantly asks questions on a limited range of topics.

5. Martin is 16 years of age and is quiet and polite. He attends the same school as Leo. Martin lacks confidence in his own abilities and takes a while to process verbal questions in any group discussion.

6. Steven is 17 years of age. He is nervous of the others in his group and not used to being away from home or school. His sensory difficulties are around food and people.

7. Harry is 16 and a joker. He does not live with his family and is currently living in a care home. The staff there are very supportive and keen for him to attend.

8. Alexis is 15. She says she doesn’t want to be in the group and does not identify with any of the issues discussed. She has friends and hobbies and is doing okay at school.

Question 2: Which young people would you prioritise in preparation for attending a group session or a meeting? Discuss why and how you would support their interaction.
Question 3: Does filling the gaps in research that you have identified offer a positive outcome for young people in their daily lives?
Additional thoughts and reflections