

Challenged Communication & Emotional Wellbeing in ASD: Protective Factors

Tell me about Lisa

Educator A

She seems to avoid being with others. She appears very locked in in her own wee world of interests either spending her time silently emptying things and feeling things that are lying about. She ignores me or, at best, tolerates me for a very short while when I try to teach her things. She always walks away. She doesn't try to speak or anything.

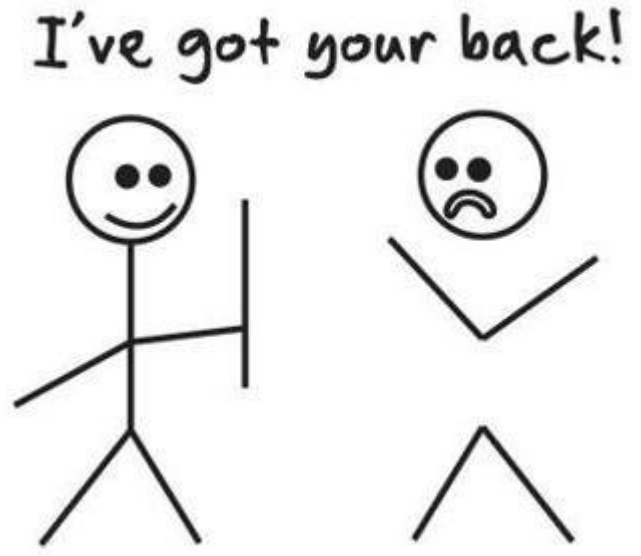
Educator B

Lisa is beginning to enjoy being around me and others. She is starting to notice what I am doing and will watch for a while longer now. I think she is making more sounds, happy sounds and I am taking more chances with her. I'm not as scared as I was about making things worse if I try to play with her.

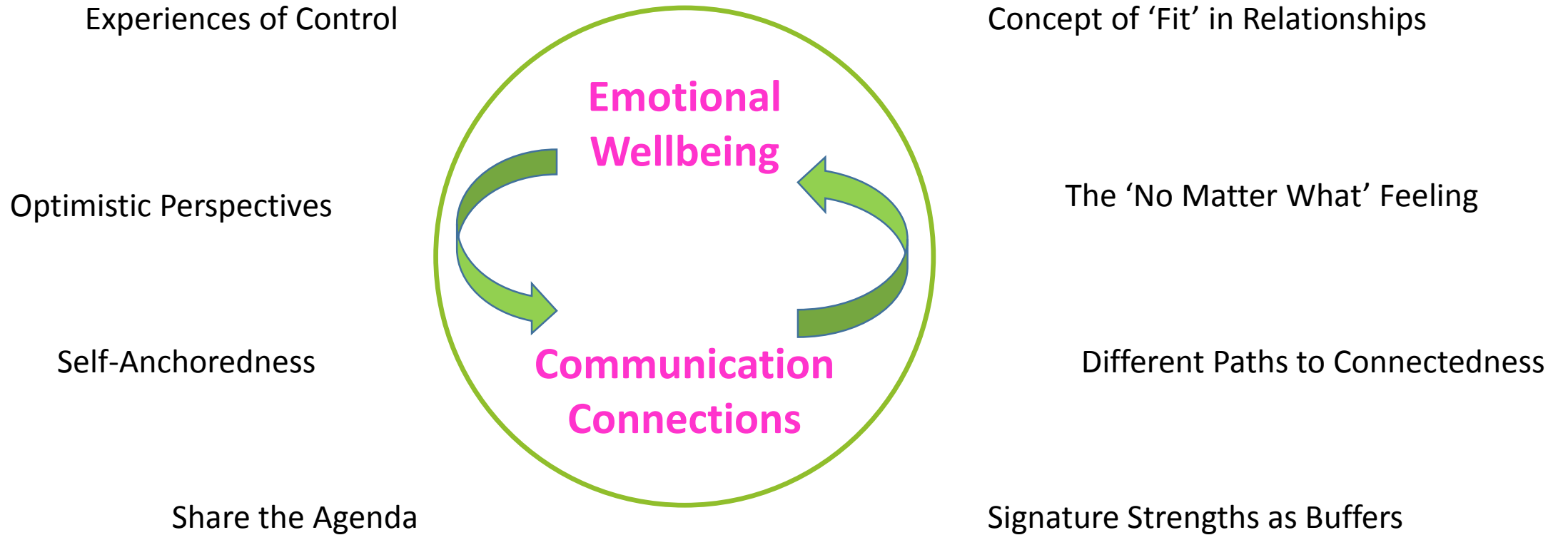
Let's Reflect

- The “Two Worlds” Problem
- The “*What is She*” Approach vs. The “*Who is She*” Approach
- Which perspectives foster personal wellbeing in a young person ?

Relationship Style



So What Are The Protective Factors?



“What?”

Assessment &
Advice

Observations

Training

Therapy
Intervention

Programme
Development

Target Setting

Consultancy for
Service Providers

Communication Exchange

Speech &
Language Therapy and
Consultancy

“How?”

Flexible

Bespoke

Timely

Engaging

Empowering

Meaningful

Interactive

Straightforward



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