

# Friendships



## Welcome



Laura Owens

Facilitator



Rachael Dillon

Facilitator



Carmel Corrigan

Panelist

## Acknowledgement

We begin by acknowledging and paying our respects to the Traditional Custodians of the Country we meet on today. We pay tribute to them and their Elders, both past and present, and to future leaders. We welcome all Aboriginal and Torres Strait Islander people here with us today.

## Using the webinar tools


**All attendees will be on mute**

**#NB Ensure you set your 'chat box' to "ALL attendees and panellists"**

**Chat window**




**You can open the chat window and pop it on the side of your screen**

**Type here to answer or ask a question and click enter**




## Som ething about you...


- In what capacity are you attending?
- What is the age of your child/children?



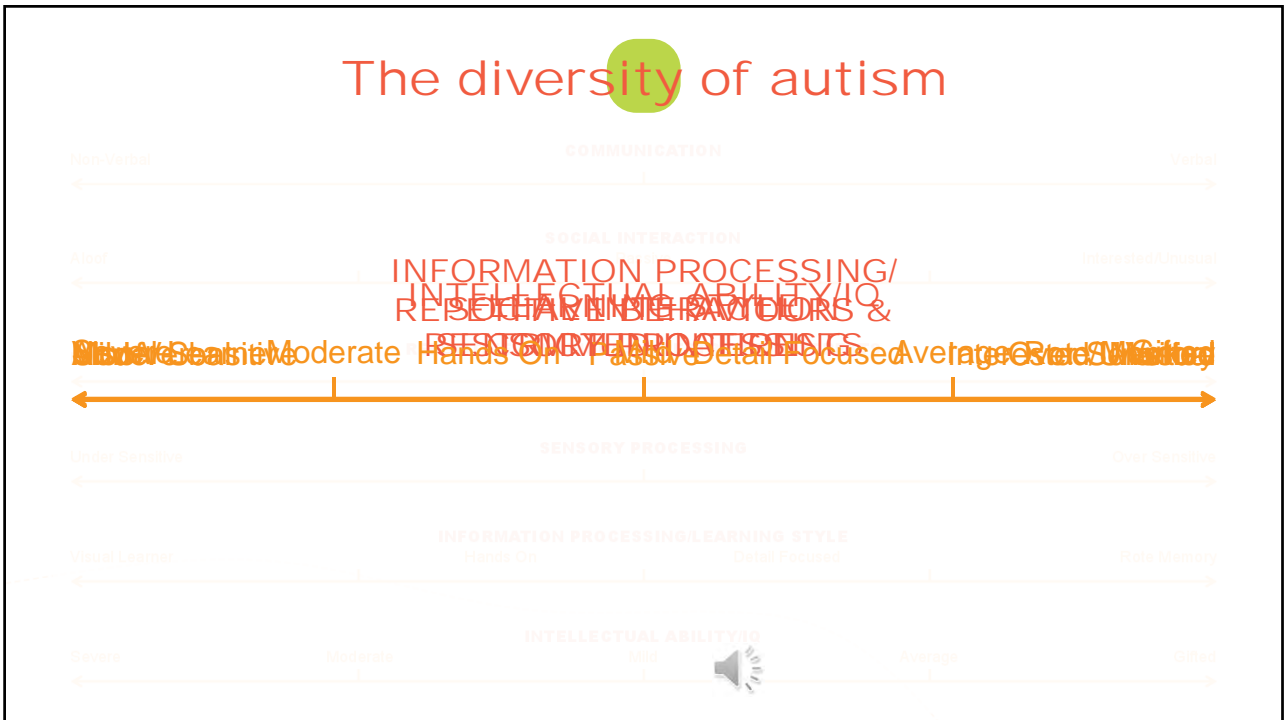
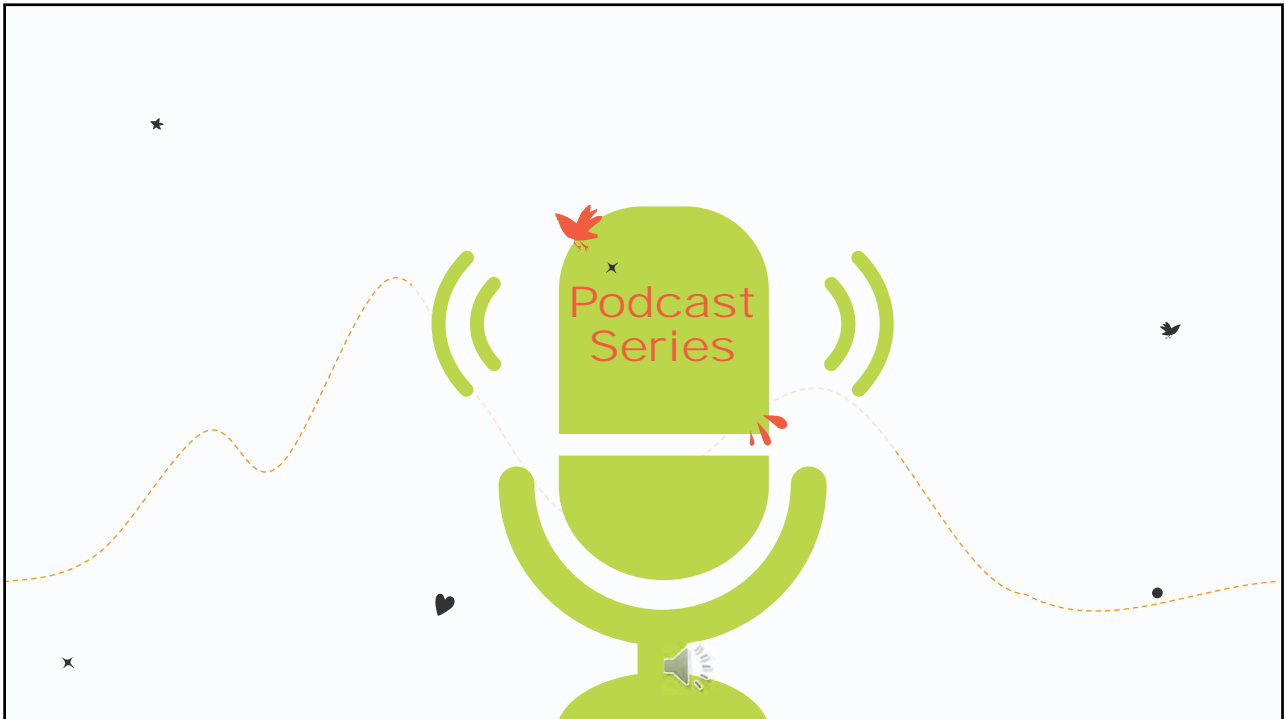
## Session intentions



- Explore why making and maintaining friendships can be difficult for our young people on the autism spectrum
- Share strategies and ideas to support our young people in developing and maintaining friendships
- Share the importance of working in partnership with your school to ensure our young people on the spectrum maintain safe and confident social networks
- Explore additional resources and programs that support making and maintaining friends and issues around bullying







# The planning matrix

	Communication	Social Interactions	Restricted interests & Repetitive behaviours	Sensory Processing	Information processing/ Learning style
<b>Characteristics</b>	1. 2.	1. 2.	1. 2.	1. 2.	1. 2.
<b>Impact</b>	1. 2.	1. 2.	1. 2.	1. 2.	1. 2.
<b>Strategies</b>	1. 2.	1. 2.	1. 2.	1. 2.	1. 2.

# The planning matrix

	Communication	Social Interactions	Restricted interests & Repetitive behaviours	Sensory Processing	Information processing/ Learning style
<b>Characteristics</b>	1. 2.	<b>Characteristics</b> 1. Ethan is often alone, but has found one friend with the same interest in transformers.		1. 2.	1. 2.
<b>Impact</b>	1. 2.	<b>Impact</b> 1. Ethan is often seen alone in the playground – sometimes <i>comments</i> he wishes he had friends		1. 2.	1. 2.
<b>Strategies</b>	1. 2.	<b>Strategies</b> 1. Investigate the option of starting a 'transformer club' one lunch time a week. Find other students with similar interest and advertise in school newsletter.		1. 2.	1. 2.

# What are some strategies you are currently using?

Teasing and Bullying

1. IGNORE
2. Be ASSERTIVE
3. TELL adult
4. SELF TALK



Role-play how to join in a game  
Use visuals to teach what a friend is and is not



Practice turn taking  
Teach explicitly the rules of different social situations



Use visual prompts to help communicate feelings  
Use role-play to act out a scene

# The importance of communication



How can we work in partnership with our school to support young people socially and emotionally?

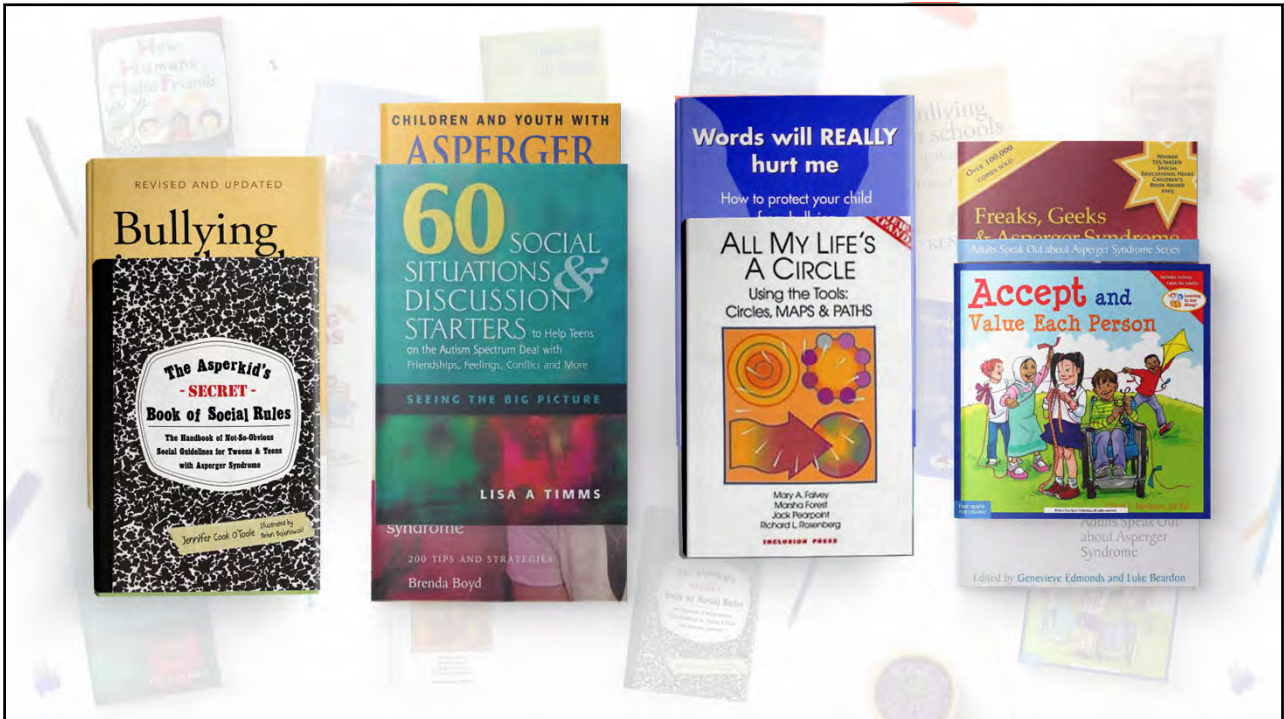


pp positive partnerships



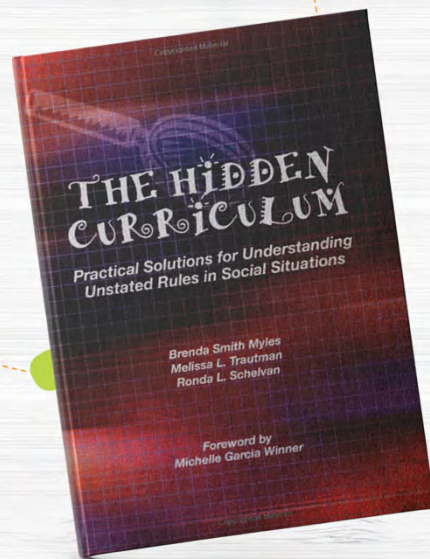
Social Interaction CHARACTERISTICS





# The Hidden Curriculum

Practical Solutions for Understanding Unstated Rules in Social Situations



# The Social Skills Picture Book



# Visual Strategies



## Additional Visual Strategies

**THE HASSLE LOG**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**This is what happened to me:**

- Someone teased me
- Someone took my things
- Someone started a fight with me
- I did something wrong

**This is when it happened to me:**

- Class time
- Lunchtime
- At home
- Recess

**This is how I felt:**

- Angry
- Sad
- Confused
- Shapooned

**This is who made me feel this way:**

- Another student
- Family
- Friend

**This is what I did and how I reacted:**

- Hit back
- Hurt myself
- Cried
- Took time out
- Ran away
- Went silent
- Hid somewhere
- Spaced out

**Other:**

- Someone ordered me about
- Someone did something I don't like
- Other \_\_\_\_\_

**Other:**

- Before school
- After school
- Other \_\_\_\_\_

**Other:**

- Really angry
- Annoyed
- Other \_\_\_\_\_

**Other:**

- Staff member
- Teacher
- Other \_\_\_\_\_

**Other:**

- Cried
- Stayed calm
- Argued
- Talked about it
- Hit
- Dried
- Damaged property
- Other \_\_\_\_\_

\*the situation: \_\_\_\_\_

How was \_\_\_\_\_?  OK  Very badly

\_\_\_\_\_

\_\_\_\_\_

**HOT SPOT**


**JOINING A NEW GROUP**


Joining a new group can be really hard at times.


You may need to join a new group in the playground when your friend is away from school.


**COOL HINT**

- Approach a smaller group first - easier than big groups
- Be yourself
- be friendly with others
- Be nice
- say hello, please and thank you
- Wait quietly
- to get a turn.
- Don't try to take over
- or be a "know-all"











Toni Noble & Helen McGrath



McGrath Training Systems  
Professional Development in Education



**SOLVING the MYSTERY of SOCIAL ENCOUNTERS®**

**CASEL**  
(Collaborative for Academic, Social and Emotional Learning)

**National Autistic Society**

**Aspect Launchpad**


positive partnerships

**Stay Smart Online**

**CyberSmart**

**National Safe Schools Framework**

positive partnerships



positivepartnerships.com.au

facebook.com/PositivePartnershipsAU

positive partnerships

The image shows a desktop monitor and a laptop. The monitor displays the Positive Partnerships website with a purple header and navigation menu. The website content includes sections for 'For Parents & Carers' and 'For School Staff', with sub-sections for 'Workshops', 'Online Learning Hub', and 'Resources'. The laptop displays the Facebook page for Positive Partnerships AU, featuring a profile picture and a cover photo of a group of people. Orange callout boxes with white text point to the website URL and the Facebook page URL. The Positive Partnerships logo is in the bottom right corner.



Final Thoughts or Questions

Please take a moment to complete our survey

positive partnerships

The image features a large, stylized green question mark with a black outline and a spiral tail. To the right of the question mark is a white smartphone displaying the SurveyMonkey app logo and name. An orange callout box with white text is positioned between the question mark and the smartphone. The text 'Final Thoughts or Questions' is written in a red, sans-serif font on the left side. The Positive Partnerships logo is in the bottom right corner.