

“Başkalarının
diyeceđi Őeyler onun ilgisini
çekmiyor gibi görünüyor”

'He doesn't seem
interested in what others
have to say'

Communication



Communication is one of the key challenges of autism. Levels of communication vary between different people, but children can learn to communicate with support.

Starting the conversation

- What is he interested in?
- What does he do when others talk to him?
- What is hard for him? e.g. listening, taking turns?
- Does he have the skills to listen to others?
- Are there people/times when he does seem interested?
- What skills might he need to learn?
- Who or what might help?



“Onun ne istediđini
bilen tek kiři benmiřim
gibi grnyyr”

'I'm the only one who seems
to know what she wants'

Communication



Communication is one of the key challenges of autism. Levels of communication vary between different people, but children can learn to communicate with support.

Starting the conversation

- How do you know what she wants?
- What makes it hard for other people?
- What works for you?
- Who can assist you with ideas and strategies?
- What or who could help?

“Onun ne istediđini anlamadıđımız
zaman kızıyor”

'He gets cross when we don't
understand what he wants'

Communication



Communication is one of the key challenges of autism. Levels of communication vary between different people, but children can learn to communicate with support.

Starting the conversation

- When does he get cross?
- Does he get cross with everyone?
- How does he act when people don't understand?
- What seems to help?
- Are there times that he doesn't get cross when he is misunderstood?
- What skills could he learn that might help?



“O ilgi duyduđu Őeyler hakkında
kolayca konuŐur”

'He talks easily about
things that interest him'

Communication



Communication is one of the key challenges of autism. Levels of communication vary between different people, but children can learn to communicate with support.

Starting the conversation

- What is he interested in?
- Are the other children interested in the same things as him?
- Is that interest working for him?
- What does he need to learn that could help him?
- Are you able to share his interests to build on his conversation skills?
- How often does he get opportunities to talk about his interests?

“Konuşman ve dinlemen
gerektiğini anladığından emin
değilim”

'Not sure he understands that
you need to talk and listen'

Communication



Sometimes autistic children don't seem to know how to talk and listen in the same way as other children.

Starting the conversation

- When does this happen?
- Does it happen for everyone?
- When does he talk and listen?
- What seems to help?
- What skills do you think he needs to learn?
- Why do you think he doesn't understand that you need to both talk, and listen?
- What or who could help?



“Basit ve net bir dil
kullanmak onun aısından
en iyisidir”

'Using simple, clear
language works
best for her'

Communication



Communication is one of the key challenges of autism. Levels of communication vary between different people, but children can learn to communicate with support.

Starting the conversation

- How do you know this works?
- What do you do?
- How do you know when it's not simple and clear enough?
- What do you do that helps?
- What do you know doesn't help?
- Who is currently using simple, clear language?
- Who needs to be informed?
- Who or what else could help?

“One söyleyeceğiniz şeyleri belirli bir tarzda söylemeniz gerekir”

'You need to tell her things in a certain way'

Communication



Communication is one of the key challenges of autism. Levels of communication vary between different people, but children can learn to communicate with support.

Starting the conversation

- What do you mean by 'a certain way'?
- What happens if you don't tell her in 'a certain way'?
- How do you know this helps?
- What do you know doesn't help?
- Who knows how to tell her in 'a certain way'?
- Who needs to be informed about how to tell her things?
- Who or what else could help?



“Aile toplantıları bir kabus”

'Family gatherings are a nightmare'

Social Skills



Family gatherings may be a regular part of your life, and for some children they can be very stressful. With certain supports in place, they can be enjoyable for everyone involved.

Starting the conversation

- What happens at your family gatherings?
- Which ones does your child manage well?
- What seems to trigger problems at the gatherings?
- Why do you feel they are a nightmare?
- What or who might help?

“O kendi kendine oynamayı
tercih ediyor”

'He prefers to play by himself'

Social Skills



Autistic children may experience challenges in making friends. They may want to make friends, but find it difficult to do so, and appear to prefer to play by themselves.

Starting the conversation

- Why do you think that is?
- Is this a problem for your child?
- Is this a problem for you?
- How does he play?
- What does he play with?
- What skills do you think he needs to learn?
- What or who could help?

“O aynı Őeyi tekrar tekrar
yapmaktan hoŐlanıyor”

'He likes to do the same
things over and over'

Behaviour



Some autistic children may do things over and over for lots of different reasons.

Starting the conversation

- What does your child do?
- Why do you think he does this?
- When does it not happen?
- Is this a problem for you?
- Is this a problem for your child?
- What makes a difference?
- Does this behaviour help to calm him down?
- What or who might help?

“Rutinin dıřına ıkıldıđı zaman
o ok kızıyor”

'She has a meltdown when
the routine changes'

Behaviour



Some autistic children thrive on routine, this helps them cope by having a set pattern throughout the day. Changes can be difficult if not supported appropriately.

Starting the conversation

- What happens when there is a change to the routine?
- When is it less of a problem?
- Why do you think that is?
- What seems to help her when preparing for a change?
- What or who could help at other times?

“Ziyaretçilerimiz geldiğinde o çok rahat olmuyor”

'He doesn't cope well
when we have visitors'

Behaviour



Autistic children may engage in behaviours that are difficult for families, teachers and others to understand.

Starting the conversation

- What do you think is difficult for your child when you have visitors?
- Is it less of a problem sometimes?
- What does he do when you have visitors?
- Are there some visitors he copes well with?
- What is different about these visitors?
- Who or what could help?

“Annem bana kıyasla ona farklı davranıyor”

'Mum treats her differently to me'

Siblings



It can be hard to balance the needs of all family members. Siblings of autistic children may not always understand the specific adjustments their sibling requires.

Starting the conversation

- What helpful things does your child do in your family?
- What makes it difficult for your children to understand their autistic sibling?
- Do your other children understand about their sibling's needs?
- What does this mean for your other children?
- What could you try that may help?



“Okulda ona sataşacaklarından
endişe ediyorum”

'I'm worried he will
be bullied at school'

Bullying



Children may experience bullying. Their communication and behaviour (interests, thoughts, feelings and language) is sometimes difficult for others to understand, leading to bullying.

Starting the conversation

- How have you spoken to the school about your bullying concerns?
- What makes bullies see your child as more vulnerable? e.g. social skills, being bossy, getting upset easily?
- Do the other children know your child is on the autism spectrum?
- How have the teachers been involved in supporting your child?
- How could you help your child respond appropriately to being bullied?



“Başka çocuklara nasıl söyleyebilirim?”

'How do I tell the other children?'

Behaviour



Autistic children show lots of behaviours that can be difficult and unclear for parents, teachers and others working with them, such as classmates.

Starting the conversation

- What would you like to tell the other children?
- What do you usually say to the other children?
- What strengths does your child have?
- Can you explain how your child learns and what interests them?
- Are there any children you feel already understand your child?
- Do the other children understand that everyone has different strengths and needs?



“O rutinin dışına çıkılmasından
nefret eder”

'He hates changes in routine'

Learning



A transition is a change from one thing to the next. Transitions are part of daily life and may include moving house, moving country, changing classes or schools. Smaller transitions include getting to school, stopping one activity and starting another, and working with a different person.

Starting the conversation

- How does he respond to changes?
- Which transitions are hard for your child?
- Which changes do they manage well?
- What have you tried so far that has helped?
- What else could you try that may help?

“Onun hala benim çok fazla
yardımına gereksinimi var”

'She still needs me to
help her with so much'

Self-Care



Autistic children may need lots of help and support to learn new things and remember how to do them. Teaching them to do new things for themselves takes time and can be done in different ways, that suit the individual child.

Starting the conversation

- What does she need help with?
- What can she do by herself?
- How did she learn this?
- What do you need to teach her?
- Which of these skills are priority/have the biggest impact on her independence?
- Who or what could help?

“O yiyeceđi Őeyler konusunda
oldukça titiz”

'She is really fussy about
what she will eat'

Sensory Processing



Eating a variety of foods can be hard for some autistic children. It could be about the smell, taste, texture or something else.

Starting the conversation

- Is this a problem for your child?
- What types of foods does she like?
- What happens when these foods aren't available?
- How important is this to you?
- Have you discussed this with your doctor or dietitian?
- What or who could help?

“O saęının yıkanmasından nefret eder”

'He hates having
his hair washed'

Sensory Processing



Starting the conversation

Some autistic children find hair brushing, washing and cutting very difficult. The head is a very sensitive part of the body. The reason may have something to do with sensory processing; sound, movement, noise or smells might be contributing to their distress.

- Why do you think this may happen?
- How does he respond when his hair is washed?
- How does he respond when his hair is touched in other situations?
- What makes it easier for him?
- What makes it worse?
- Who or what could help?

“O birşeyleri sırayla yapma ve bekleme konularında oldukça zorlanıyor”

'He finds it really hard to take turns and wait'

Social interaction

Many autistic children need support to learn social skills and social rules.



Starting the conversation

- What games/objects does he find most difficult to wait for?
- Which games/objects can your child play with and manage well?
- Does it seem to make a difference who it is, e.g. adults or children?
- What seems to trigger problems?
- What or who might help?

“O ev ödevi yapmayı reddediyor”

'He refuses to do homework'

Learning at home



Starting the conversation

Autistic children may be overwhelmed following a day at school. They may need some rest and/or quiet time before completing homework. It may also help to talk to the school about suitable tasks for homework.

- Which tasks does your child like doing at home?
- Can the task be broken down into smaller parts to complete?
- Could a favourite activity be used as a reward following homework?
- Is the teacher aware of these changes?
- Could your child practice the skill or demonstrate his knowledge in a different way?

“Evde ođluma birşeyler
öđretmeye çalıřtıđım zaman,
o bunları her zaman tekrar
etmeme gerek duyuyor”

'When I try to teach my son at
home, he needs me to repeat
things all the time'

Learning at home



Starting the conversation

Some autistic children may be visual learners, they may find instructions given verbally more difficult to remember or understand.

- Is there a way you can show him what to do as well as give verbal instructions?
- Does your son understand visual supports?
- Can you write down instructions?
- How could the instructions be put into a visual, step by step guide?
- What else could you try that may help?
- What supports your child's understanding at school?
- Could you talk to the teacher?



“Ona duř almasını saęlamak
gerek bir mcadele”

'Getting her to have a
shower is a real struggle'

Self-Care



Autistic children may need help and support to learn daily living skills. Teaching independence takes time and there is no one approach that suits everyone.

Starting the conversation

- What parts of having shower does she dislike?
- What part of having a shower does she need help with?
- What can she do by herself?
- Are there any water based activities that she likes?
- Is there a favourite activity or reward that she can access after a shower/bath?

“O sabahları kendi elbiselerini
giyemiyor”

'He can't dress himself
in the morning'

Self-Care



Autistic children may need help and support to learn daily living skills. Teaching independence takes time and there is no one approach that suits everyone.

Starting the conversation

- What does he need help with?
- What can he do by himself?
- How did he learn this?
- Are there times when he needs less support to get dressed?
- What do you think you need to teach him?
- Is there a favourite activity or reward that he can access after getting dressed?
- Who or what could help?



“O fazla sestten kaçır ve parlak
ıřıktan nefret eder”

'He runs away from
loud noises and
hates bright lights'

Sensory Processing



Autistic children can sometimes get too much sensory information from their environment. This may make them feel overwhelmed or confused.

Starting the conversation

- Why do you think this happens?
- What helps?
- What makes it worse?
- Are there times/places where he copes better?
- Can any changes be made to the environment?
- Can any sensory supports be offered, e.g. headphones/wearing sunglasses?
- Who or what could help?