



Autism and close relationships

Clarifying the challenge and the challenge of clarifying

Peter Vermeulen, PhD



AUTISM in CONTEXT

from neurodiversity to neuroharmony
www.petervermeulen.be

1

Teaching about relationships

An autism friendly program for education on sex and relationships



2
YEARS



Part 1: sexuality

(Hellemans, Vermeulen, Conix, & Delameillieure, 2006)



5
YEARS



Part 2: relationships

(Vermeulen & Carette, 2011)



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The challenges

Autistic people have a hard time engaging in friendship and other close social relationships:

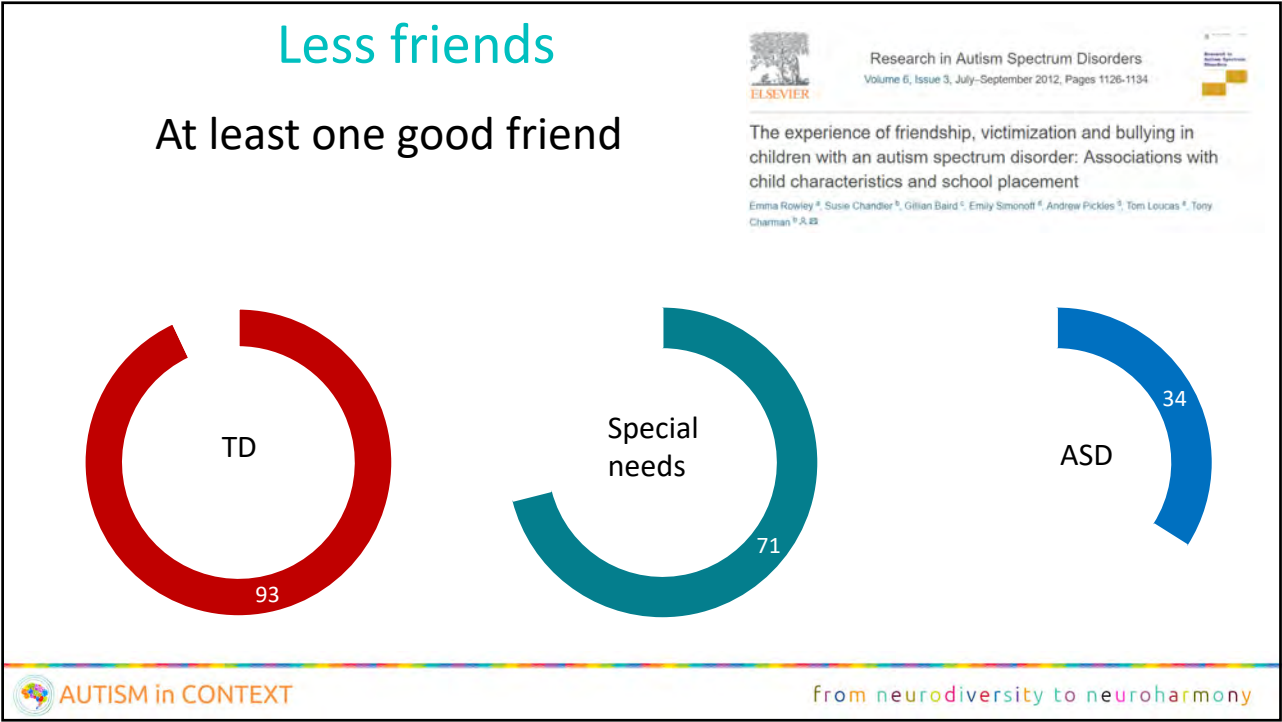
- Not knowing what to do and say, how and when
- Anxiety and worries
- Doing and saying the “wrong” things
- Being excluded
- Being very vulnerable (bullying)
- ...

Smaller social network

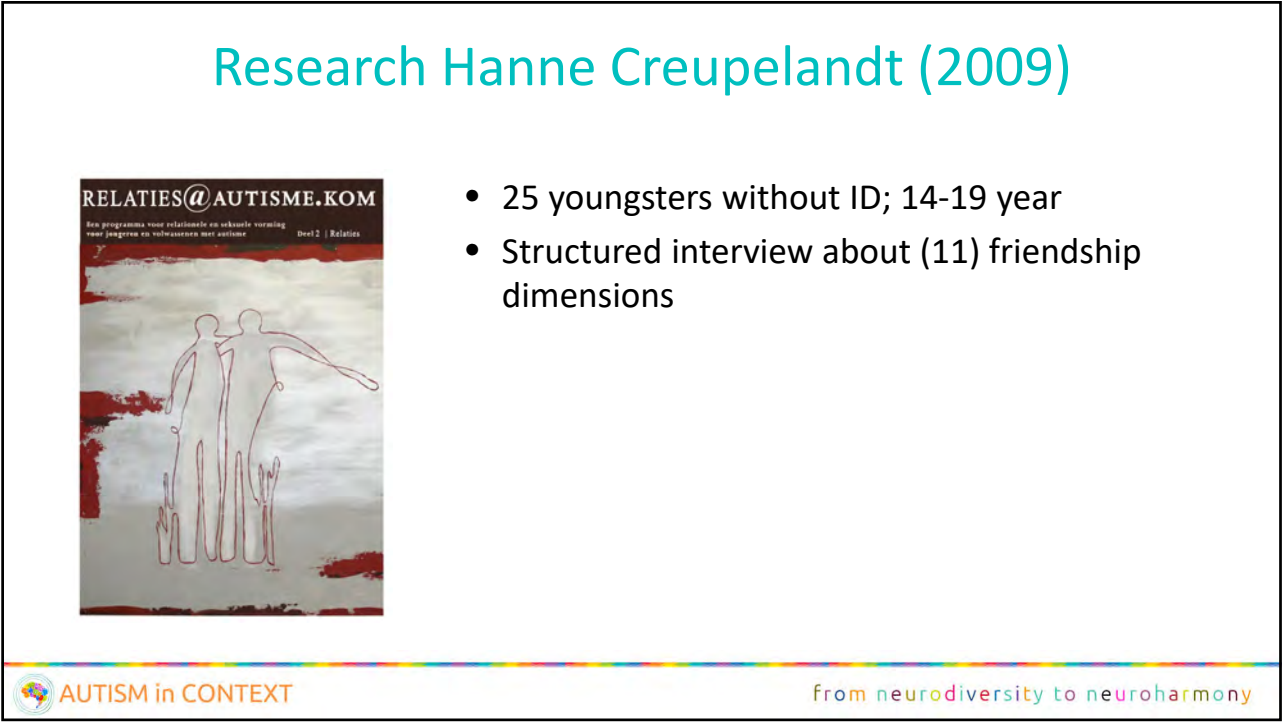
Journal of Research in Special Educational Needs • Volume 10 • Number 2 • 2010 74–81
doi: 10.1111/j.1471-3802.2010.01148.x

Loneliness, friendship quality and the social networks of adolescents with high-functioning autism in an inclusive school setting

Jill Locke, Eric H. Ishijima, Connie Kasari and Nancy London
University of California, Los Angeles, California, USA

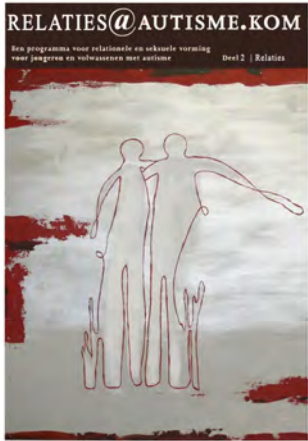


5



6

Hanne Creupelandt
(2009)



Dimension	% mentioned
Equality	80
Companionship	80
Support	72
Attractive quality	68
Frequency	48
Trust	44
Reciprocity	32
Stability	32
Conflict management	20
Across different contexts	16



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Friendship: loneliness and less satisfaction

Child Development, March/April 2000, Volume 71, Number 2, Pages 447–456

Loneliness and Friendship in High-Functioning Children with Autism

Nirit Bauminger and Connie Kasari

J Abnorm Child Psychol (2000) 30:135–150
DOI 10.1007/s10802-007-9136-9

Children with Autism and Their Friends:
A Multidimensional Study of Friendship
in High-Functioning Autism Spectrum Disorder

Nirit Bauminger • Marjorie Solomon • Anat Aviezer •
Kelly Heung • Lilach Gazit • John Brown •
Sally J. Rogers

Journal of Research in Special Educational Needs • Volume 10 • Number 2 • 2010 • 74–81
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EUROPEAN JOURNAL OF SPECIAL NEEDS EDUCATION, 2016
<http://dx.doi.org/10.1080/08856257.2016.1223441>



Perceptions of friendship among adolescents with autism
spectrum conditions in a mainstream high school resource
provision

Siobhan O'Hagan and Judith Hebron
Manchester Institute of Education, University of Manchester, Manchester, UK



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Lower reported quality of friendship

J Autism Child Psychol (2008) 38:135–150
DOI 10.1007/s10803-007-9126-5

**Children with Autism and Their Friends:
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in High-Functioning Autism Spectrum Disorder**

Nirit Bauminger · Marjorie Solomon · Anat Aviezer ·
Kelly Heung · Lilach Gazit · John Brown ·
Sally J. Rogers


J Autism Dev Disord
DOI 10.1007/s10803-016-2970-7

CrossMark

ORIGINAL PAPER

**Friendship Satisfaction in Children with Autism Spectrum
Disorder and Nominated Friends**

Neysa Petrina¹ · Mark Carter¹ · Jennifer Stephenson¹ · Naomi Sweller¹

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- Shorter duration
- Less in common
- Satisfaction, but lower

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I am alone and have
no one to play with

More loneliness Different experience (?)

Child Development, March / April 2000, Volume 71, Number 2, Pages 447–456

Loneliness and Friendship in High-Functioning Children with Autism

Nirit Bauminger and Connie Kasari

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It gets harder with age

Autistic adolescents:

- Less frequent contact with friends compared to when they were younger (Rotherham-Fuller e.a., 2010)
- Don't see themselves very competent (Locke e.a., 2010)
- 40% no contact with friends outside school
- More than half never invited by friends (Shattuck e.a., 2011)

...and all of this compared to adolescents with other conditions

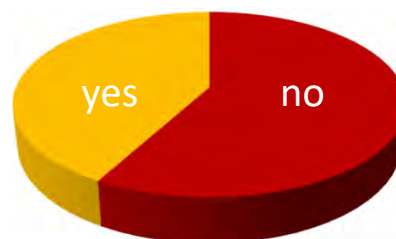
Putting into practice is difficult

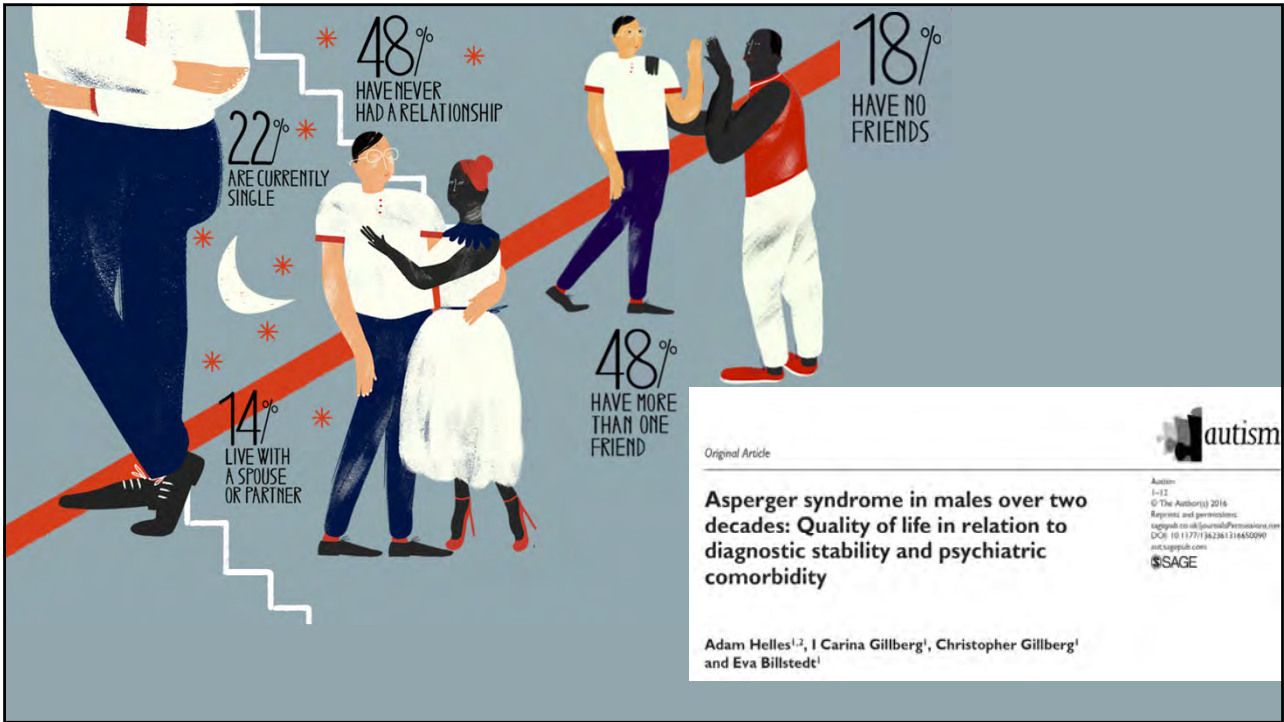
Journal of Developmental & Behavioral Pediatrics:
May 2011 - Volume 32 - Issue 4 - pp 277-283
doi: 10.1097/DBP.0b013e31820b49fc
Original Article

Social Participation in a Nationally Representative Sample of
Older Youth and Young Adults With Autism

Liptak, Gregory S. MD, MPH; Kennedy, Jenny A. BS; Dosa, Nienke P. MD, MPH

Been together with your friends the previous year?

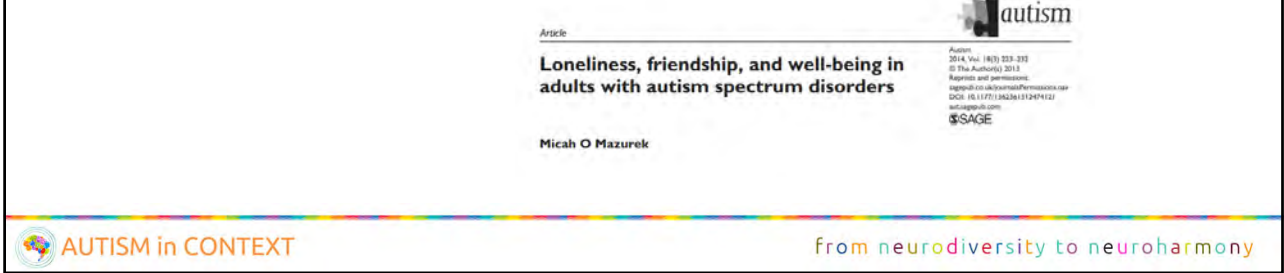




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60% has a best friend

- But 30% meets that friend less than once a month
- Many feel lonely
- Loneliness → depression ↑ anxiety ↑
- Loneliness → life satisfaction ↓ self-esteem ↓

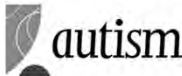


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Original Article


Loneliness in autistic adults: A systematic review

Kana Grace¹, Anna Remington², Brynmor Lloyd-Evans, Jade Davies³ and Laura Crane⁴




Autism
2022, Vol. 26(8) 2117–2135
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DOI: 10.1177/13623613221077721
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- Intimate
- Relational
- Collective

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COMPREHENSIVE REVIEW

A systematic review of romantic relationship initiation and maintenance factors in autism

Rui Ying Yew, Priscilla Samuel, Marilyn Hooley, Gary B. Mesibov, Mark A. Stokes

First published: 09 August 2021 | <https://doi.org/10.1111/perc.12397> | Citations: 5

Statement of Relevance: Autistic individuals report similar levels of interest in romantic relationships to their nonautistic peers but experience greater challenges with initiating and maintaining these relationships. This is the first systematic review examining important factors involved in romantic relationship success and challenges for autistic individuals. Better social functioning and communication were identified as being related to success (e.g., ability to initiate relationships and maintain satisfying relationships). This review also highlights the need for research on the societal factors influencing relationship success for autistic individuals.

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No lack of interest or motivation

Most autistic people have the need to relate and be connected



Journal of Adolescence
Volume 32, Issue 2, April 2009, Pages 309-322

Personal
RELATIONSHIPS



Journal of the
International Association
for Relationship Research

COMPREHENSIVE REVIEW

A systematic review of romantic relationship initiation and maintenance factors in autism

Friendship, loneliness and depression in adolescents with Asperger's Syndrome

Andrew J.O. Whitehouse ^{a,*}, Kevin Durkin ^c, Emma Jaquet ^b, Kathryn Ziatas

Published as:
Carrington, Suzanne and Templeton, Elizabeth and Papinczak, Tracey (2003) Adolescents with Asperger Syndrome and Perceptions of Friendship. *Focus on Autism and Other Developmental Disabilities* 18(4):211-218.

Adolescents with Asperger Syndrome and Perceptions of Friendship

Suzanne Carrington, Elizabeth Templeton, and Tracey Papinczak



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Pyramid of universal human needs

Abraham Maslow



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Autistic people have same basic needs


Autonomy
The feeling one has choice and willingly endorsing one's behavior

Competence
The experience of mastery and being effective in one's activity

Relatedness
The need to feel connected and belongingness with others

Fulfilment

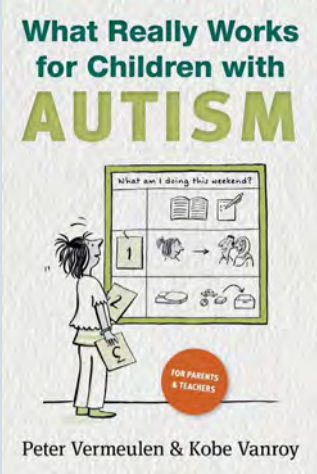
Deci & Ryan:
Self-Determination Theory (SDT)

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Ten basic needs of autistic children





What Really Works for Children with AUTISM
Peter Vermeulen & Kobe Vanroy


 Being understood


 Good agreements and rules


 Clarity


 Positive self-esteem


 Predictability

 Contentment

 Autonomy

 Meaning

 Connection

 Encouragement

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Making (and Keeping) Friends: A Model for Social Skills Instruction

Contributed by: Dr. Scott Bellini, Associate Director

"I am not asking for my child to be the life of the party, or a social butterfly. I just want her to be happy and have some friends of her own. She is a wonderful kid, and I hope someday others can see that."

Social Skill Deficits in Autism Spectrum Disorders

Indeed, many parents of children with autism spectrum disorders (ASD) echo this sentiment concerning their child's social functioning. They know that their child has many wonderful qualities to offer others, but the nature of their disability, or more precisely, their poor social skills, often preclude them from establishing meaningful social relationships. This frustration is amplified when parents know that their children want desperately to have friends, but fail miserably when trying to make friends. Often, their failure is a direct result of ineffectual programs and inadequate resources

Priority: social skills training

Examples of IEP Goals for Autistic Students

Since IEP goals are personalized for each student, there is no single template for all programs. Goals can be detailed with objectives that highlight the goal or vague with detailed objectives. However, you can learn more about how to write goals by looking at examples of IEP goals for autistic students:

- **Social Skills:** Demonstrates an ability to interact with her peers appropriately.
- **Communication:** Increases verbal and language skills to improve interaction with others.
- **Gross Motor Skills:** Shows improvement in gross motor skills by participating in school activities that require balance and coordinated movement.
- **Fine Motor Skills:** Develops stronger fine motor skills through art projects, writing and building blocks.
- **Self-help:** Learns more self-help skills in regard to hygiene and personal care.
- **Cognitive:** Engages in problem solving.
- **Adaptive:** Uses a sensory choice board appropriately.

Priority: social skills training





Q3: What is social skills training and why is it a priority?

A3: Unlike their peers, children with ASDs do not acquire basic social skills through general experience and observation, such as sharing enjoyment and maintaining eye contact. This social inadequacy often results in anxiety, depression, social avoidance, academic difficulties and problematic peer interactions. Social skills training uses problem-solving techniques to actively teach children the skills they need to be successful and cope with challenging situations in the social environment. Research has demonstrated that social skills training is one of the most effective treatments for children with ASDs and helps them to succeed in their personal and academic lives. ▲

Teaching social skills

Starting a conversation



-  **Step 1:** Think of what you'd like to say
-  **Step 2:** Make sure you have the other person's attention. Look at the person.
-  **Step 3:** Ask a question or make a comment.
-  **Step 4:** Listen carefully while the other person responds.

Is often training of generic skills in off-line training situations

Very **bold** statement

If we want to help people with ASD in
their relationships,
social skills training
is not the best, nor the first strategy!

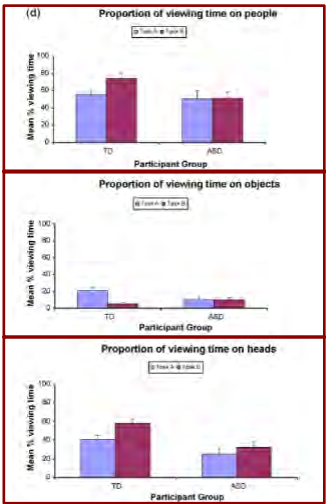
Relational competence

- Requires more than social skills!
- Social skills are context dependent:
- In social interaction, PERCEPTION is pivotal:
 - Reading the context
 - It requires that you focus on the “right things”!

Atypical scanning in autism



- A = material instruction
- B = social instruction



Benson, V. (2009). Atypical saccadic scanning in autistic spectrum disorder. *Neuropsychologia* (47) 4, 1178-1182.

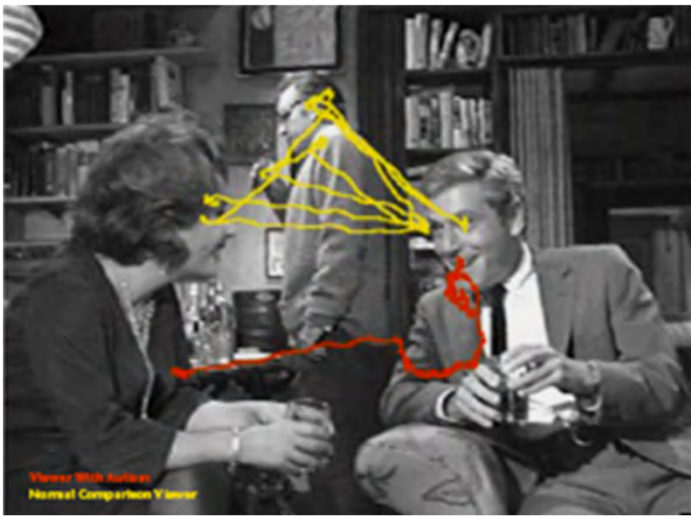


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Social perception (Klin et al, 2002)



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Social skills and social scripts

- People with autism can learn a lot of social scripts and skills...
- But have difficulties with contextual changes (flexibility) (Loth a.o., 2008; 2010)

Loth a.o. (2010)

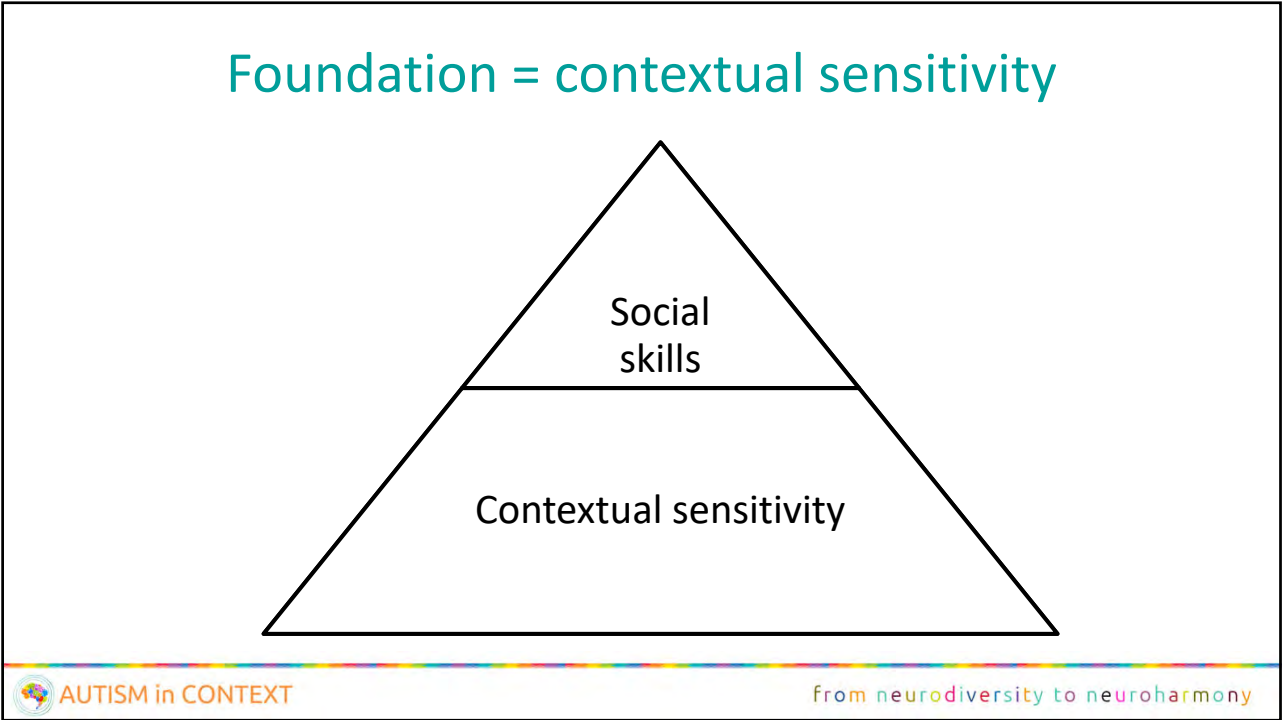
J Autism Dev Disord
DOI 10.1007/s10803-009-0929-7

ORIGINAL PAPER

Variety is Not the Spice of Life for People with Autism Spectrum Disorders: Frequency Ratings of Central, Variable and Inappropriate Aspects of Common Real-life Events

Eva Loth · Francesca Happé · Juan Carlos Gómez

- Contextual variations are often seen as central or as fixed rules, even in those who pass high level ToM tests
- *e.g. having a dessert when going to a restaurant*



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Autistic people do have a Theory of Mind!

Adults with autism perform well even on more advanced tests of Theory of Mind

(Roeyers a.o., 2001; Chevallier a.o., 2010; Spek, 2010; Begeer a.o., 2010)

Surprised

Joking

Happy

Sure about something

Reading the Mind in the Eyes (Baron-Cohen a.o., 1997)

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Context and mind reading

Difference between static and a-contextual (laboratory) tasks and more dynamic, naturalistic, **contextualized** tasks

At the end of the scene, how is the woman feeling?



Surprised Sure about something

Joking Happy

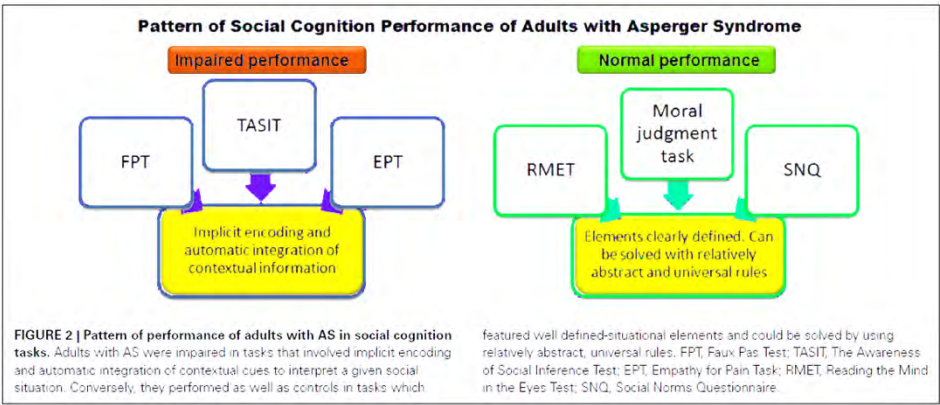
Reading the Mind in the Eyes
(Baron-Cohen a.o., 1997)

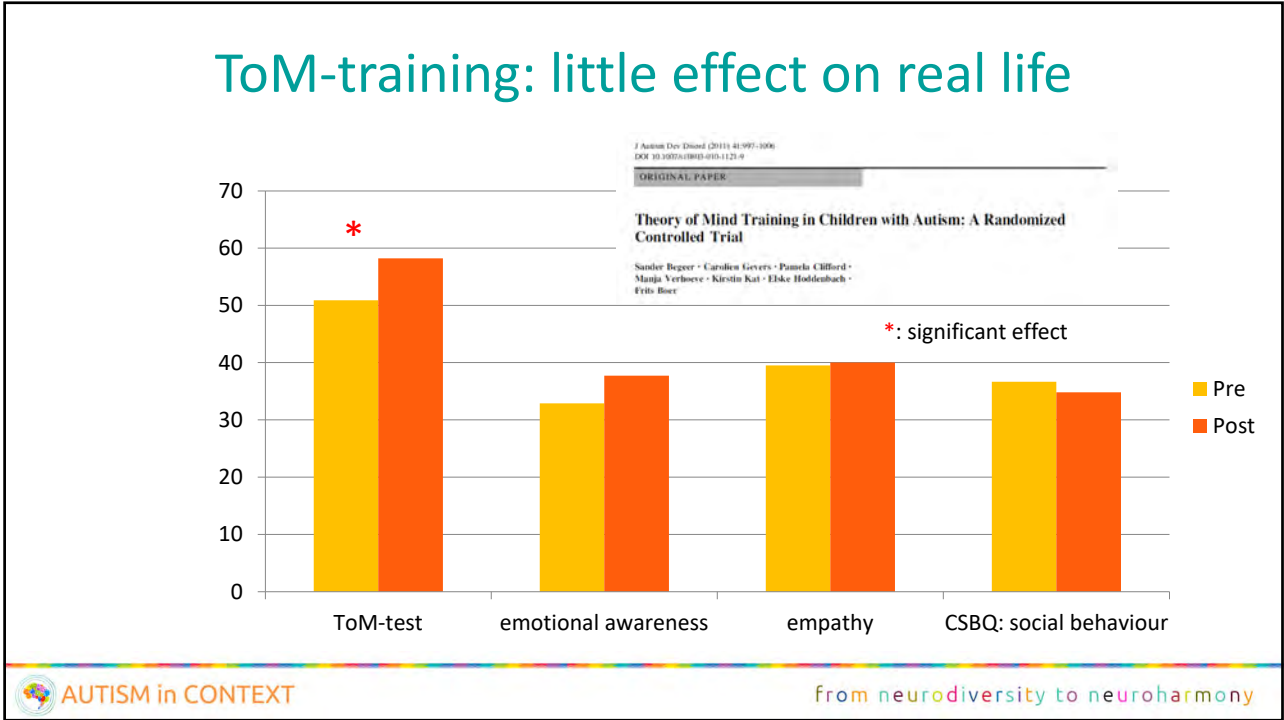


1. worried 2. sorry 3. unfriendly 4. interested

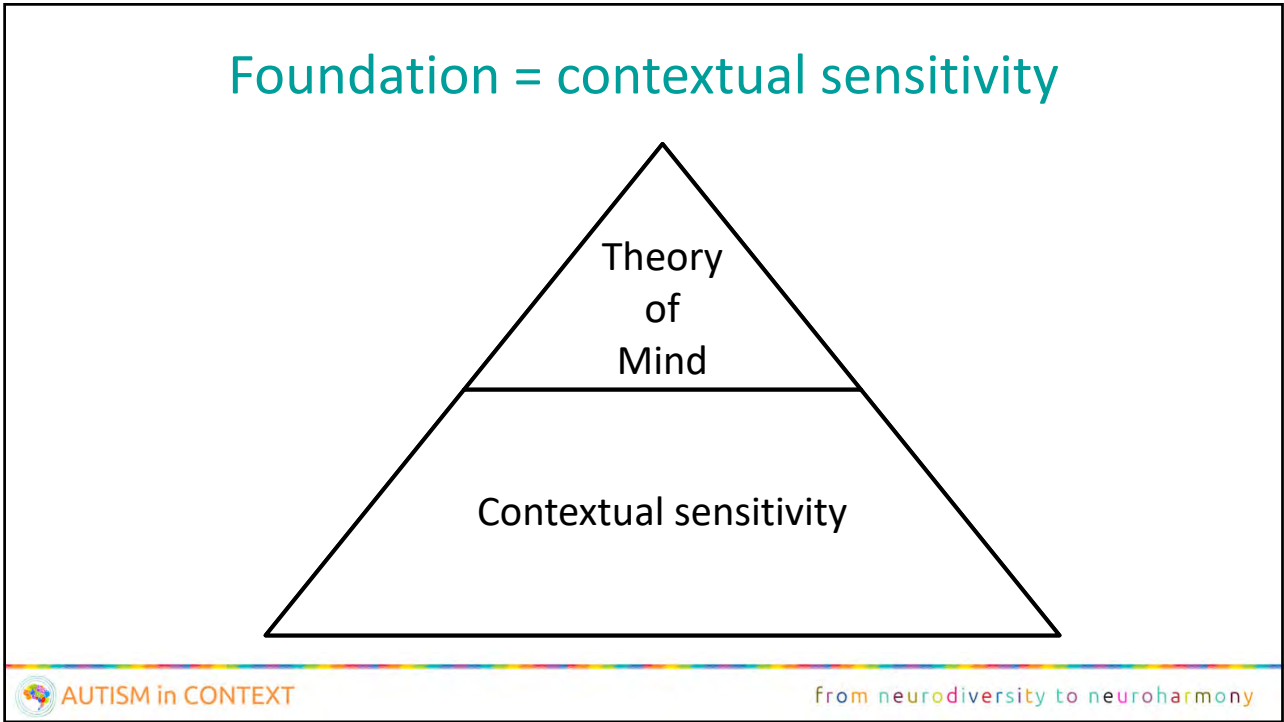
Reading the Mind in Films
(Golan a.o., 2008)

Context and social cognition





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Knowledge of social rules



The Unwritten Rules of Social Relationships

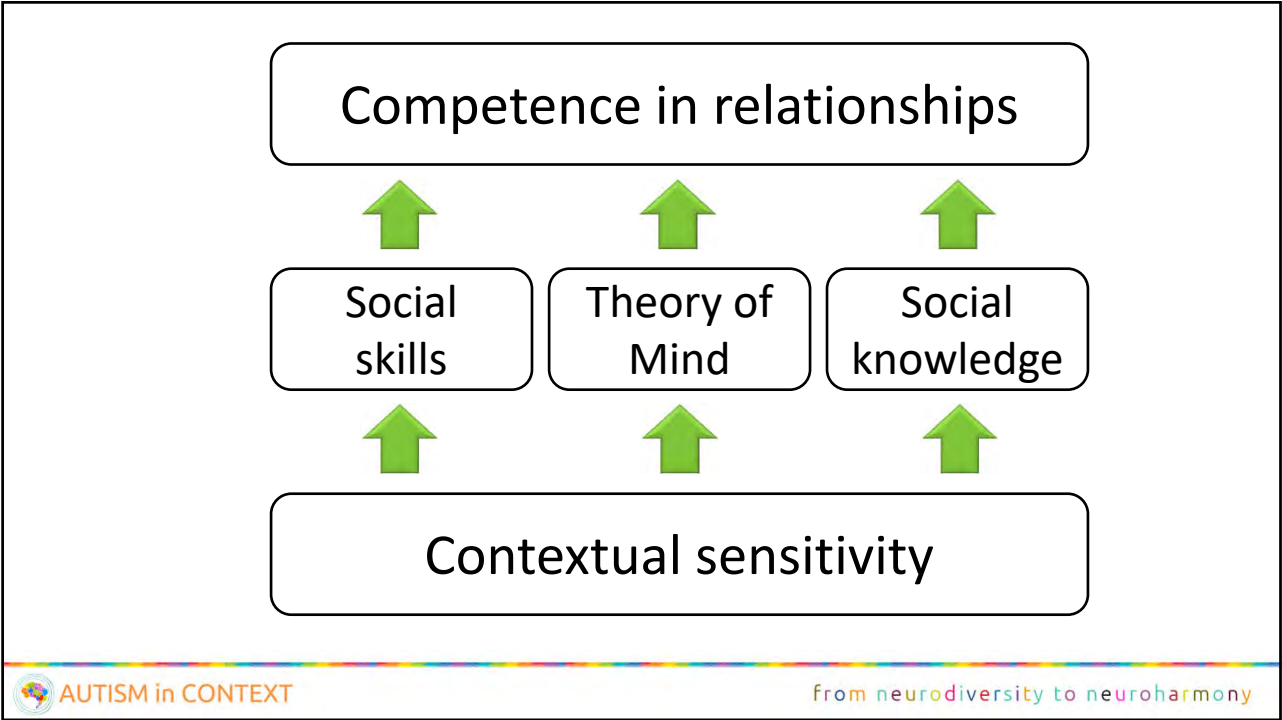
Rule #1
Rules are Not Absolute; They are Situation-based and People-based.



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Autism as context blindness

Context blindness:

Reduced ability to use the context **spontaneously** in understanding and predicting the world



Relationships

Are a contextually influenced open system

Closed systems	Open systems
If x, then y	If x, then <i>maybe</i> y
Outcome based on rules and laws	Outcome based on “many things”

Lawson, J. (2003). Depth Accessibility Difficulties: An alternative conceptualisation of autism spectrum conditions. *J. for the Theory of Social Behaviour* 33(2), 189-202.

Closed and open systems

- Closed systems:
 - No contextual influence
 - Context is fixed and static

Input: 2
Operation: add 2
Output: 4

- Open systems:
 - Huge contextual influence
 - Dynamic context (context reacts!)

Input: Peter Vermeulen
Operation: Give a present
Output: ???



Keys to
successful
friendship



The concept of “a relationship” is very vague and abstract.

It is not the concepts or words that are difficult (empathy, love, responsibility, ...° but knowing how to put these in practice, taking into account context. There are no absolute rules in relationships, no formula's

Relationships are 1000 times more difficult than math!

Relations are for an autistic brain

illogical and unpredictable!

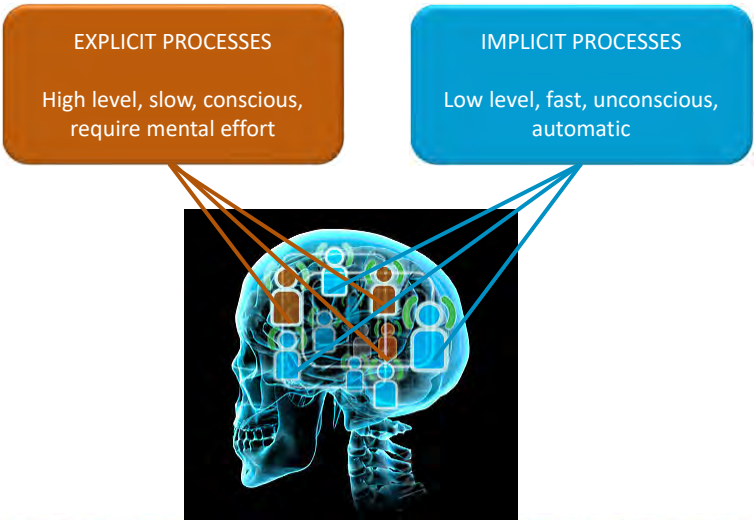
We will have to clarify all those things that are obvious for people who are context sensitive

in a very, very concrete way!

Success in relationships:

A matter of “good guessing”, based on contextual sensitivity

Implicit and explicit brain processes



The fast and implicit 'guessing' is affected

Article

Explicit versus implicit social cognition testing in autism spectrum disorder



Autism
0(0) 1–10
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sagepub.co.uk/journalsPermissions.nav
DOI: 10.1177/1362361313492393
aut.sagepub.com
SAGE

Björn Callenmark^{1,2}, Lars Kjellin^{2,3}, Louise Rönqvist⁴ and Sven Bölte⁵

Abstract

Although autism spectrum disorder is defined by reciprocal social-communication impairments, several studies have found no evidence for altered social cognition test performance. This study examined explicit (i.e. prompted) and implicit (i.e. spontaneous) variants of social cognition testing in autism spectrum disorder. A sample of 19 adolescents with autism spectrum disorder and 19 carefully matched typically developing controls completed the Dewey Story Test. 'Explicit' (multiple-choice answering format) and 'implicit' (free interview) measures of social cognition were obtained. Autism spectrum disorder participants did not differ from controls regarding explicit social cognition performance. However, the autism spectrum disorder group performed more poorly than controls on implicit social cognition performance in terms of spontaneous perspective taking and social awareness. Findings suggest that social cognition alterations in autism spectrum disorder are primarily implicit in nature and that an apparent absence of social cognition difficulties on certain tests using rather explicit testing formats does not necessarily mean social cognition typicality in autism spectrum disorder.



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We cannot teach the fast, implicit, context sensitive processes

But maybe we can take a (slower) detour...

Giving knowledge



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Knowledge is the basis!!

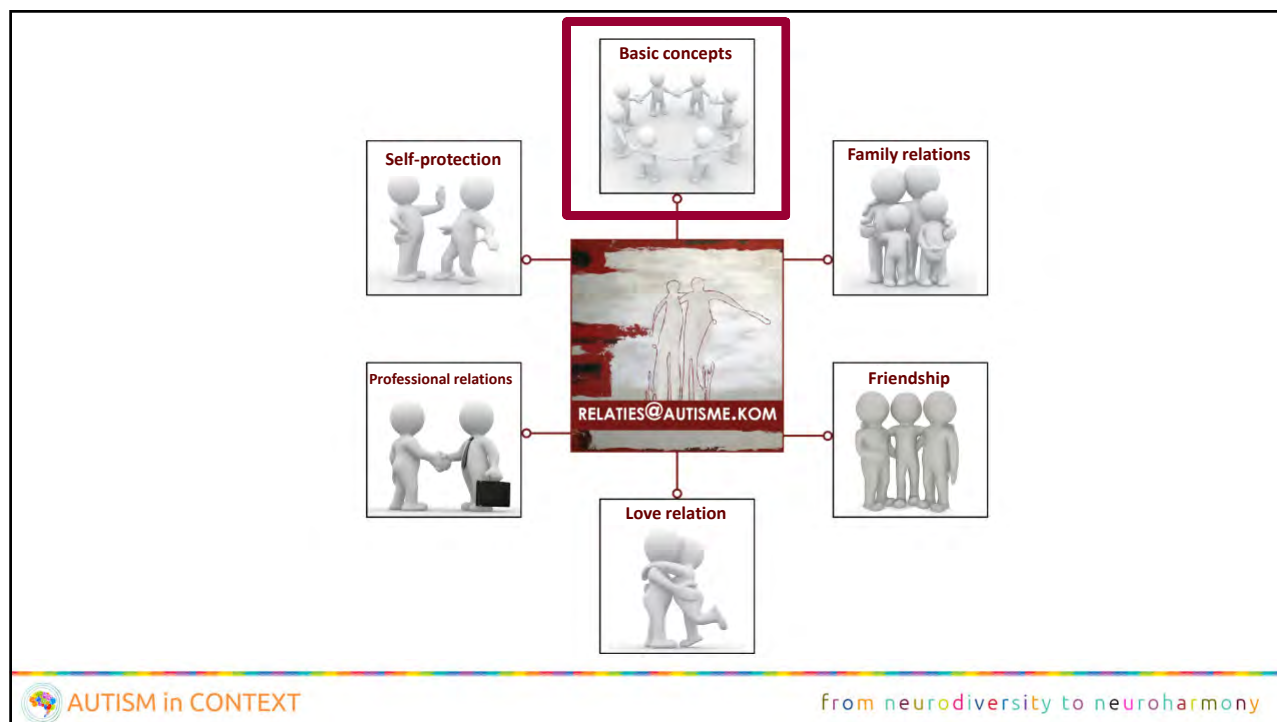
- Clarifying the unwritten laws and rules of friendship
- Clarifying the numerous things that are 'taken for granted' in friendship
- Clarifying those things that are thought to be 'obvious'



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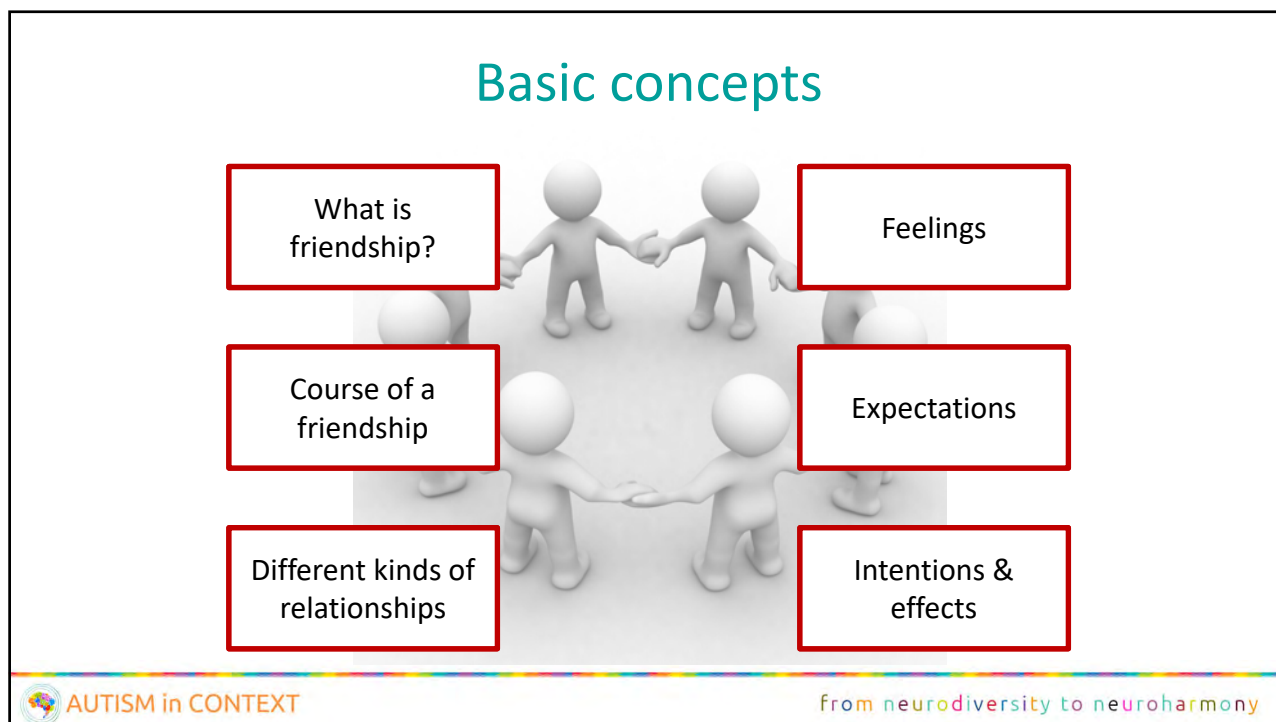
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Relaties@autisme.kom

Friendship

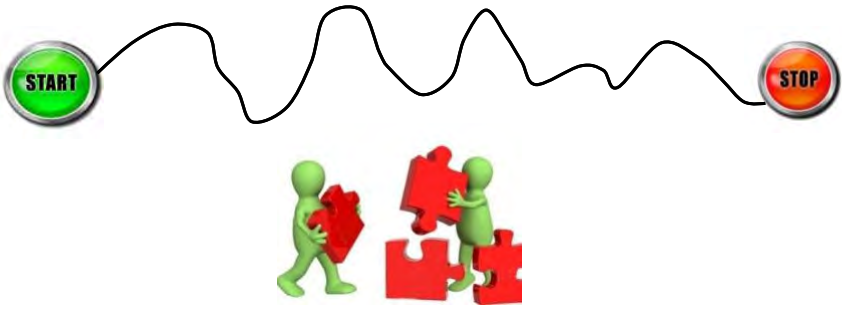
- **Friendship** is the relationship you have with a **friend**
- A **friend** can be a boy or a girl
- A **friend** can live nearby or far away




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The course of a friendship




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The end of friendship

End of a friendship




**To remember:**

It is normal that a friendship changes or even ends. All relationships have a beginning but also an ending.

It is nice to have a friend for life, but that is rare.

There are different reasons why a friendship can end:

- You don't see each other because one of you moves to a place far away
- You don't have fun together anymore
- You or your friend develop new hobbies or interests
- One of you dies
- You argue all the times and you cannot make it up again
- One of you is being hurt by the other one
- One of you gets involved in a love relationship and does not have time enough for you as a friend
- ...

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Also obvious or not?

Even friends can argue

Even good friends sometimes argue.

Because:

- even a good friend cannot meet all expectations ...
- the perfect friend does not exist ...
- friends can sometimes have a disagreement ...
- even a good friend can do something that you don't like...
- friends can also make mistakes ...



Having a row with your friend does NOT mean that the friendship is over!

Good friends talk about the conflicts and disagreements they have.

It is not the quarrel that ends a friendship, but not talking about the disagreement and not trying to make up again.



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Tips for arguing with a friend

- Give each other sufficient time. Sometimes it can take several days before the contact goes well again.
- Don't force the other person to make up for it.
- Discuss disagreements and conflicts.
- Quarrel usually does not pass by itself. Talking to each other helps to it make amends.
- If talking really doesn't work, you can also write a letter, send an email or send a text message.
- Say to each other: "I'm sorry" or "Sorry."
- If you cannot solve it together, ask someone else for advice: your parents, a confidential advisor, another friend.
- Don't forget to restore the friendship after the row by doing something fun together. This way you show each other that you remain friends despite the row.



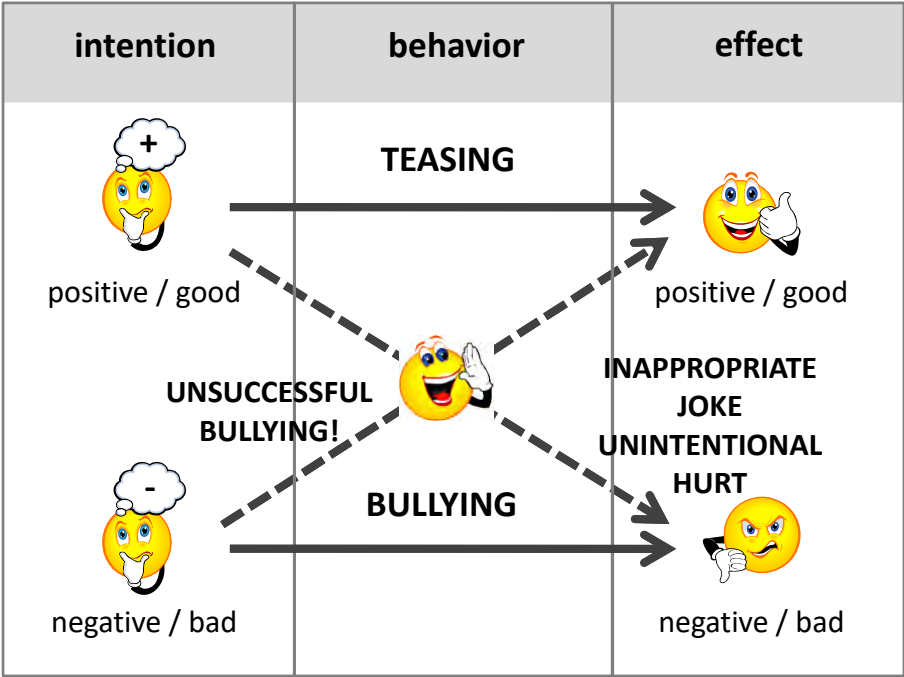
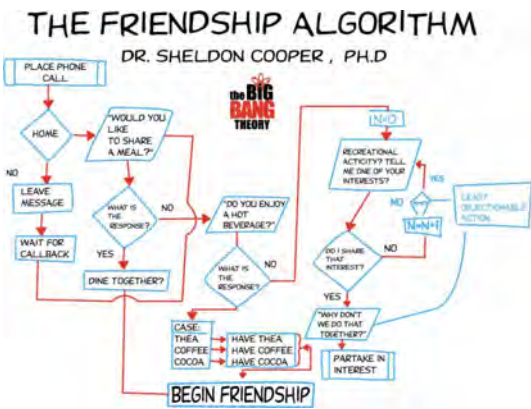
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“Mathematicalizing” relationships

Make it mathematical and visual and I’ll understand it



When teaching concepts

Make it concrete!!!

Contextualize!!!



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Contextualize everything you teach!

- In autism, abstraction is even easier than concretization
- When teaching about relationships, make things so concrete that you can 'see' it
 - Concrete in situations (where and when?)
 - Concrete in people (who?)
 - Concrete in behavior (what?)



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Expectations

- What are expectations?

Expectations in a relationship

An expectation = when you think and hope that something will happen.

When you have a relationship with someone, you have expectations towards the other person. You hope that he/she will do certain things for you.

*Examples:
You hope that your friend will invite you to his party.
You hope your father will help you repairing your car.*

The other person also has expectations towards you. He/she hopes you will do certain things.

*Examples:
Your friend hopes that you will come to his party.
Your sisters hopes you will be quiet while she's studying.*

In a relationship, both sides have expectations.



Expectations

- What are expectations?
- What people expect in a relationship
- Different expectations in different relationships

Make it concrete

Balance of give and take

My relationship with Ellen

Doing things I like
Ellen listening to me
Ellen giving me a gift

Doing things Ellen likes
Me listening to Ellen
Me giving Ellen a gift

A diagram of a balance scale. A red oval labeled 'My relationship with Ellen' has an arrow pointing to the left pan. The left pan is connected to a box containing 'Doing things I like', 'Ellen listening to me', and 'Ellen giving me a gift'. The right pan is connected to a box containing 'Doing things Ellen likes', 'Me listening to Ellen', and 'Me giving Ellen a gift'. A red arrow points down to the center of the scale, labeled 'Balance of give and take'.

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Make it concrete, visual and mathematical

May 2011

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
		<div>● Shopping</div>				1
2	3	4	5	6	<div>● Cycling</div>	8
9	10	<div>● Watching TV</div>	12	13	<div>● Swimming</div>	15
16	17	18	19	20	21	22

● My choice

● Ellen's choice

A calendar for May 2011. The days of the week are in the header. Activities are marked with dots: red for 'My choice' and green for 'Ellen's choice'. The activities are: Shopping (green, Wednesday 3), Cycling (red, Saturday 7), Watching TV (red, Wednesday 11), and Swimming (green, Saturday 14).

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Don't forget to make it concrete!

Supporting each other

Practical support:
helping with homework

Emotional support:
listening to each other

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Contextualize

Supporting each other: chores in the household

Chores	Who does it now?		
	I do it	My partner does it	We do it together
Cooking			
Doing the dishes			
Shopping			
Vacuum cleaning			
Dusting			
Financial administration			
Gardening			
Washing clothes			
Ironing			
Taking kids to school			
Helping kids with homework			

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Not only think sheets or work sheets!

Variation in educational strategies: reading, watching, listening, doing:

- Google images about friendship / relationships
- Watching movies about friendship or relationships (Mary & Max, Mozart & The Whale, ...)
- Making a friendship advertisement

Make it concrete and promote transfer to real context

- Translate the knowledge into practical strategies that can be implemented in real contexts
- Organise friendship activities
- CONTEXTUALIZE!

Making your own friendship profile

My friendship profile



I am looking for someone who

- Has these interests:

- Is good at:

- Loves to talk about:

- Loves to do:

Working on connections

- Offering activities that create relatedness
 - Gratitude activities
 - Doing things together
 - Organize social activities

Two main sources of friendship

Shared interest

Support and help

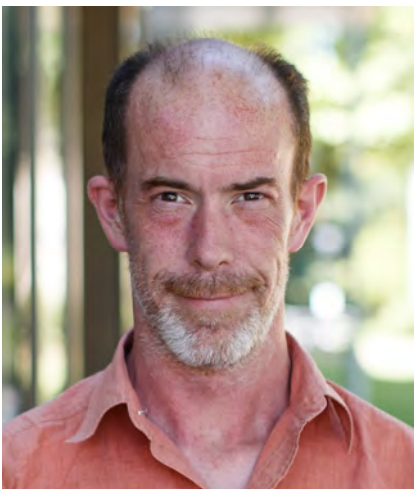
Getting and staying connected

- Explain relationships in a very concrete and contextualized way
- Organise bonding activities, just as you would organise other activities
- Teach relationship skills to peers: 'how to relate to an autistic person?'

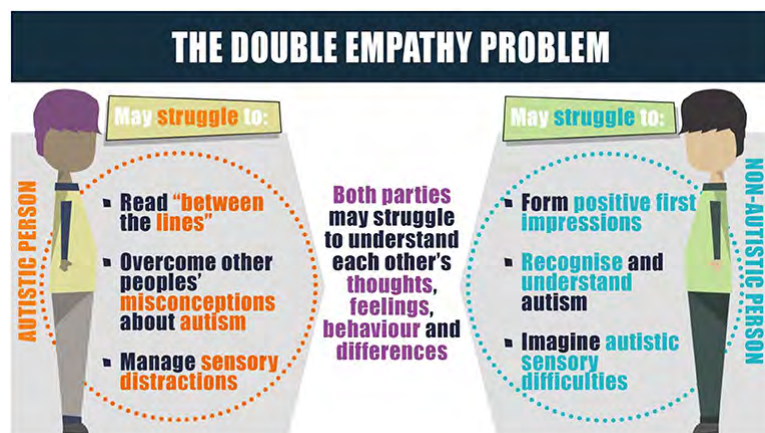
Nobody's perfect

- Allow a margin of error
- “Good enough” relationships
- Teach social skills to the peers / partner
- Teach about “*not knowing*”




Who needs empathy training?



Damian Milton



Yes-, no- and doubt-feelings

YES FEELING 	NO FEELING 	DOUBT FEELING 
When something happens that you like	When something happens that you don't like	When something happens and you don't know whether you like it or not
When something happens that makes you feel good	When something happens that makes you feel bad	You don't know if it is good or bad
My example:	My example:	My example:



What can you do when you have a DOUBT-FEELING?



DOUBT-feeling = I don't know if I like it or not what the other person does to me, or what the other person is asking me to do

When you have a DOUBT-feeling:

- Go and find someone you trust
- Talk about what happens / happened

Thinking with 2 people about a situation can help you to find out whether the situation is actually a Yes-situation or a No-situation

Who can you go to to discuss a DOUBT-feeling?



Socially appropriate = how women do it

Strong focus on “soft social skills”:

- Empathy
- Emotional engagement
- Non-confrontational interactions
- Verbality



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Teaching relationship skills

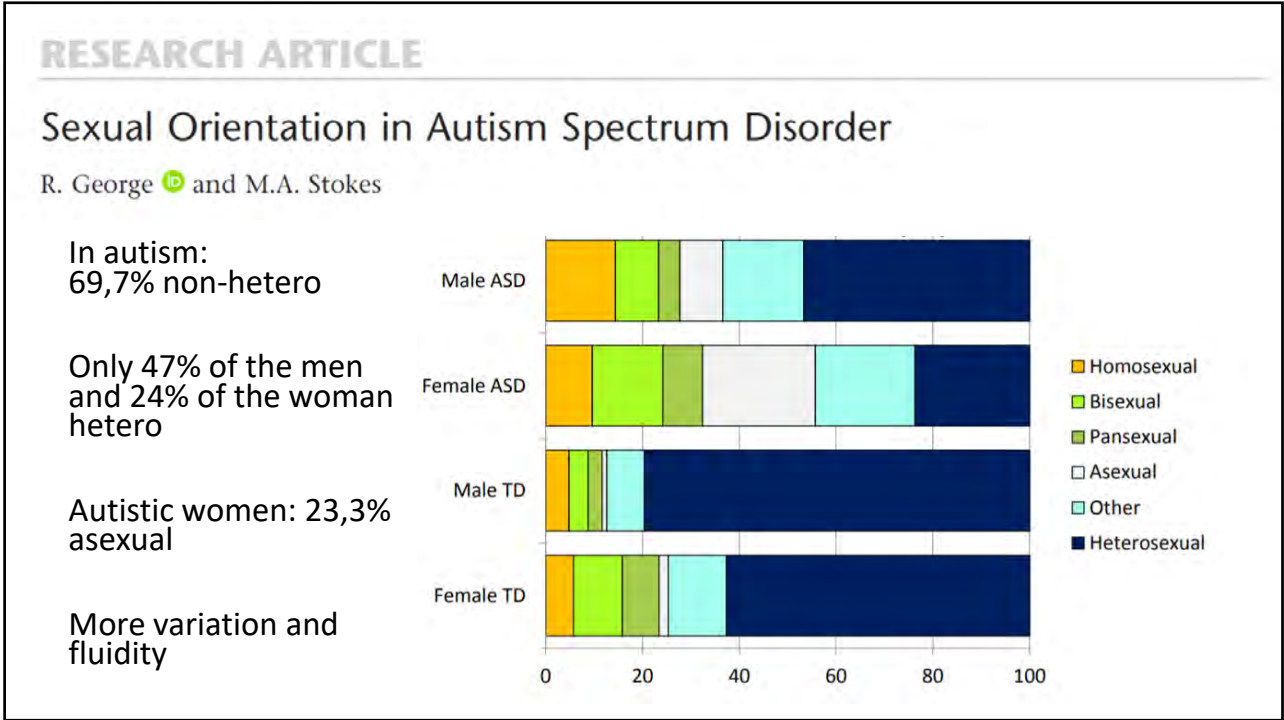
- Do not only teach the skills that are traditionally considered to be “nice”: teach those skills that are “effective”
- **Accept neurodiversity in relationships**



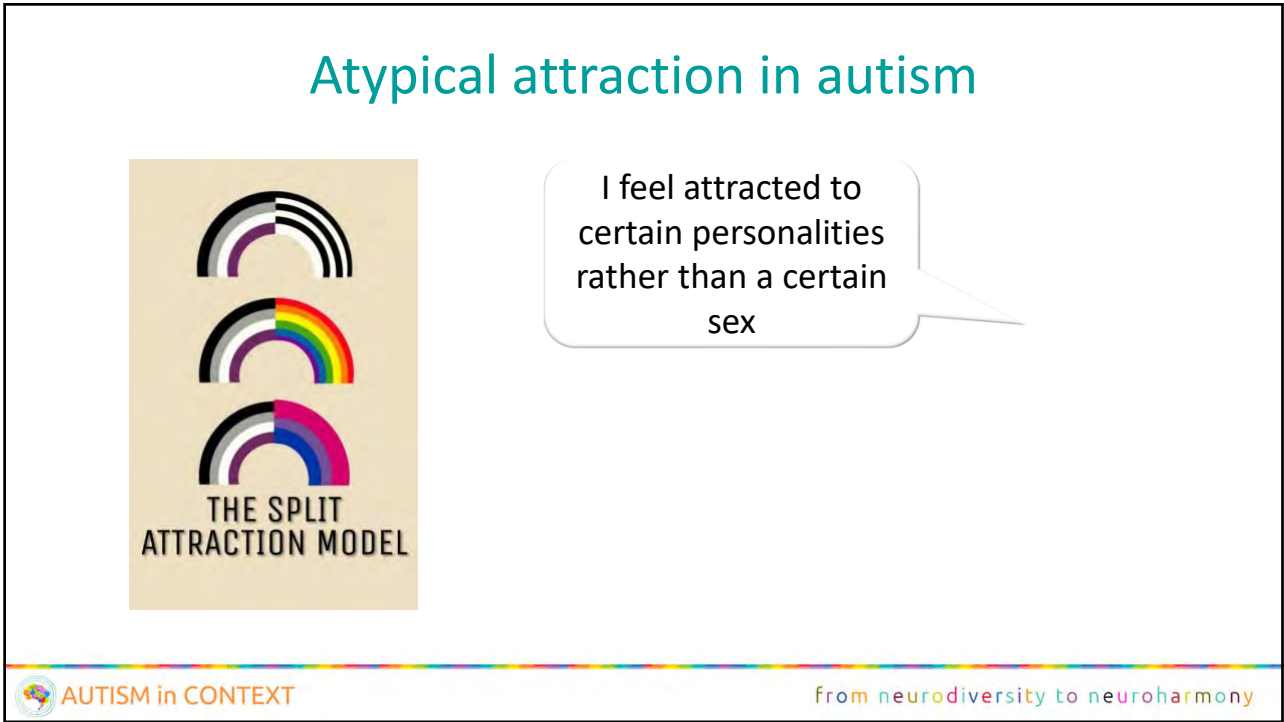
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Accept (neuro)diversity in relationships



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What if you don't have friends

- Alternatives
- What can you do when you are lonely?
- A pet as friend

Without friend(s): what if you feel lonely?

Not everyone has friends.
Sometimes a friendship relationship ends and you no longer have a friend for a while.
If you don't have a friend, you can feel lonely.



Loneliness is the feeling of being alone.
Not everyone who is alone or without friends also feels lonely.
And sometimes people who do have a friend or friends sometimes feel lonely.
Those who feel lonely do not have the feeling of loneliness all the time.
There are times when you can feel lonely and moments when you do not feel lonely.
If you often feel lonely and the feeling remains long, then it's time to something about it.
Loneliness is not nice, but luckily you can do something about it!



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What can you do when you feel lonely?

Als je je eenzaam voelt, kan je er over praten met iemand:

- Praten met je vader of moeder
- Praten met een broer of zus
- Praten met iemand van de familie
- Praten met een begeleider of hulpverlener
- Praten met iemand van de kinder- en jeugdverrekenen

	Vlaanderen	Nederland
Telnummers (gratis)	102	0800 0412
Chatten en browsen	https://www.kindersteppharm.nl/chat	https://www.kindersteppharm.nl/chat
Schrijven	Postbus 50 2000 Middelburg	Postbus 1 8099 2507 LB Utrecht
E-mailen	brunnenstads@brn.nl	

Met wie wil jij praten als je je eenzaam voelt?

Naam:

Als je je eenzaam voelt, kan je iets gaan doen dat jouw gedachten verzet:

- Een spannend computerspel spelen
- Een film bekijken (kijkt met een happy med)
- Iets samen doen met iemand
- Opschrijven van gedachten, ideeën, wensen
- Iets doen dat je leuk vindt
- Sporten en lichaamsbeweging (helpt echt tegen negatieve gevoelens)

Iets doen helpt nog beter tegen de eenzaamheid wanneer je het **samen** doet met iemand, bijvoorbeeld een broer of zus, een klasgenoot, een buurjongen of -meidje.

Met wie zou jij iets samen kunnen doen om de gedachten te verzetten?

Wat kan ik doen als ik me eenzaam voel?	Met wie?

Als je je eenzaam voelt, kan je een huisdier nemen

Sommige mensen die zich vaak eenzaam voelen, halen een huisdier in huis.

Waarom willen mensen een huisdier?

Hieronder staan een aantal redenen waarom mensen een huisdier willen.

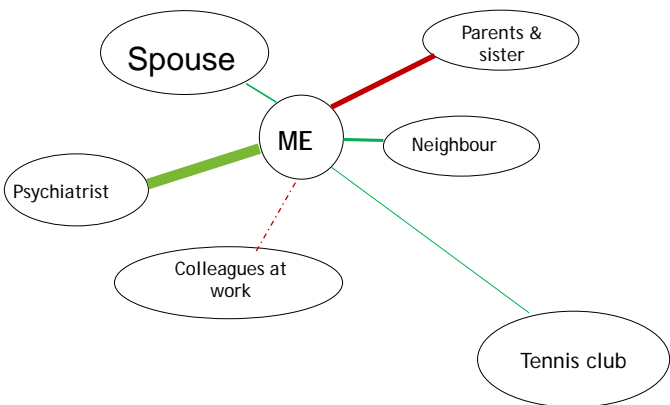
- Voor het gezelschap
- Voor het leggen van sociale contacten, bijvoorbeeld:
 - Je moet met een hond elke dag buiten gaan en dan ontmoet je andere mensen;
 - mensen praten makkelijker met andere mensen als ze hun aandacht kunnen richten op de hond of kunnen praten over de hond;
 - sommige mensen die een hond hebben, worden lid van een hondensclub;
- Ze vinden een huisdier mooi en fijn om naar te kijken
- Om te kunnen knuffelen en verzorgen
- Om mee te spelen
- Voor het tijdverdrijf, om verveling tegen te gaan (een huisdier vraagt tijd)
- Ter vervanging van een relatie, zoals een partner, een kind, een ander familielid, een vriend, zodat ze zich minder eenzaam voelen



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My relationships



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Getting and staying connected

- Explain relationships in a very concrete and contextualized way
- Organise relationships, just as you would organise other activities
- Teaching relationship skills: don't try to normalize. Teach what is helpful and functional: empowering approach
- Teach social skills to peers: 'how to befriend an autistic person?'

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THANK YOU FOR YOUR ATTENTION!



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