

- They understand what you are communicating
 - You understand what they are communicating
 - The person's ability to express themselves is an indication of how they understand
 - The ability to generalize skills learned in one context can be transferred to another
- ## DON'T ASSUME THAT...

- Ask several questions at once
 - Give several instructions at once
 - Don't ask a question without pausing for 10 seconds at a time
 - Use open questions
 - Use leading questions
 - Use abstract language and concepts
 - Use idioms or slang
 - Pretend to understand if you don't
 - Make any promises that can't be kept
- ## DON'T...

- Touch
 - Get too close
 - Back into a corner
 - Expect eye contact
 - Make quick unexpected movements
 - Wave or point rapidly
 - Chase or run after them
 - Shout, yell or raise voice
 - Speak quickly or loudly
 - Use threatening language (including body language)
- ## DON'T...



For more information contact:
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 or visit www.yorkasdpartnership.org



AUTISM SPECTRUM DISORDER



ASSISTING IN A CRISIS

CREATE A CALM AND SUPPORTIVE ENVIRONMENT

DO

- Create a calm environment and model calm body language (slow breathing)
- Give individual extra space
- Use low gestures for attention
- Always seek out a support person to be present
- Provide regular movement breaks

- Individual may not react well to the presence of uniformed strangers: Remove / reduce identified sensory stimuli (lights, canine partners, badge, weapon, belt) and extra auditory stimuli (radio, sirens, flashing lights)
- Be supportive and reassuring
- Ensure privacy, respect and dignity of the person
- Give time for the individual to de-escalate
- Use simple language
- Speak clearly and slowly

ASK

Always ask the individual if this is a good time to talk

- Speak in a calm and normal voice
- Speak facing the individual
- If there is a dominant ear speak towards that side
- Repeat, rephrase if necessary
- Use non-threatening language, including body language
- Use language that is literal and concrete

- Ask only one question at a time
- Allow processing time – Wait for a response
- Give only one directive at a time
- When intervening in a potential suicide use specific and direct questions to determine if the person is truly at risk or is simply fixated on the topic of suicide
- Use visual, electronic aids if possible
- If appropriate have them draw
- Check for sensory sensitivities
- Allow extra time for response
- Always check person's understanding

LISTEN

Understand the person may be non-verbal/limited verbal skills so may not respond to your verbal commands or questions

- Ask for an example of what you are trying to communicate
- Use geographical containment, maintain reasonable distance until situation is fully assessed
- Allow repetitive movements if necessary
- Remain alert to the possibility of outbursts, impulsive acts