Eavesdropping on experts

**Building Resilience Tip 3**

[Music]

Michelle, Autism Coach

And thirdly we want to teach our students and support them to be able to describe how they’re feeling, and really develop some language about what’s going on and then also to develop skills and strategies to support them to be more resilient. So using language and being able to identify if I’m feeling this then I can do that and that’s how I’m going to be more successful in the future.

Chris, I CAN Network

And then I think the third one would be role modelling and I would put in front of your students other learners or examples of people who have experienced struggles, because that can be very empowering for an autistic learner who you can assume has experienced struggles trying to fit into you know the typical school because our schooling system you know it is designed to deliver a general curriculum across a hugely diverse population that is Australia’s students. That’s enormously complex to achieve, so if you just work off the proviso that they feel a bit out of sync with things then you know just put in front of them good speakers, stories of champions, of people who have overcome adversity and experience success because that can sometimes be the light in a day that you really need to get through a subject or a piece of homework. So just keep putting good role models in front of them.

Dawn, Researcher

And finally, research recommends that we have a safe person at school that the child of autism knows they can go and speak to should they be feeling worried or should they have difficulties. Now this would differ between different school settings and of course depending upon the age of a child, but having a identified person, a time they can go to them and knowing how and when they can access the safe person can be a really important support structure towards building resilience and building a really good sense of strong mental health.

[Music]