

THE SOUNDSRITE PROGRAM



HANDBOOK

STELLA WATERHOUSE

AFTERCARE

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GENERAL POINTS

PLEASE REMEMBER THAT IT WILL TAKE TIME FOR THE PERSON TO BECOME ACCUSTOMED TO (AND CONSOLIDATE) THE CHANGES THAT FOLLOW THIS AUDITORY COURSE.

IT IS ALSO IMPORTANT TO NOTE THAT:

Listening to music through headphones afterward could interfere with the new way of hearing as that takes time to consolidate.

It can also be quite uncomfortable, so please take a break from using headphones for at least 3 months.

Note: If you are expected to use headphones at work or school, please leave them around your neck when you listen rather than actually on your ears.

If the listener is a child do explain the situation to their teacher so that he/she is not pressured into using headphones during that period.

ADULTS

You should now begin to experience some of the benefits of Auditory Training.

This may mean that you:

- Hear more clearly - and make more sense of what is heard.
- No longer find some sounds unpleasant or painful.
- Habituate - so that you can now relegate background noises to their proper place by 'cutting them out'.
- Have an increased tolerance of loud noises.

That should have:

- Reduced your stress levels.
- Enable you to cope with (and hopefully enjoy) situations that you previously avoided – like concerts.

Even so some of the physical reactions – like covering your ears at that concert - have built up over years and it may quite a while before these fade and you experience the full benefits of this new way of hearing.

CHILDREN

While the type of benefit obtained will always depend on the original auditory differences the child should now:

- Be able to hear more clearly - and make more sense of what is heard
- Be able to cope with sounds that were previously uncomfortable or frightening
- Be able to relegate background noises to their proper place by ‘cutting them out’
- Have an increased tolerance of uncomfortable noise levels

In time that enhanced ability to process auditory information correctly should also lead to:

- Increased understanding
- Language skills
 - A greater ability to use language skills (where they already exist)
 - If language has not developed yet – there may be a greater interest in verbal communication
- An improvement in the clarity of speech

- Greater attention and concentration
- An increase in comprehension
- Better recall/memory
- Greater reading fluency

Because the senses are interlinked the child may also experience

- Improvements in vision, balance and coordination *
- Improvements in sensory integration and more efficient sensory processing

* Some children will also benefit from tinted lenses but it is always best to wait for at least 3 months before having their vision assessed so that any of those changes have time to become established

Other benefits that have been noted include:

- an improvement in sleep patterns
- increased self-esteem and greater self-confidence
- reduced hyperactivity

ADULTS AND CHILDREN ON THE AUTISM SPECTRUM

The person should now:

- be able to hear more clearly - and make more sense of what is heard
- be less overwhelmed when in stimulating situations - from supermarket to school dining hall

- no longer find some sounds uncomfortable or frightening
- be able to relegate background noises to their proper place by 'cutting them out'
- have an increased tolerance of uncomfortable noise levels
- have less stress

Because the senses are interlinked the person may also:

- have a greater ability to process sensory information correctly
- be better able to cope with multiple stimuli
- show an improvement in vision that may initially cause him/her to spend time
- looking at familiar objects as if he/she hasn't seen them before
- be more coordinated and have better balance
- find it easier to take sit and eat with other people

That new way of hearing along with the reduction in stress should have other effects that will gradually enable him/her to:

- Develop skills in areas which were previously limited - such as social interaction and communication
- Reduce his/her need to withdraw from situations
- Use/need obsessive/compulsive behaviors less
- Allow him/her to participate more easily/fully in social activities - even noisy occasions
- Communicate, interact and play with others more easily
- Pay attention, understand and concentrate better - so that he/she:
 - learns more easily

- has greater self-esteem
- has more self-confidence
- Improvements in sleep

Please remember:

Some people take the changes in their stride and alter their behavior accordingly while others take time to assimilate and adjust to the changes. Thus initially some of them may be confused because:

- Things sound somewhat different (even his/her own voice).
- There are a greater variety of sounds around them than they previously realized.

If so the person may need to spend time simply sitting and listening to the sounds going on around them, as they gradually adjust to this new way of hearing.

If he/she seems puzzled or worried by those changes, please explain the source of a particular noise. Reassure him/her that although things sound different they are actually okay and that noises will no longer hurt; even if some of them still sound a bit loud - like fireworks or fire alarms.

Remember that those reactions to hyperacusis may have become a habit so that he/she:

- May dislike going to a particular place
- Cover his/her ears in particular situations
- Shudder at certain sounds
- Run away from a particular situation
- Have a panic attack/tantrum.

It can take time for those mannerisms to fade but you can help by using one or more of the ideas below - tailored to fit the individual. These could include:

- Reassurance (in advance) that sounds will no longer hurt.
- Giving him/her control when visiting places - so that he/she chooses when to leave.
- Letting him/her control of the on/off switch for the TV/CD player etc.

Note: If necessary use an **Indirect Approach** - so that you talk to someone else about the situation when you know the person can overhear you. This approach will be discussed in the next section.

PEOPLE WITH SELECTIVE MUTISM/EXPOSURE ANXIETY

By decreasing his/her stress levels the SOUNDSRITE© Program should have made it easier for the child to:

- Begin making sounds or verbalizing
- Increase his/her level of communication
- Start speaking in situations where he/she has formerly been silent

Top Tips

You can help by:

- Making it clear that you understand that he/she finds it hard to get the words out.
- Acknowledging the difficulties and frustrations that causes.

- Using interesting activities that promote interaction and/or conversation.
 - musical games & songs
 - board or ball games
 - baking
 - crafts
 - Lego

INDIRECT APPROACHES

Even after completing the course some children may still find an indirect approach easier to cope with. If so you could try:

- **Playing hard to get** – so that if he/she is actually enjoying playing with you, take a break before the child tires of the game.
- **Avoiding eye contact** with him/her - looking away each time he/she looks at you. This may intrigue him/her and will also let the child know that you realize that eye contact is difficult/painful.
- **Modeling.** Show the child how to use things indirectly by using them yourself first. For example, switch on the tape recorder and play a relaxation tape but do make sure it looks as though you are doing it for yourself whilst ignoring him/her.
- **Discovery learning.** Do not show him/her how to use things directly as they may be rejected altogether. It is far better to introduce new toys or equipment by abandoning them in his/her room or leaving them around the house to be found.

Items could include: a tape recorder, a talking toy (that repeats the things that are said), a video, a computer, a relaxation tape, games, crayons, paper, a dictionary, books etc. If/when the child becomes interested in or begins to use these items just ignore him/her.

More useful information can be found in *How To Help Autistic Kids With Play* by Bec Oakley

SPEECH, LANGUAGE and CONVERSATION

SPEECH

While the improvements in hearing that have happened during this course will have an effect on the child's speech the results will depend on the stage the child was at prior to the SOUNDSRITE© Program. Thus the child who babbled may begin to:

- Make more meaningful sounds
- Interact more and make noises to get your attention
- Understand simple words like 'bye-bye' and 'up' or names of familiar objects, like 'car' and 'daddy'
- Enjoy action songs and rhymes
- 'Take turns' in conversations, babbling back to you

In contrast the child who had already begun to use language in a more recognizable way may now begin to:

- Enjoy toys that make a noise
- Enjoy simple games like peek-a-boo
- Understand and use simple words - although initially his/her speech may not always be easily recognized by unfamiliar adults

Note: Hearing and vision are both of vital importance in the early developmental stages when the child is beginning to point to things; starting to copy your gestures and beginning to explore pretend play.

- However because many children with ASD, ADHD, dyslexia have moderate to severe visual problems they may still find such things difficult even if their vision has improved to some degree. If that is the case they may benefit from an assessment re tinted lenses – although, as already mentioned please allow at least 3 months before going down that route.
- Generally anyone with ADHD, dyslexia or ASD who lags behind in speech development should now be able to obtain the maximum benefit from Speech Therapy.

However some teens/adults with ASD or Selective Mutism/Exposure Anxiety may still find it hard to begin speaking. If that applies to your child, please do NOT pressure them as that will increase their anxiety and could make things worse.

Note: Everyone needs to be able to communicate their thoughts, feelings and needs and that in turn, decreases their frustration. While PECs and similar picture exchange systems can help, Communication Aids/Apps - like the TalkRocket series from MyVoice - can be really beneficial because having “a voice” that others can hear usually means that other people take the person more seriously.

REINFORCING LISTENING and OTHER SKILLS

Developing auditory skills requires lots of practice and repetition but now that he/she is hearing correctly it will be helpful to consolidate, reinforce and enhance those changes by:

- Encouraging his/her listening skills
- Playing singing and word games
- Games that increase his/her memory and concentration

- Encouraging imaginary play etc
- Using computer games

Notes:

Toys which record and repeat everything said to them are particularly helpful for any child with EA

There are also a number of free - and user friendly - computer games for both children and adults that can be used to enhance and develop his/her or her new auditory skills - and other useful skills too.

There are several sites that offer a wide range of fun activities like <http://brainconnection.brainhq.com/brain-teasers>. They include a number of useful potentially useful games including:

- **Frog Jump** - In this game players must pair 'like' sounds in order to help a frog reach her goal. The game helps develop both tonal discrimination and improve short-term memory.
- **Monkey Juggle** - Click on the banana that makes a sound different from the others. If right, the banana turns into ice cream. If wrong, the banana turns into broccoli.
- **Slide** - Click on the sheep and listen to the sound it makes. Click on the other squares to find the sound that matches the sheep. Find the square that matches, move it on top of the sheep.
- **Tone-A-Matic** - Press the button with Antoine's picture to hear a musical tone. Remember that sound! After a moment the lights above Professor Antoine flash and you will hear a corresponding sound.
- **Whappit** is an auditory matching game which uses processed auditory speech.

Listen to what the Strongman says and try to ring the bell.

- **Platyhop** - The flower turns white and makes sound. Click on the flowers in the same order they light up to tell Platy where to hop. If you do it right, all the flowers will turn green while Platy hops.
- **Sound Dominoes** - is a phoneme matching game that builds short term memory and sound and word recognition ability.
- **Memory** - listen carefully and find the animal sounds. Click on the window to make the animal appear and hear its sound and then find another that matches.
- **Farmer's Memory Challenge** - Fun down on the farm! Test your memory and see if you can beat the farmer as the pages turn faster and faster.
- **Word List Recall** - Great for enhancing memory.
- **Word Wanderer** - Spelling game which leads to mystical castles and treasures..
- **ABC Gulp** - helps to recognize and name each letter in the alphabet as children take their first steps into the world of written language.
- **Rapid Naming** - How fast can you name an object, a color, a letter, or a number? Get your hand on the mouse and get ready to start naming!
- **Acorn Drop** - In this game the goal is to help a bird feed a mouse, in doing so players must employ their ability to successfully discriminate between two tones.

CONVERSATIONAL SKILLS

One of the most important life skills is how to communicate/converse with other people. That forms the foundation for our relationships and friendships and is greatly valued in everyday interactions; whether it be buying things from the grocery store/shop or using the post office or swimming pool, in school or at work.

While most people develop such skills naturally, those who lack those skills (as many people with ASD do) are at a real disadvantage in today's world and will often appear awkward - and may be ignored or even teased - so it is vital to help them develop such skills.

'Small talk' generally has a predictable repeating pattern – regardless of who is being spoken to - and comes at the beginning and sometimes the end of a conversation.

Author Judy Edow describes it as a sandwich in which the important words are the filling and the bread is the small talk so that just picturing that sandwich reminds her to start and end her important words with small talk.

HOW YOU CAN HELP

- Start in a reasonably quiet room so that the child is able to concentrate on what you are saying.
- Use games, role play/play acting, social stories, prompts, puppets etc to work on 'taking turns'.
- Let him/her choose a topic - depending on the age of the person concerned - that could include:
 - school activities
 - weekend activities
 - TV shows
 - the weather (especially in the UK!)
 - compliments
- Give him/her some useful 'scripts' about any of those subjects so that he/she can retrieve and use where appropriate such as
 - 'Are you looking forward to ?'

- 'Do you like?'
- 'Did you go to the at the weekend?'
- 'Did you watch/enjoyyesterday?'
- Remember to include scripts that are appropriate to use with friends/school/work mates and others that can be used with teachers/employers.
- Teach/model the use of prompts like - 'Wow! That's interesting;', 'No kidding!'
- People with ASD are often sensitive to others feelings but may have trouble showing it. It will be helpful to model situations and also give them some appropriate phrases that they can use to comfort the other person such as:
 - 'That must hurt.'
 - 'Can I help?'
 - 'Are you feeling better now?'
 - 'Can I fetch anyone to help you?'

Tone of voice is very important to the way we are perceived - with a monotone voice often conveying disinterest or boredom. Hearing our own voice clearly helps us adjust the level of our voice so that you may hear some changes after completing this SOUNDSRITE© Program. Thus:

- The child whose voice was monotone will now be hearing much more clearly and so he/she may automatically begin to use more inflection in his voice.
- The child whose voice was too loud may now begin to speak more quietly while the very quietly spoken child may begin speaking more loudly.

If those changes do not happen automatically you can help by using songs or games, or modeling conversations. This has the additional benefit of helping the child/adult interpret other people's tones of voice - which is of vital importance in enabling them to determine how other people feel - so that they do not misjudge situations.

Further resources:

- Judy Edow's blog: <http://www.judyendow.com/hidden-curriculum/the-big-deal-about-small-talk/>
- Games that help develop conversation: <http://www.taoc.com.au/>
- <http://www.autism.org.uk/living-with-autism/communicating-and-interacting/social-skills/social-skills-in-young-children.aspx>

OTHER USEFUL INFORMATION

Children with auditory differences and people with ASD have often missed out on things that other children take for-granted. That could include:

- Developmental stages.
- Learning how to:
 - play with their peers and making friendships
 - understand and deal with emotions
 - take turns in a conversation
 - take part in social events

Now is the time to help them acquire the normal social skills that they may have missed.

The ideas you choose will depend entirely on the child's stage of development and the skills already acquired but the following sections offers some simple ideas, tips and further resources that can be adapted to fit your child.

Begin with the play stage and make them fun – delaying the developmental exercises until the auditory changes have been consolidated.

PLAY

Play skills are sometimes overlooked and yet they are of vital importance because they stimulate the child's desire to explore and learn about the world and give them the foundation they need on which to build relationships and friendships.

Like all other aspects of development play too develops in stages.

It begins with **sensory play** - the stage when the child explores toys, fingers, hair or food by staring at them, picking them up to taste or sniff or shaking and rattling them around to make noise.

Next is **exploratory play** in which the child will test out ideas, sort and categorize objects and learn basic concepts like the functions and limitations of objects. This is the time when he/she tests and re-tests theories - perhaps pouring water or sand into a cup to see how much it will hold or mixing them in order to figure out the difference between wet and dry sand.

The next stage, **imaginative and symbolic play**, uses role play with the child him/herself becoming a pirate, superman, a singer or more whilst also using toys and objects to double up for other things - as with the doll/teddy who becomes a bridesmaid or the hairbrush that doubles as a microphone. Using one thing to represent something else is a complex process that is not yet fully understood although it is known to be vital for the development of both thought and language.

This is also the stage at which children generally begin to interact more fully with others. This vital stage gives him/her the opportunity to learn and practice social skills like cooperating, sharing, taking turns learning how to stick to rules and participate in groups; all of which will provide a solid foundation for future friendships and interactions.

AUTISM SPECTRUM

The development of children with ASD has often slowed or stopped at a particular point – although sometimes it seems to go into reverse so that the child loses many of the skills that he or she previously attained.

Generally the onset of ASD causes great stress which leads the child to seek security in repetition - developing apparently strange mannerisms, compulsions or obsessions. Thus some children will do the same action time and time again - whether it be rocking back and

forth in a ritualistic manner, lining their toys up in rows or flicking a piece of string over and over again, or simply becoming obsessed with a particular subject.

WAYS TO HELP

Clearly any child who has never learnt to play appropriately will be at a real disadvantage in later life and so it is vitally important that you help him/her acquire the skills that he may have missed – albeit in a fun way.

Top Tips

- Determine the starting point (the stage the child is at).
- This can often be identified by the mannerisms that he/she has - so that the child who spends hours rocking, twisting or smelling things is probably still in the sensory stage whilst the child who lines toys up in rows or spins objects is at the stage of exploration.
- Find a 'stressless' place in which you can spend time together
- Begin by using the things he/she is interested in
- Join in - copying his/her actions and perhaps making up a song about it
- Show him/her new ways to play with those things
- Gradually introduce more toys/items that be grouped by color, size or shape
- Try to avoid those that:
 - might exacerbate his/her other sensory problems
 - are unpredictable - like pop-up toys - unless the child has control of them
- Help him/her build on previous discoveries
- Incorporate daily activities into 'play time' like sorting cutlery, stacking things,

etc.

If/when the child has reached the stage of imaginative and symbolic play you can gradually involve other people in the games.

Please remember that many children with ASD find eye contact physically painful - so NEVER force it.

DEVELOPMENTAL MILESTONES

There are several ways of helping the child who is 'stuck' at an earlier developmental stage than is appropriate to his/her age. Many are based on a neuro-developmental approach and work on the theory that some of the early stages of development are missing or incomplete and need to be recreated.

To determine whether such an approach might help your child you can try the following home-based program that aims to treat all the sensory problems. It was developed by the late Svea Gold, a writer and therapist, who worked with children with a variety of difficulties. Initially designed for children with attention problems, these exercises should also help some children with ASD, although you may have to adapt the language to suit your child.

The exercises begin by mimicking prenatal stimulation, which simply means repeating the movements that the fetus should make in the womb. Ideally, these will be done with eyes closed in a warm pool, but the floor or a bed will do fine.

If it is not possible to do all of the exercises in the program, choose those which are easily manageable in your own circumstances. If nothing else, try the suggestions marked with an asterisk. If possible, the exercises should be done every day for at least three weeks.

Some improvement should be visible within three or four weeks and if this is the case it will be worthwhile continuing.

Please do not begin these exercises UNTIL the auditory changes have had time to consolidate (about 3 months).

Note: If any of the exercises cause nausea, slow them down to the point where the child can tolerate them.

Rotating Chair (1 min. each way)

Slowly turn the child in a rotating chair with his/her eyes closed. Take one minute to complete one turn in one direction, and then after a few seconds rest, an equally slow return in the opposite direction. Try to be precise, using a stop watch as a guide to turn one quarter every 15 seconds.

Follow this by turning the chair rapidly for 2 minutes, with the parent controlling the speed, interrupt the movement, and change direction and speed often. The child should have his/her eyes open during this. This forces quick adjustment of the eyes.

Log Rolls (3 mins.)

Do log rolls on the floor, both slowly and fast, at first with the eyes closed, and then open. Doing them as slowly as possible allows for the greatest input into the brain.

This movement provides input from the senses of touch, smell and enables the child to adjust to the distance of the walls of the room. Talking to the child during these exercises also helps to develop auditory space perception.

Helicopter (5 mins.)

As an alternative to log rolls, get the child to 'twirl' like a helicopter with arms out to the sides until dizzy - repeating 10 times. About 15 seconds is usually long enough. Then get him/her to wait with eyes closed with someone supporting him/her, until the dizziness passes and the child feels ready to twirl again.

Trampolining (5–10 mins.)

This achieves a measure of visual stimulation, combined with input from the entire body. As the child reaches the highest part of the jump, there is a moment of weightlessness before gravity takes hold. When the child hits the trampoline, the body feels its weight and compression between the joints and this will add to the child's body image.

Jogging (5–10 mins.)

If a trampoline is not available, jogging is an excellent alternative because the pressure of hitting the ground jars the spaces between the joints, which helps tell the brain to know where the body is. The eyes constantly have to adjust to changes in space and the vestibular canals in the ear are stimulated by the constant up and down movement.

Massage (5–10 mins.)

This needs to be done by the child's parents or a professional therapist. Ideally, the child should experience a deep and a light massage every day. This should include the face and the scalp. If the child is ticklish, start with a deep massage and slowly move to light touch. This can be done before the child gets out of bed in the morning as this will also have the child wide awake before eating breakfast and going off to school.

Marine Crawls (5–10 mins.)

Crawling on the stomach and creeping on hands and knees can be added later to integrate what has been achieved. It may help if you call the creeping ‘tiger stalking’ or ‘Indian stalking’.

Notes:

- Once the child’s body is better coordinated, it is time to establish a preferred or dominant side. Encourage him/her to become totally right-sided or totally left-sided (choose whichever is the side of the stronger eye use). Ask him/her to write something with a pencil between the toes as the side chosen is usually a good indication of the preferred side.

A well-established, dominant side will help the child to know right from left. This is vitally important, not only for reading and writing, but also for simple things like knowing which side to pick tools up with.

- Some teenagers might be persuaded to give this program a four-week trial by stressing the expected improvement in athletics, as that may be more important to the child than academic achievement. This trial period should be enough time to bring about some improvements which may encourage them to continue with it.

This program is quoted by kind permission of the late Svea Gold. The complete version of this program can be found at <http://www.fernridgepress.com>.

OTHER USEFUL RESOURCES

These could include:

- **YouTUBE** videos for young children like **Tree Fu Tom** which was developed specifically for children with dyspraxia.

- **Home-based developmental programs:**

- The Learning Breakthrough Program: <http://www.autismdecoded.com/Learning-Breakthrough™.php>
- Move to Learn: <http://www.movetolearn.com.au>

- **Pediatric/Cranial Osteopathy**

This aims to correct any structural problems such as those resulting from trauma during or after birth. It is thought that such problems often underlie digestive problems in the newborn child and recurrent infections or allergies in infancy and childhood. These problems are also implicated in attentional difficulties, dyslexia and ASD.

Osteopathy may also be helpful for anyone who has developed stress-related physical problems, such as muscle tension in the shoulders or neck.

- **Occupational Therapy**

This is helpful in coping with a range of sensory problems. The therapist will be able to assess the child's ability to cope with all aspects of life at home, school and at play. That enables her to devise a program to enhance the child's development using specific exercises which can be incorporated into the school day or completed at home.

- **Tinted Lenses**

There are a number of different practitioners who offer this resource - a list of which can be found at: <http://www.autismdecoded.com>

FEELINGS

Being unable to communicate your feelings or make your needs known can be extremely frustrating may have caused him/her to have temper tantrums or to withdraw from situations in the past.

The changes that have happened should have enabled him/her to begin expressing feelings more easily. Even so you need to make sure that he/she understands that:

- Emotions are natural
- We don't usually have a choice about what we feel but we always have a choice about how we act
- How to handle feelings and emotions in a positive way.

If he/she is finding it hard to identify feelings use:

- A list of emotions and their definitions - using pictures/words as appropriate.
- Help him/her understand the meaning of each emotion using:
 - personal examples
 - Social stories
 - Kid in Story Book Maker; Stories About Me; (see iTunes for apps that can be individualized)
 - speaking to - and through - puppets/other toys
 - speaking to - and through - a family pet
 - Sign language/Maketon
 - PECS (Picture Exchange Communication System)

- apps or appropriate computer games (many schools will be able to recommend these)
- photos - see also Strip Designer (iTunes) which lets you create personal comic strips using photos

Top Tips

- Discuss emotions when they happen.
- Always be supportive and listen.
- Encourage him/her to name and communicate his/her feelings - whatever they are.
- Acknowledge his/her feelings ('I can see how that might have made you feel angry') and accept how he/she feels (without saying that what he/she feels is wrong).
- Help him/her feel safe to express his/her emotions, but don't let him/her act them out - put limits on if/when necessary
- Be a role model and show him/her how to:
 - Deal with emotions positively
 - Communicate with other people respectfully - expressing feelings in a positive manner. One example is that it is better to say 'I felt sad when you said.... Rather than 'you' hurt my feelings and made me feel 'sad' - so that the other person does not respond defensively
 - That our thoughts, feelings and ideas belong to us - and other people may not feel the same
 - The art of listening - so that the child listens to other people carefully - just as he/she wants other people to listen to him/her

ASSERTIVENESS

The changes that happen during this SOUNDSRITE© Program will have improved his/her self-confidence. That can make some children more assertive.

However the line between assertiveness and aggressiveness is thin and so you may need to offer help and guidance to teach him/her how to be verbally assertive without being aggressive.

Every child is different so you will have to find the method that works best in your situation but these resources should help:

- <https://kristinamarcelli.wordpress.com/2015/10/21/the-aggressive-alligator-fun-ways-to-teach-assertiveness-to-children/>
- <https://www.mother.ly/child/7-important-ways-to-teach-your-kids-to-be-empathetic-and-assertive>
- <https://www.pbs.org/parents/thrive/building-assertiveness-how-to-help-your-quiet-child-speak-up>
- <https://handsheartsminds.wordpress.com/2017/03/04/passive-aggressive-assertive/>

For more information on autism and Asperger's syndrome please visit:

<http://www.autismdecoded.com>

Disclaimer

SOUNDSRITE© Program cannot be held responsible for any problems arising from the misuse of the course.

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