

# Kent Academic Repository

## Full text document (pdf)

### Citation for published version

Milton, Damian (2012) Understanding the actions of other pupils and staff not on the autism spectrum toward someone who is. . Training resource.

### DOI

### Link to record in KAR

<http://kar.kent.ac.uk/62706/>

### Document Version

Publisher pdf

#### Copyright & reuse

Content in the Kent Academic Repository is made available for research purposes. Unless otherwise stated all content is protected by copyright and in the absence of an open licence (eg Creative Commons), permissions for further reuse of content should be sought from the publisher, author or other copyright holder.

#### Versions of research

The version in the Kent Academic Repository may differ from the final published version.

Users are advised to check <http://kar.kent.ac.uk> for the status of the paper. **Users should always cite the published version of record.**

#### Enquiries

For any further enquiries regarding the licence status of this document, please contact:

[researchsupport@kent.ac.uk](mailto:researchsupport@kent.ac.uk)

If you believe this document infringes copyright then please contact the KAR admin team with the take-down information provided at <http://kar.kent.ac.uk/contact.html>

## Understanding the actions of other pupils and staff not on the autism spectrum toward someone who is

(Written by Damian Milton, an autistic student studying for his PhD )

### What the adult or young person not on the autism spectrum does...

During playtime, Ebony comes over to me and starts calling me nasty names and mocking my voice.

Sally struggles to stop talking at '100mph' and doesn't seem to be able to stop doing so, no matter how much I ask her.

Mr. Miles sets many rules, yet never seems to follow them himself, and has favourites within the class.

At school, all the kids seem to want to look and dress like each other.

Whenever possible, and within lessons, Mr. Bunce asks me difficult questions, and doesn't stop the other children from laughing when I don't know the answer, or don't think of it fast enough.

Caleb is usually happy and easy-going, but when I talk to him he walks away without saying why.

Tom rarely does his homework and but rarely gets into trouble with this, even though his excuses are lies.

On some days, Hannah will climb up to the top of the climbing frame and refuse to let me climb up with her.

After an incident, teachers won't ever leave me alone.

Kian likes going swimming. He is usually happy and giggling on the bus ride there. On one day he joins the bullies and tips my lunch on the floor.

Sam makes a good start at his secondary school, but begins to 'muck about' in class. The teacher doesn't seem to care about this.

Prior to exams, teachers tell me that things may or may not come up on the exam, even when they are the ones writing it.

The rules put in place by teachers rarely make any logical sense.

Whenever a supply teacher comes in to school, they don't follow on from what we have been learning about previously.

People push ahead in the lunch queue and nobody monitors this.

When I tell a teacher that someone is bullying me, they tell me to come back and tell them if it happens again.