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| Summary Notes  Practical Strategies to Support Autistic Girls to Attend & Enjoy School If you do just one thing…  * Ask, listen; don’t assume: Learn about a girl’s strengths, interests and positive experiences, as these can powerfully inform best practice and help her to thrive, not just survive. |

## Key points from the session

* Find ways for your autistic pupils to communicate in a way that is comfortable *for them* – and then listen.
* Be curious – find out what helps, and why*.*
* Focus on wellbeing – learning comes later.
* Be informed – autistic trainers are myth-busters.
* Take action – be proactive, and responsive when called on to help.

## Today’s Trainer – Dr Ruth moyse

Dr Ruth Moyse trained initially as a primary school teacher and taught in the UK and internationally. Her daughter was diagnosed as autistic at the age of five and Ruth was diagnosed soon after. She subsequently developed a career as a researcher into the educational experiences of autistic girls and young women. Ruth is currently a Research Assistant on the Autistic School Staff Project and a Visiting Fellow at the University of Southampton. She has also worked for a Berkshire charity (Parenting Special Children) since 2013, where she writes and presents workshops for autistic girls and young women, their families and the school staff who work with them.

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* Resources:
  + Moyse, R. (2021, May 12). *Rewriting the narrative* [Rewriting the Narrative Booklet - NDTi](https://www.ndti.org.uk/resources/publication/rewriting-the-narrative-booklet) This is free to download as an eight-page booklet. It captures some of the key points from my research in accessible format. There is also a one-page leaflet/poster.
  + Moyse, R. (2021). [Missing: the autistic girls absent from mainstream secondary schools.](http://centaur.reading.ac.uk/97405/) PhD thesis, University of Reading.
  + The Donaldson Trust (2020, May 13) [Walk In My Shoes - YouTube](https://www.youtube.com/watch?v=KSKvazfTLv8) This is a 10 minute animation based on the school experiences of an autistic girl, Erin Davidson, who stopped attending her mainstream secondary school. It helps by sharing the perspective of the autistic girl. I worked with Erin and the Donaldson Trust in Scotland to produce this film.