

wetoo!

ask a ninja



Carrie & Gillian

P

D

A

what is



who are we?



Carrie & Gillian

Gillian is a parent carer to 2 Young people, both with PDA. She has been a We Too! Ninja for over 3 years and enjoys sharing knowledge to support others. She has a huge amount of lived experience around PDA and has a regular “Ask a Ninja” talk about PDA for parent carers.

Carrie is a parent carer, to 3 Young people, she has been a We Too! Ninja for over 3 years too and enjoy helping families to find support and information.

My Youngest son has PDA Traits along side his Autism diagnosis. Gillian helped me to understand PDA and put strategies in place which have made a huge difference.

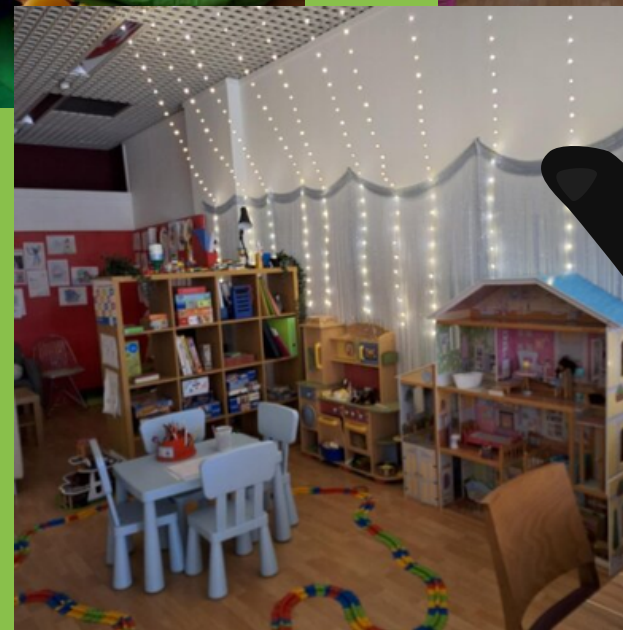
carrie's boys



gillian's young people



welcome to ninja HQ

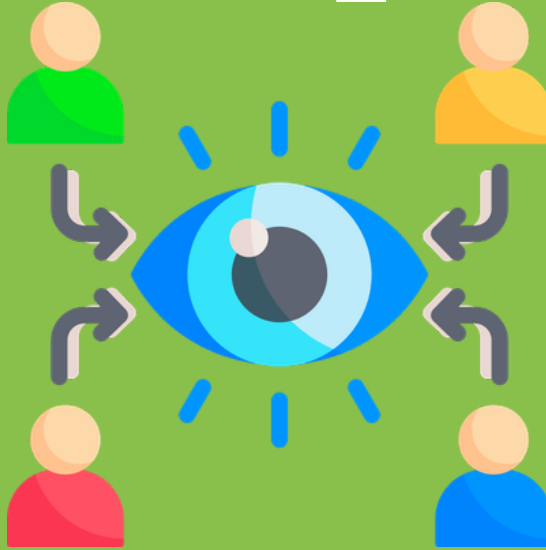


ninjas



examples

Special Interests



Social differences

Sensory Differences

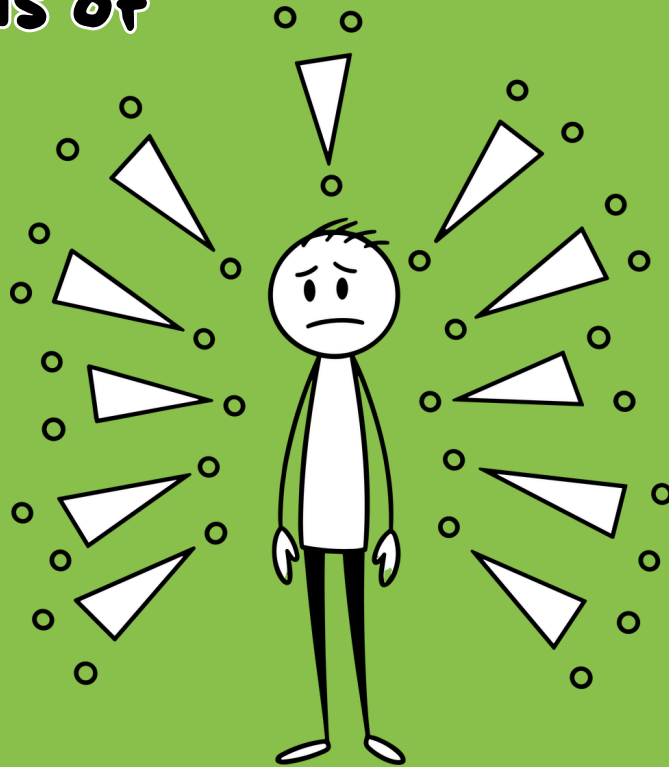
Rigid thinking

Commonly shared traits

P.D.A. & A.S.C

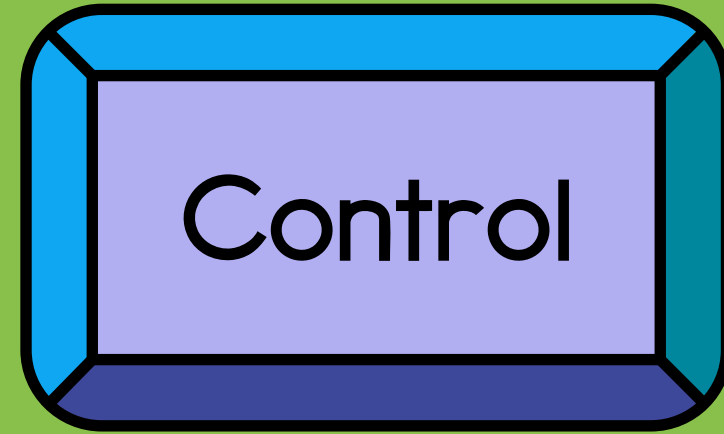
P.D.A & ANXIETY

- Triggered by demands of daily life
- Meltdowns that look like panic attacks



- Anxiety Responses are natural
- PDA is a nervous system disability.

P.D.A. &



- P.D.Aers have an embedded need to control their environment to feel safe.

- P.D.Aers need choice



- P.D.Aers need to have autonomy to feel safe.
- P.D.Aers need to have opt out options.

P.D.A is sometimes referred to as 'Pervasive Drive for Autonomy'

P.D.A & THE Lightbulb Moment



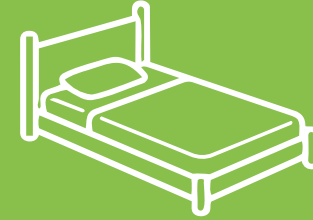
- Parents Carers often refer to the discovery of P.D.A as the lightbulb moment, as traits are often 'text book' like.
- Once you know, it is easier to understand triggers, and can predict behavioural responses, like shutdowns, meltdowns

P.D.A & **the benefits of**

LOWERING DEMANDS & EXPECTATIONS

- **Helps to recover their nervous system**
- **Over time helps to creates capacity, so you can prioritise demands that are necessary.**
- **Builds trust with your young person, as they experience less time in fight, flight, survival mode. There is more time to bond building safety and co-regulation.**

P.D.A



what counts as a demand?

the answer is...

EVERYTHING



demand examples...



 **direct**

These are explicit requests or instructions that need to be followed.

indirect 

These can include expectations such as questions that require an answer, food in front of you that you are expected to eat, or homework.

 **hidden**

These are demands others can't see, they may be bodily demands, such as needing the toilet or needing a drink.



sensory

These can involve sensory overload or disruptions to routines, which may lead to avoidance.



transitional

These are demands that involve transitioning from one activity to another.



lack of interest

These are demands that involve activities or events that the individual does not see the point of or has no interest in.

understanding types of demands can help in developing strategies for support



leaving items for others to find

strewing



- Can reduce the demand as engaging becomes your choice.
- Can be done without decisions, conversation and questions when these all seem too much



meltdown



shutdown

**May look like a panic response
or emotional explosion.**

The person may:

- **Cry, shout, or swear**
- **Hyperventilate or hold breath**
- **Lash out verbally or physically**
- **Show intense distress or agitation**
- **Run off**

**May look like withdrawal or
collapse of functioning.**

The person may:

- **Become quiet or unresponsive**
- **Withdraw from interaction**
- **Seem sleepy, frozen, or dissociated**
- **Struggle to communicate or respond**
- **The nervous system may essentially "switch off" to cope with overwhelm**

Either situation happens when the person reaches their limit and can no longer mask distress.

prioritise demands

health



learning

being social

special interests

Sometimes we need to decided what is essential, and what can wait

giving clear reasons

for a request often

helps ↓↓↓ demands

“I’m getting myself a drink would you like one?”

“It looks like a really cold day, lets pop coats on to keep warm”

“ The sun will burn us today, sun spray will stop that happening, shall we both spray some on?”

“There is a really fun looking film at the cinema, shall we watch the trailer together and see if we would like to go today?”

the spoon theory

by
Christine Miserandino

Spoons are used to represent the amount of energy

A person has each day for going about their daily life: social engagement, activities, sensory input, communicating, and so on, all use up more spoons if the person is PDA

PDAer's start the day with fewer spoons because of the way they process the world. It is important to recognise when they are running low on spoons.



a pdaer's cup

spotting triggers

sometimes there is



**A BUILD UP
YOU DON'T SEE**



**LIKE A FIZZY DRINK BEING
SHOOK ALL DAY, UNTIL IT
FEELS SAFE TO OPEN THE
CAP!**

**THIS IS WHY HOME
OFTEN SEE'S
BEHAVIOURS AND
SCHOOL DOESN'T**

autism + environment = outcome

Dr Luke Bearson

National Autistic Society **Dr Luke Bearson**
Autism and anxiety

DAY TO DAY LOW LEVEL TRAUMA IN YOUNG PEOPLE CAN LEAD TO COMPLEX PTSD IN ADULTS

GET ANXIETY & DEATH ON THE AGENDA
- INCREASED RISK OF DEATH
- DIE EARLIER THAN PEERS

WE'RE IN THE SAME BOAT! WE GET ANXIOUS TOO!

ANXIETY + ENVIRONMENT = OUTCOME

YOU ARE NOT BORN AN ANXIOUS AUTISTIC CHILD

ANXIETY COMES FROM THE ENVIRONMENT

SENSORY AUDIT OF ENVIRONMENT (MAKE ADJUSTMENTS)

Explore AUTHENTIC AUTISM for sense of SELF

Life IS SHAPED BY DECISIONS

each decision HAS AN IMPACT
Make decisions based on YOUR AUTHENTIC AUTISTIC SELF

NOthing IS CERTAIN

**NOT RESISTANCE TO CHANGE!
AUTISTIC PEOPLE CREATE THEIR OWN STABILITY:
ROUTINES = I AM SAFE/STABLE
PHYSICAL → MENTAL**

EXPRESSING FEELINGS
FIND CONCRETE WAYS TO ASCERTAIN INDIVIDUAL EXPERIENCE:

1 BETTER WORSE 10
SPECIFIC MEMORABLE EXPERIENCE + FEELING

WELLBEING * OVER * EXAMS

ANXIETY CORRELATION BTW: ANXIETY COORDINATING PROGRESSING

new? calm CO-REGULATE

ARE CATS good for AUTISTIC PEOPLE?

MY CAT DOESN'T JUDGE ME SO I CAN OPEN UP!

AM I WRONG ABOUT MY FEELINGS? OR IS MY REALITY DIFFERENT TO EVERYONE ELSE'S?

GASLIGHTING IS A TRAUMA WE INFLICT ON AUTISTIC PEOPLE.

THE WORD 'ANXIETY' IS THE SAME BUT THERE IS A DIFFERENT LIVED EXPERIENCE.

NEUROTYPICALS

UH... NOPE.

CONCERNED
DISORDERED
DEFICIT
DIAGNOSIS
IMPAIRED
RED FLAGS

ANXIETY = INCREASED RISK OF DEATH

C-PTSD

MICRO-AGGRESSION AGAINST AUTISTIC PEOPLE
- FEEL LIKE A LESSER HUMAN BEING
- LOW SELF-ESTEEM
- RISK OF C-PTSD

What message does our LANGUAGE send?

AUTISM IS NOT LESSER ERADICATE THE COMPARISON!

WHO IS SPEAKING TO WHOM? TO ME? MUST I SPEAK APPROPRIATE THING! MY RESPONSE WAS IT OK? RUMINATE. SOCIAL HANGOVER.

ANXIETY EVENT RECOVERY
3 WEEKS PRIOR 3 WEEKS AFTER!

ANXIETY

WELLBEING

ninagriffiths.com

speaking to school tips

- **Be Collaborative** Ask for their thoughts and if they have ideas to support. Ask if you can try a few strategies together and arrange regular reviews and plan how you will monitor outcomes.
- **Bring examples** of what situations lead to difficulty at home and what strategies help.
- **Start** by acknowledging the teacher's work, **thank them** for something specific if you can.

- **Offer resources** about PDA so the teacher can learn more if they wish. We review some great resources in this video or pop in to Ninja HQ

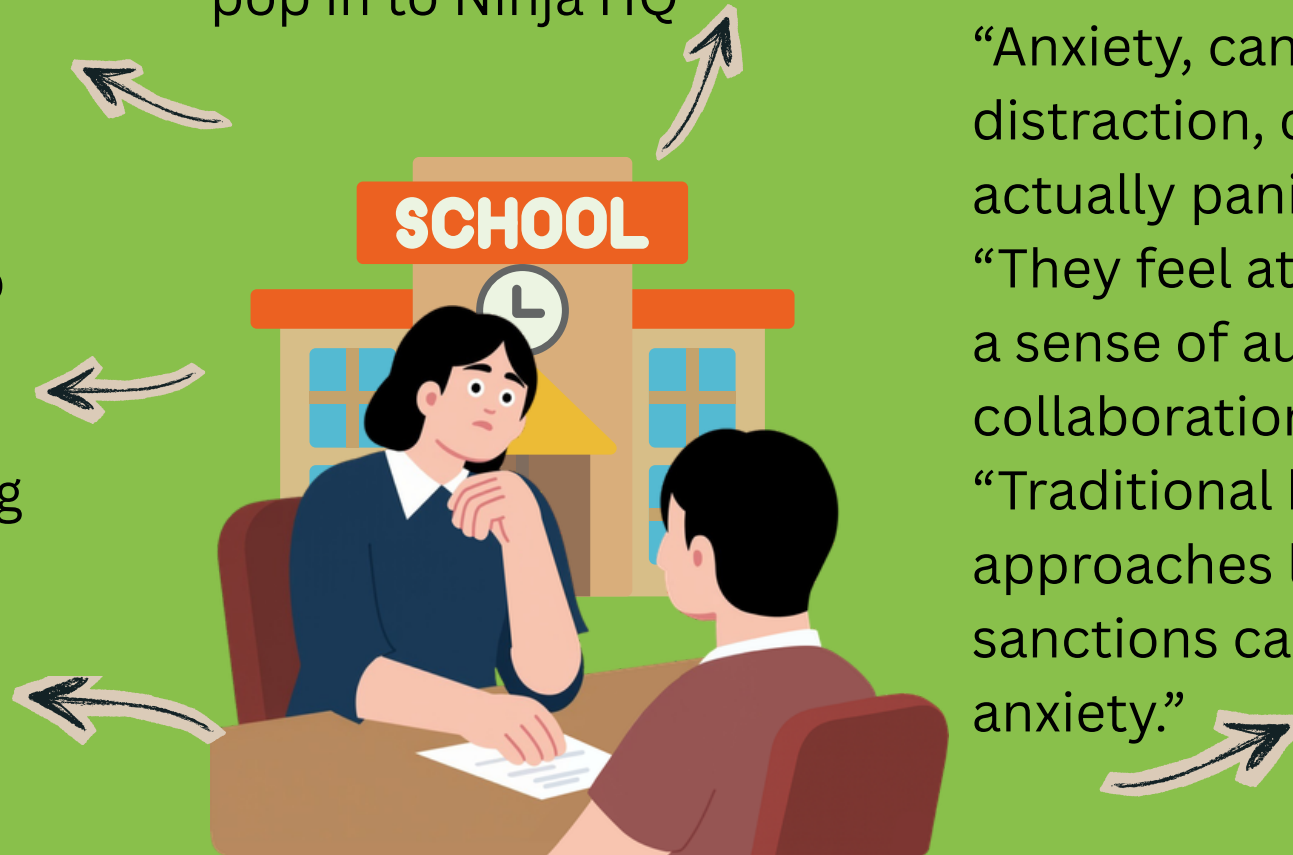
- **Describe your child's experience: anxiety-driven and not defiance**

“Everyday demands, even simple ones create anxiety”

“Anxiety, can look like refusal, distraction, or shutdown, but it's actually panic.”

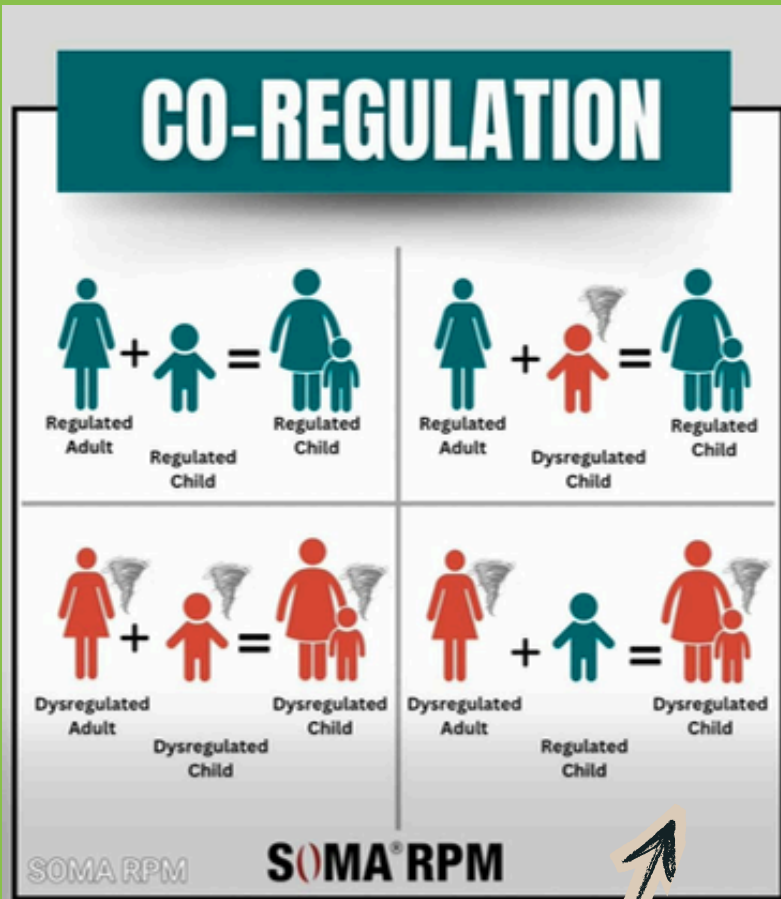
“They feel at ease when they have a sense of autonomy and collaboration.”

“Traditional behavioural approaches like rewards or sanctions can actually increase anxiety.”



co-regulation

Co-regulation is the groundwork with which we develop self-regulation skills. Here are some suggestions, which we find helpful for co-regulation with our PDAer's



Adults must be feeling regulated to provide co-regulation to a young person

- Avoid power struggles, go with their ideas where possible to avoid triggering control anxiety.
- Make a conscious choice to put them above you- “You’re better at this than me – how should we do it?”
- Stay calm, neutral, and non-reactive, even if behaviour escalates.
- Do not take ‘colourful use of language’ directed at you during moments of dysregulation personally!
- Tomorrow is a brand new day, do not bring up ‘difficult behaviours from days before.
- Sensory co-regulation can regulate the nervous system, please see the next slide for more on this.

sensory co-regulation

Sensory co-regulation, are activities that build trust, connection.

You can try strewing activities, avoid making it a demand! There are lots of online resources and books for sensory co-regulation ideas, personally I find these cards practical and they are great visually to share with young people, they include details on whether the activity is calming and the sensory benefits.



fluctuating capacity

- Just because they managed the task today, doesn't mean they are guaranteed to manage the same task tomorrow!
- For a PDAer, it can be scary to set a 'high bar' expectation.
- This can happen when adults are excited by good work- consider toning it down

PDAer's is a dynamic disability



- Try “You should be so proud!” to lower the expectation attached to “I am so proud of you!”

- Consider how many expectations they have met today- how full is their cup?
- PDA is part of the Autistic Spectrum, they may have unmet sensory needs too.
- Give them time and space to rest and regulate.
- Remember- Rest looks different for everyone!



equality



PDAer's have a drive to feel equal in all relationships, this is how this may look

**With Peer/
Sibling**



- The PDAer may **refuse to join in** if they feel they won't be "as good" as others.
- They may **take over games or change rules** to feel on equal footing.
- They might say things like:

"That's not fair"

"I'm not doing it if they're better than me"

- They might **avoid** activities where there is a **clear winner and loser**.
- They might become **distressed if another child is seen as more successful**, such as a faster runner.
- They might **mask difficulties** to avoid appearing less capable, **use distractions or put downs**.
- They might **prefer playing with younger children** where equality feels easier to maintain.
- They may **struggle with turn-taking**, as waiting can feel like a loss of control/equality.
- They may feel uncomfortable the other way round, if they are above the peer, **they may insist on making sure everything is equal** between them and their peer.



PDAer's have a drive to feel equal in all relationships, this is how this may look With Adult/ Authority figure

- They might **walk away** or disengage.
- They might ask “**Why do I have to?**”
- They might **change the subject or deflect**.
- They may **suggest alternatives** as a way to regain a sense of control.
- They can **question rules or fairness**, particularly if something feels unequal to themselves or others.
- They may **point out inconsistencies** in what adults say or do.
- May try to take control of the situation, **telling the adult what to do** or direct the interaction.
- They can **act like the teacher or leader**, especially when feeling “one-down.” or **correct or instruct adults as a way to restore balance**.
- They might appear to comply on the surface, but become **anxious or overwhelmed later**.
- They might mask in the moment, then **release emotions in a safer space** (e.g., at home).
- They may show sudden **frustration, anger, or panic** when pressure builds.
- They may have fight/flight responses, such as shouting, leaving, or hiding.
- They might use **humour or silliness** to reduce pressure and turn tasks into a joke or game to avoid direct compliance.
- They might **ignore** instructions or say “**no**” automatically, even when they understand what’s being asked.

sense of injustice

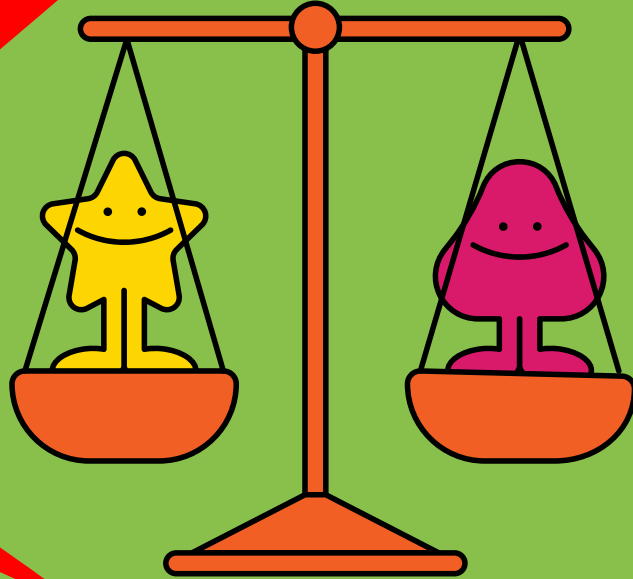
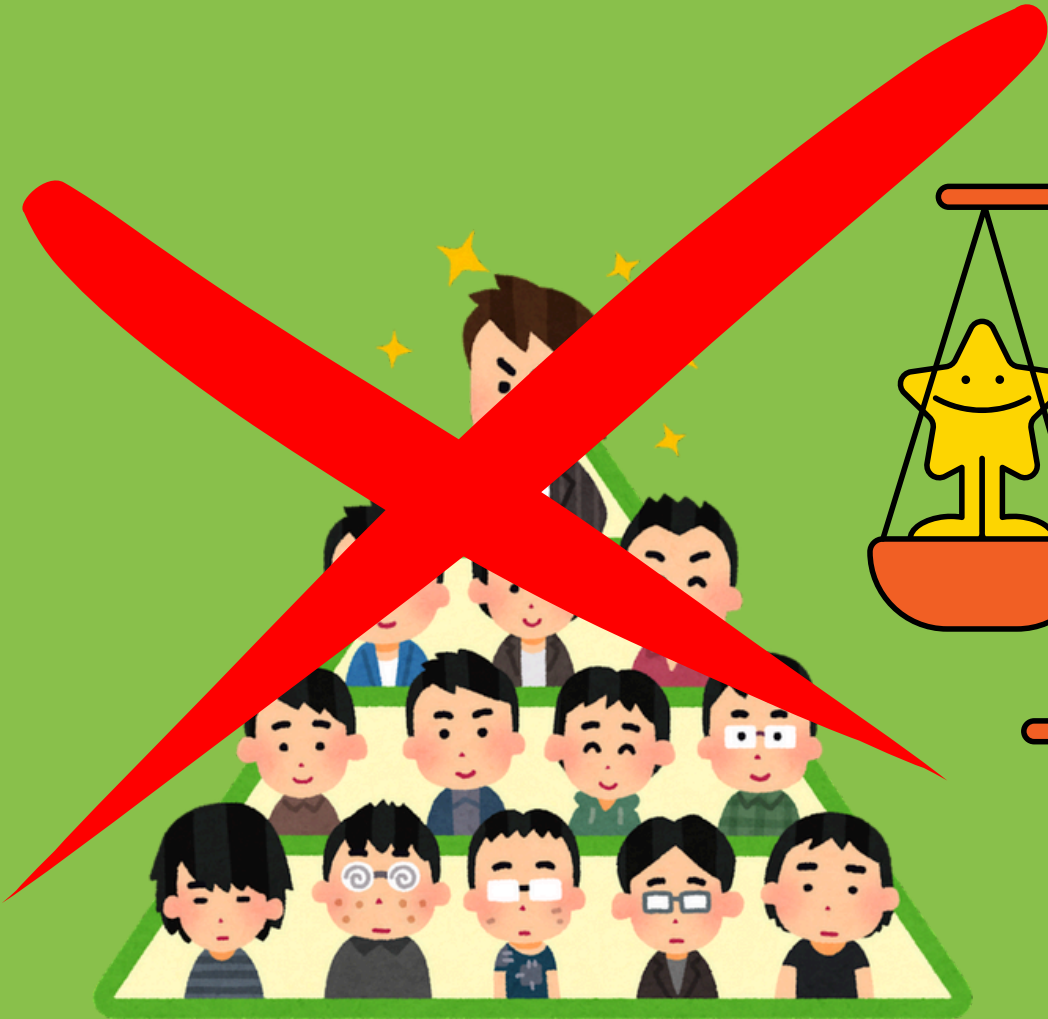
- **Fairness is closely linked to feeling safe in your environment.**
- **It may look like “overreacting” to something small, but situations that seem unequal or inconsistent can trigger intense emotions, even felt as pain for some people.**



- **PDAer's can react when the injustice is perceived as happening towards someone else in their environment.**

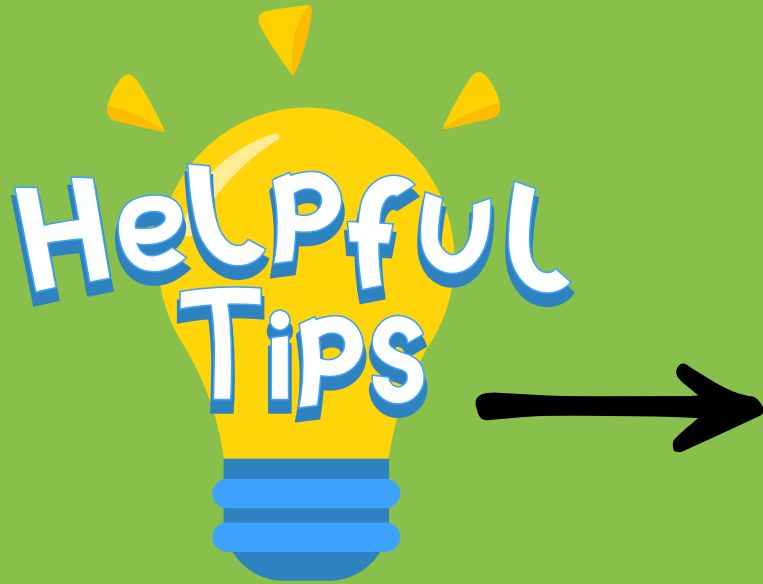
- **PDAer's notice easily when things seem “not right. Perceived injustice can trigger high anxiety.**
- **For PDAer's injustice creates loss of autonomy.**
- **For PDAer's it can be hard to move on from sense of injustice in a situation.**

P.D.A & **hierarchy....**



- **PDAer's see us as all equal. This includes adults and young people, this includes teachers! Parent/ Carers and everyone else.**
- **This is why so many PDAer's struggle to attend school (around 70% according to the PDA Society)**

P.D.A



- **Breath and move on, don't carry it forward!**
- **Find a way to process it, without their involvement.**
- **Parent carers need to be regulated before they can co-regulate!**

P.D.A

???

what is equalising or levelling?

?



after-school restraint collapse

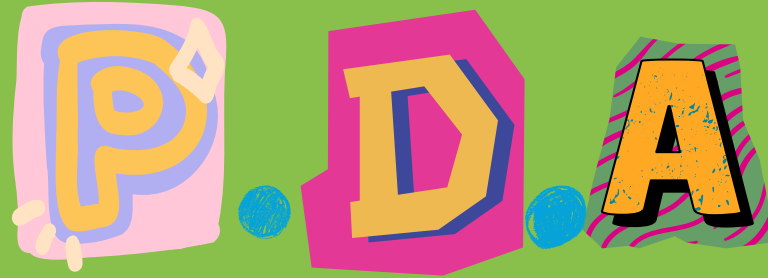


brain breaks



- **Creates processing time**
- **Supports sensory needs**
- **Resets your mood**
- **Restores energy and focus**

internal



May be struggling, in some way e.g: lack of autonomy or equality, but be unable to communicate it.

Equalising often self directed, e.g self harm

Low self esteem, negative thoughts

May be a perfectionist or work slowly to avoid demands

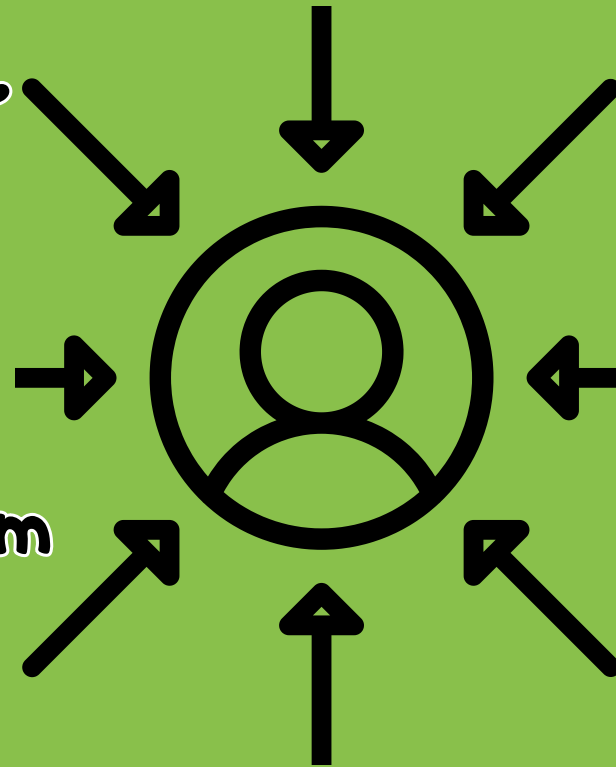
High Masking and anxiety

May equalise on 1 person, in safe place

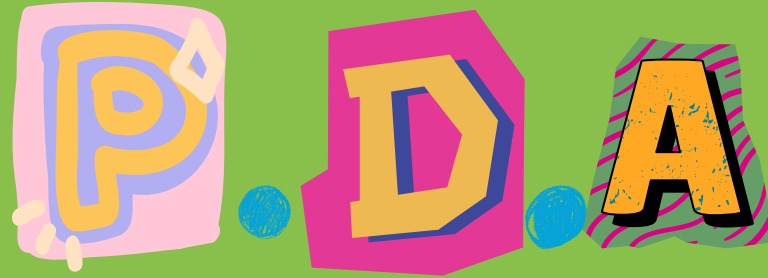
More likely to see

Shutdowns

The quiet one, trying to camouflage, doesn't like being perceived



external

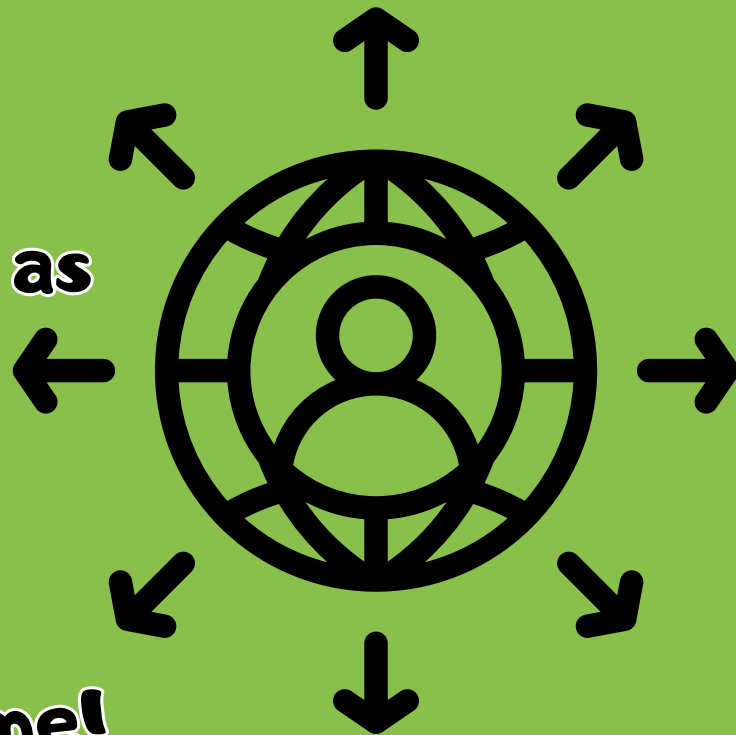


Anxiety driven, with lower masking

Can use humour and charm-

Blames others such as pets or younger siblings for behaviours—the dog threw the egg, not me!

Plenty of F-bombs 🤔



Calling out others, due to feelings of injustice, or loss of autonomy.

Lashing out, verbally or physically

Due to being highly perceptive, remarks can be deeply personal.

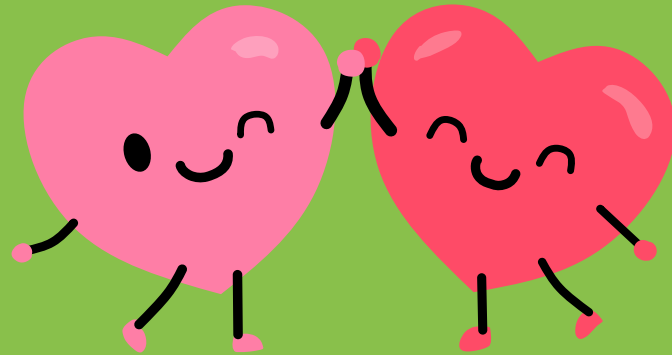
what's declarative language?



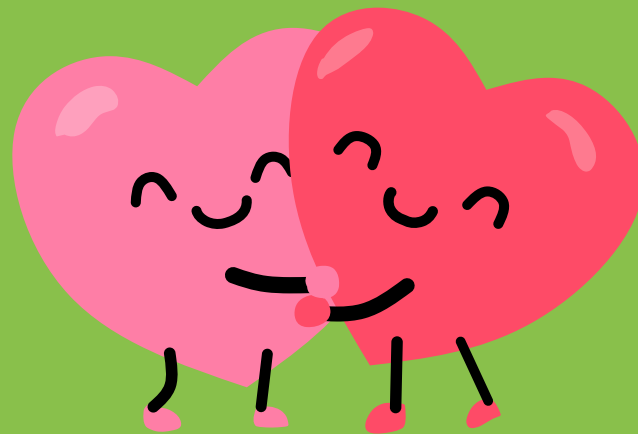
using indirect speech

helpful strategies

- **Try to avoid confrontation—can be difficult if PDA is seeking that confrontation!**



- **Recognising and reducing Triggers**
- **Try and find the balance**



- **Allow them to come up with the idea!**
- **Allowing processing time!**
- **Work collaboratively**
- **Use visuals to help when verbal conversation is difficult**

P.D.A. vs O.D.D.

oppositional defiance disorder

Core difference

ODD: A behavioural disorder

PDA: A neurodevelopmental profile within ASC driven by anxiety

 **Underlying cause / motivation**

ODD: Defiance is often intentional—Linked to frustration, anger, or wanting control/power

PDA: Avoidance is anxiety-driven—Strong need to reduce overwhelm and maintain autonomy/control to feel safe.

⚡ Response to demands

ODD: Likely to react with fight responses: anger, aggression, arguing, direct refusal

PDA: Avoids demands using strategies: excuses, distraction, role-play, withdrawal or shutdown and then fight responses.



🧠 Neurodevelopmental profile

ODD: Not a neurodevelopmental condition on its own- may co-occur with ADHD, No core social/sensory differences required

PDA: Part of the autism spectrum, Often includes: social communication differences, sensory sensitivities, need for predictability



🧑 Social understanding

ODD: May struggle with relationships due to oppositional behaviour

PDA: Often has social interests. Can use this socially to navigate or avoid demands

🧠 Behaviour function

ODD: Behaviour expresses defiance or frustration

PDA: Behaviour functions to reduce anxiety and avoid demands

🕒 Response to structure & discipline

ODD: Responds better to: clear boundaries, consistent consequences, structured discipline

PDA: Traditional discipline often makes things worse, Works better with: low-demand approaches flexibility negotiation and choice

😬 Imagination / role-play

ODD: Imaginative avoidance less common

PDA: Often uses fantasy or role-play to avoid demands (e.g. "I can't do homework, I'm a cat today")



! Misdiagnosis / overlap

PDA can be misdiagnosed as ODD because: behaviours look similar (defiance, refusal)

Key distinction:

ODD = deliberate defiance

PDA = anxiety-based avoidance

🔄 Can they co-exist?

Technically possible

But often:

PDA (autism-related) is misinterpreted as ODD

Understanding the underlying cause changes the support approach

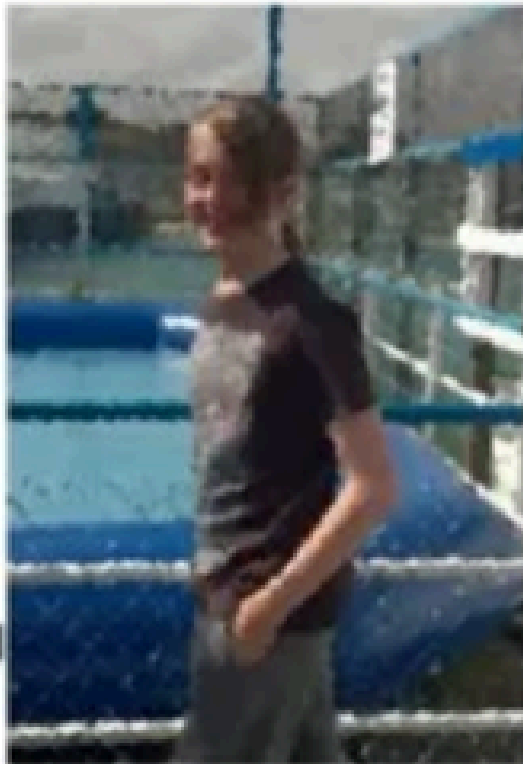
🧠 When we look through a “Dr Ross Greene lens “Kids do well when they can” and consider behaviour as communication of unmet needs, ODD Becomes an increasingly dated view point!



Same boy - different viewpoint

Distorted view

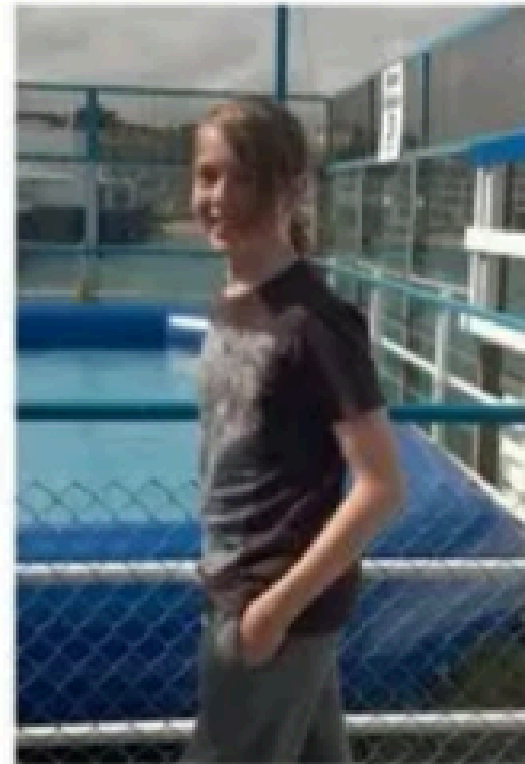
- Difficult
- Demanding
- Naughty
- Defiant
- Controlling
- Manipulative
- Horrible
- Violent
- Aggressive
- Obnoxious
- Temperamental
- Stubborn



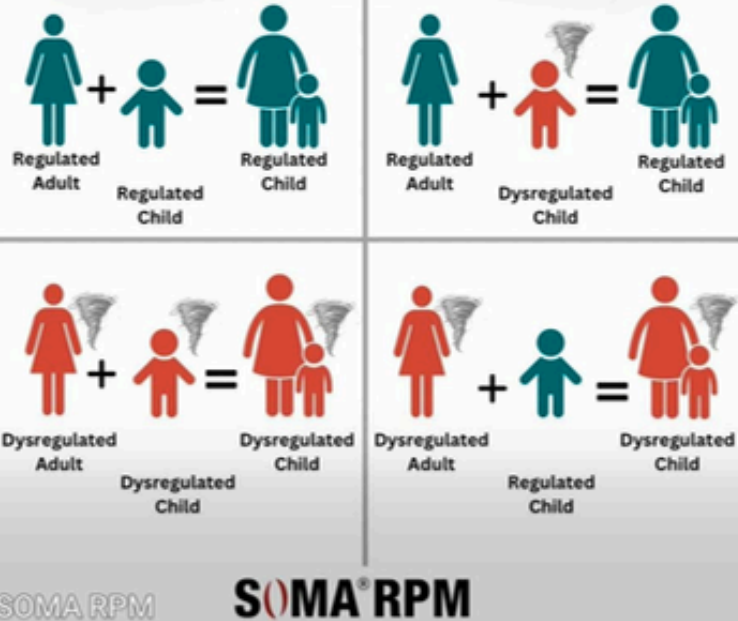
- ❖ Scared
- ❖ Anxious
- ❖ Overwhelmed
- ❖ Shut down
- ❖ Overloaded

Clearer image

- Intelligent
- Loving
- Thoughtful
- Talented
- Funny
- Supportive
- Caring
- Determined
- Resilient
- Passionate
- Knowledgeable



CO-REGULATION



parent carer regulation

Adults must be feeling regulated to provide co-regulation to a young person

Tips:

 **The power of the pause**

Pause before reacting — even 3–5 seconds can shift your response, allow you processing time.

 **Simple regulation tools in the moment**

Lengthen your exhale. Drop your shoulders and unclench your jaw. Put your feet firmly on the ground to ground yourself. Step outside or change rooms if possible. Use sensory resets: cold water on wrists/face holding something comforting (blanket, cup, object)

 **Setting boundaries (friends, family, professionals)**

 **Clear, respectful boundaries**

“That approach doesn’t work for our child”

“We’re doing things differently right now”

“I’m not open to advice on this today”

 **Protect your energy**

You don’t have to: explain everything, justify your parenting, educate everyone

It’s okay to limit contact with people who:

dismiss your experience, increase stress or doubt.

 **Repeat without over-explaining**

Boundaries often need repeating — calmly and consistently Think: firm, not defensive

 **Letting go of “socially normal” Redefine what “works”**

“Normal” is not the goal — regulation and safety are. If something works for your child/family, it is valid!

You can: skip events, leave early, do things differently

**i honor my
boundaries**

parent carer regulation

🔍 Notice inherited beliefs

“Children should behave”

“Parents must be in control”

“Good parenting looks like...”

Ask:

Where did this belief come from? Is it actually helping us?

🔓 Give yourself permission to do it differently, you are allowed to:

break cycles, parent in a way that feels aligned

💛 Self-compassion & nervous system safety, speak to yourself like you would a friend:

“This is hard, and I’m doing my best” Expect dysregulation — it’s part of caring

Repair matters more than perfection



pda resources

**PDA
questionnaire**



**What PDA
means for me**



**Identifying
assessing a
PDA Profile-
practice
guidance**

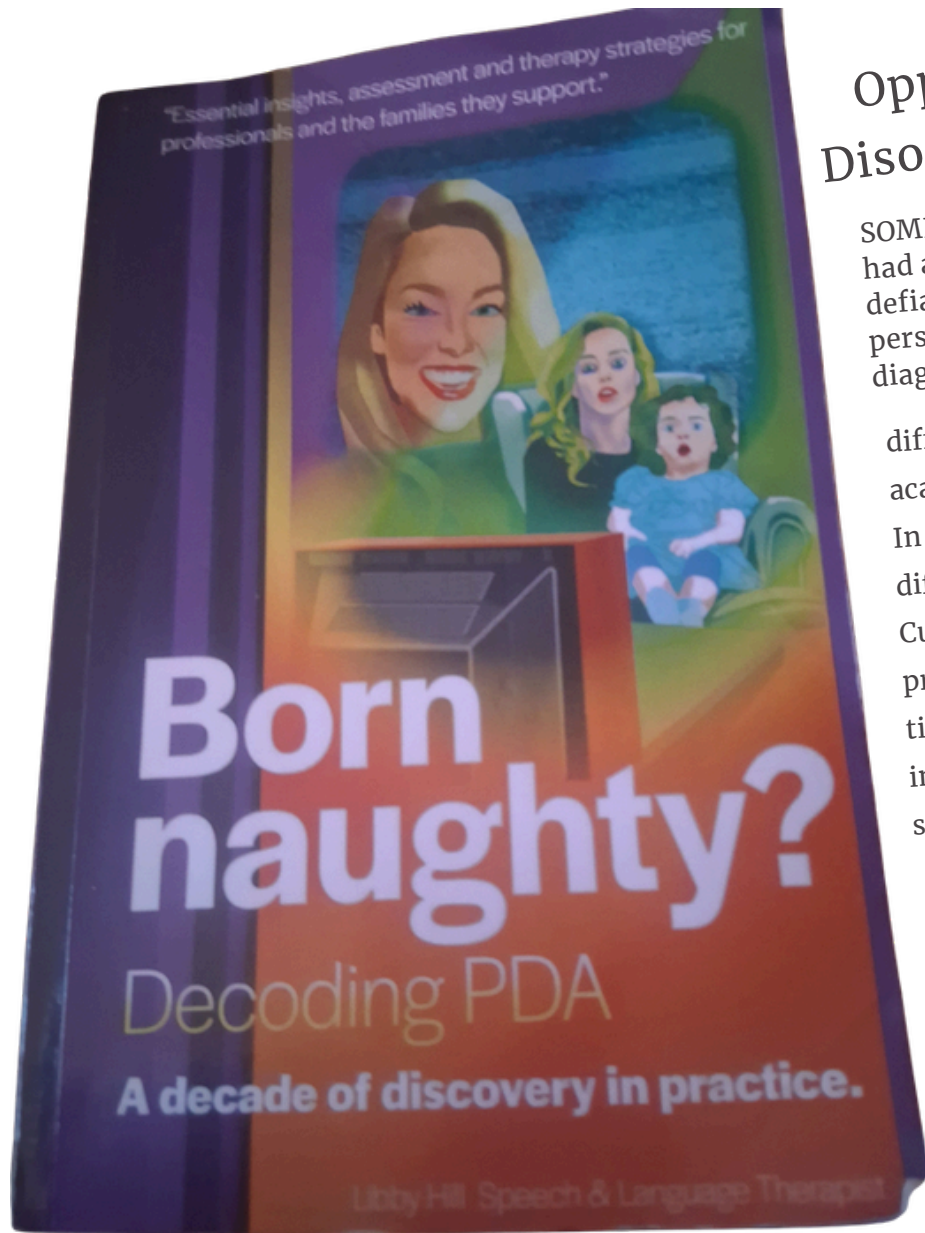


**A-Z of
Demands**



**PDA
Websites**





Oppositional Defiant Disorder (ODD) and PDA

SOME OF THE CHILDREN I have seen have had a previous diagnosis of oppositional defiance disorder (ODD). Sometimes, persuading clinicians to change their diagnosis is very

difficult, especially where we don't have the academic research to back up what we're saying. In fact, there is so little written about the differences that for a long time I used Steph Curtis' blog post as information to give to professionals, as it was the best available at the time. Since then, I have sought out more information to aid my understanding and strengthen my argument where needed.

Oppositional Defiant Disorder (ODD) and PDA share some similarities, particularly in terms of resistance to authority and difficulty following demands, but they stem from different un-derlying causes and have key differences:

- Written by renowned Speech and Language Therapist Libby Hill.
- Chock filled with genuine case studies drawn from 40 years experience.
- This is an easy to follow, deep dive in to PDA, filled with insight and great tips!



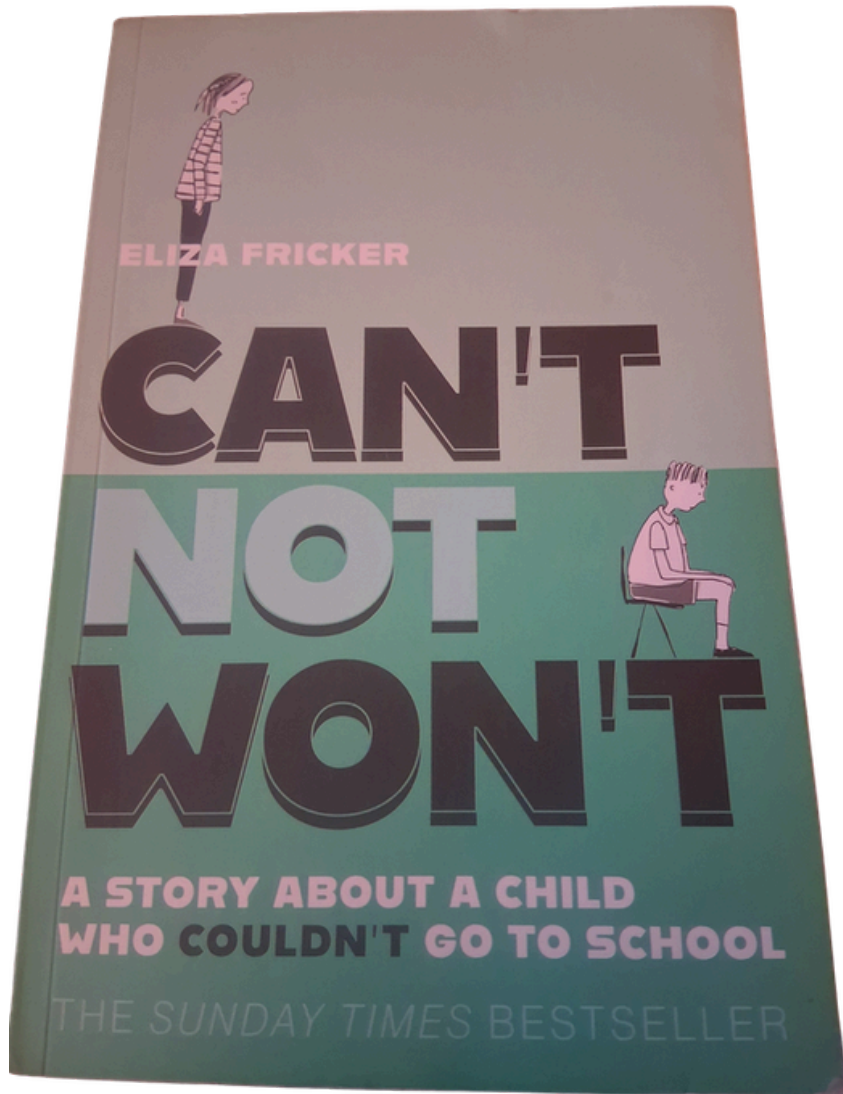
To: headteacher
From: sarahforte

Subject: Pathological Demand
Avoidance
Dear Mrs Ramsbottom

I have just stumbled across a profile on the autism spectrum called 'Pathological Demand Avoidance', or PDA for short, which centres around a child who has an anxiety-based need to be in control. I think this could really be describing Lena. It also says some of the key features are having a surface sociability (but lacking depth to their understanding), resisting and avoiding the everyday tasks or demands of life, and that they can be comfortable in role-play. It also said the child can have obsessive behaviour (often around key individuals).

I'd be really keen to hear what you think? It often feels that Lena can't do something when it is asked of her, just like she drew in her 'Yes the Superhero'.

- This is a novel by Danielle Jata-Hall an autistic mum and the content maker 'PDA Parenting'.
- The novel focuses on the beginning of a families journey in to discovering PDA.
- It deals with school distress, EBSA and i'm sure, has delivered a few light bulb moments!

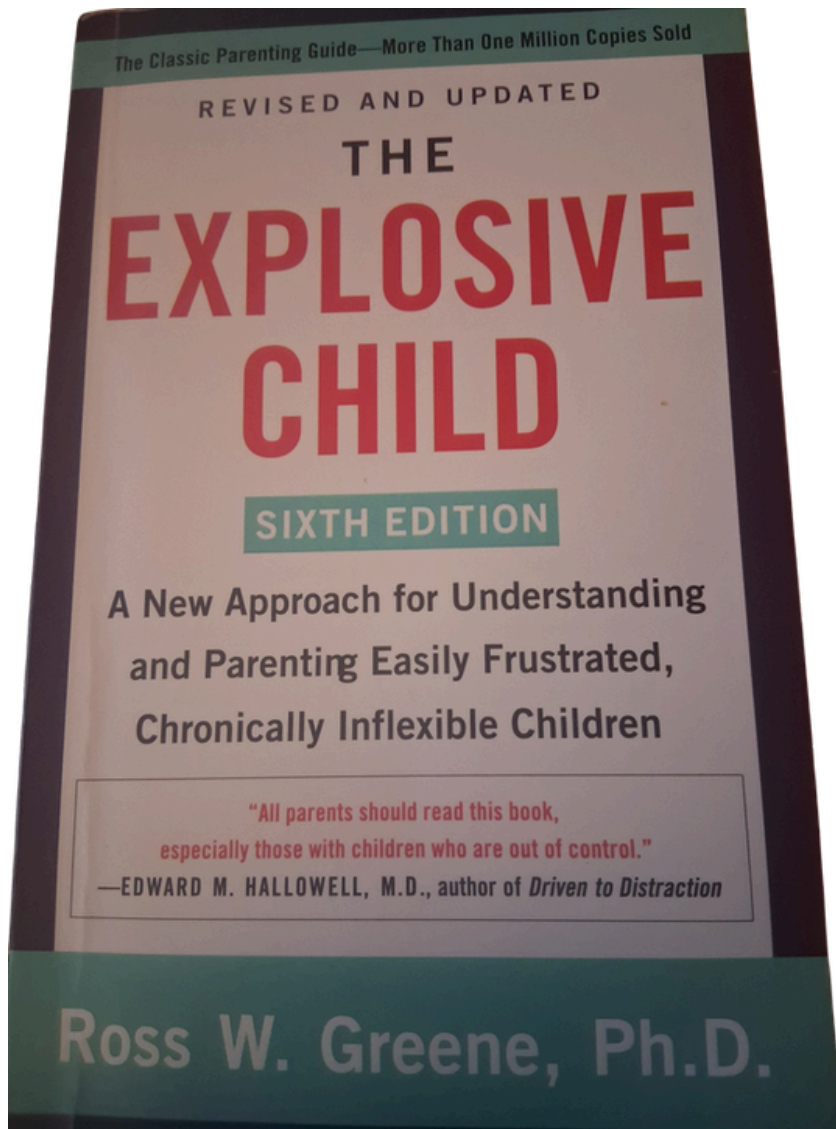


That's what all children do, they play up to their parents and they are fine once you've gone



You learnt ways to hold the handle of my bag so tight it was impossible to break away without hurting you.

- Written by Eliza Fricker.
- This is a graphic, fully illustrated, lived experience account of a mother and PDA daughter navigating education.
- A quick read, which makes you feel seen!
- Also great for professionals understanding of PDA.

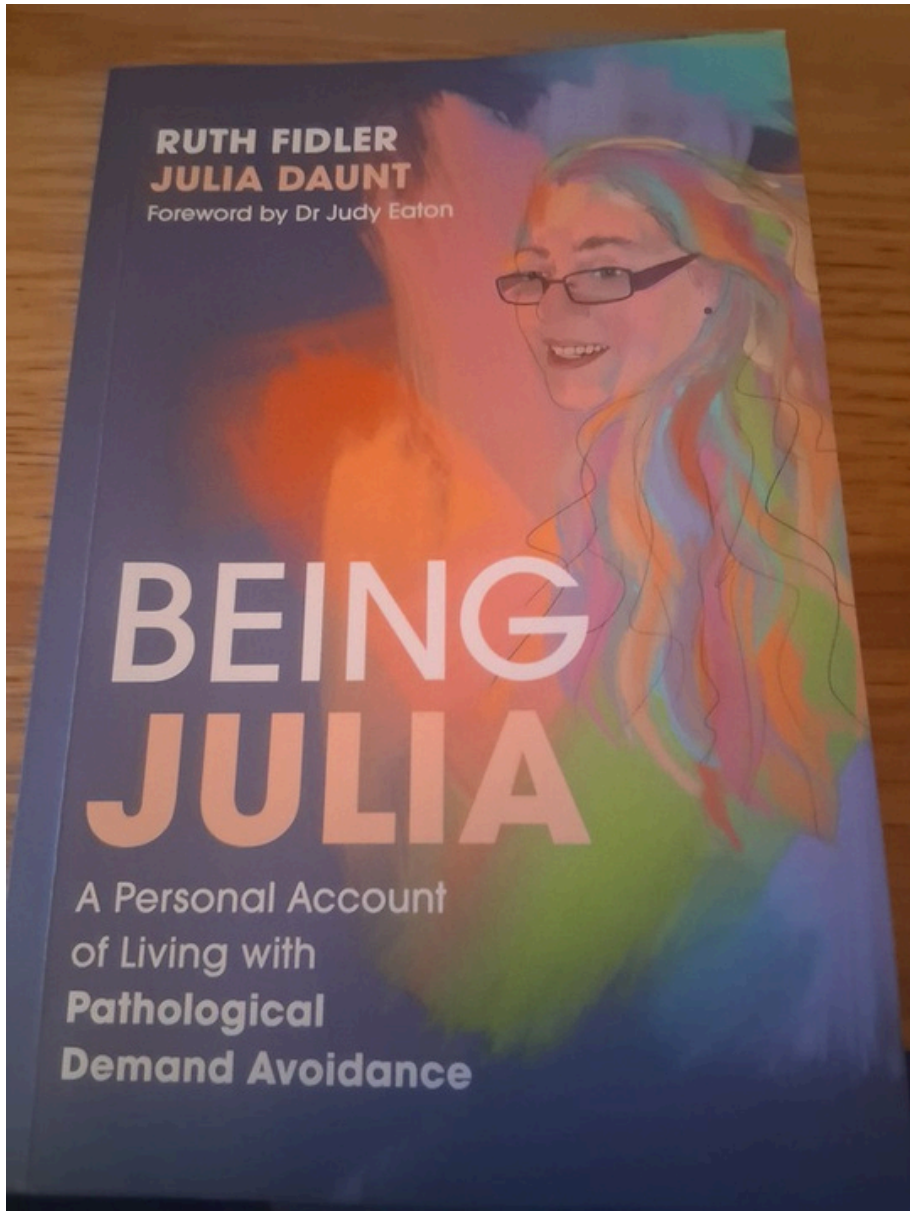


If your child is having difficulty brushing his teeth before going to bed at night, that's a time when he's more likely to exhibit concerning behaviours. If he's having no difficulty meeting that expectation, it won't cause concerning behaviours. If your child is having difficulty getting started on or completing a particular homework assignment, that's a time when he's more likely to exhibit concerning behaviours. If he's having no difficulty meeting that expectation, it won't cause concerning behaviours.

Why does your child exhibit concerning behaviours more often and, perhaps, in ways that are more extreme than many other kids? The answer to that question comes from the research that has accumulated over the past fifty years on kids with concerning behaviours: he's lacking crucial skills.

He's not lacking motivation? No, he's not. But a lot of folks still think that. Why haven't your efforts to motivate your child to behave more adaptively—with rewards and punishments—been successful? Because he isn't unmotivated. If your kid could respond to problems and frustrations adaptively, he would. That's because, and this is, without question, the most important theme of this entire book—**kids do well if they can.**

- Dr. Ross Greene's classic, 1st published in 1998, has been the subject of numerous studies and has proven its effectiveness.
 - Dr. Ross introduces collaborative, proactive solutions, Lacking skills, and looks through the
- "Kids do well when they can" Lens when considering behaviour.



Change the subject. This works better with some people than others. People usually respond well if the subject is changed to something they like or something they are good at.

Use compliments. Another distraction technique such as, 'I really like your nail varnish colour, where did you get it?'

Say 'yes', but on my terms such as, 'Yes I can do that for you, but it won't be on Monday, it will be on Wednesday.'

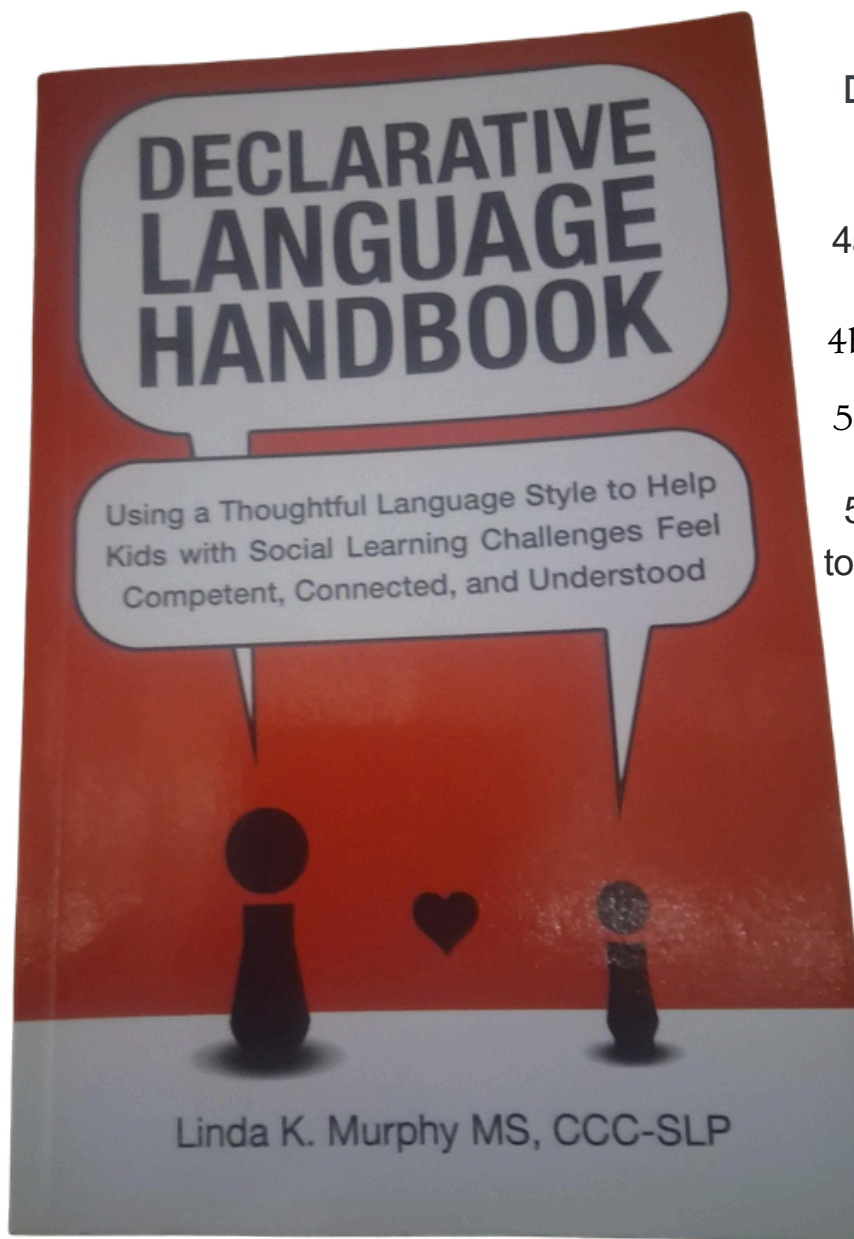
Delegate the task. This relies heavily on the wonderful kindness and cooperation of friends and especially of Paul. It means he has a number of jobs to do where there is a set date to work with, such as bin day.

Strategies that help me cope with demands

I continue to be sensitive to everyday demands, but it helps me if I can:

Negotiate: This is a strategy I use to avoid demands, but it is also a strategy that helps me comply with demands. It's especially

- This is the personal account of Julia Daunt, Adult PDAer and advocate.
- Its filled with 1st hand advice, what helps her, tips and strategies.
- It includes a section looking at her PDA through her partners lens.



Declarative
Language
Handbook

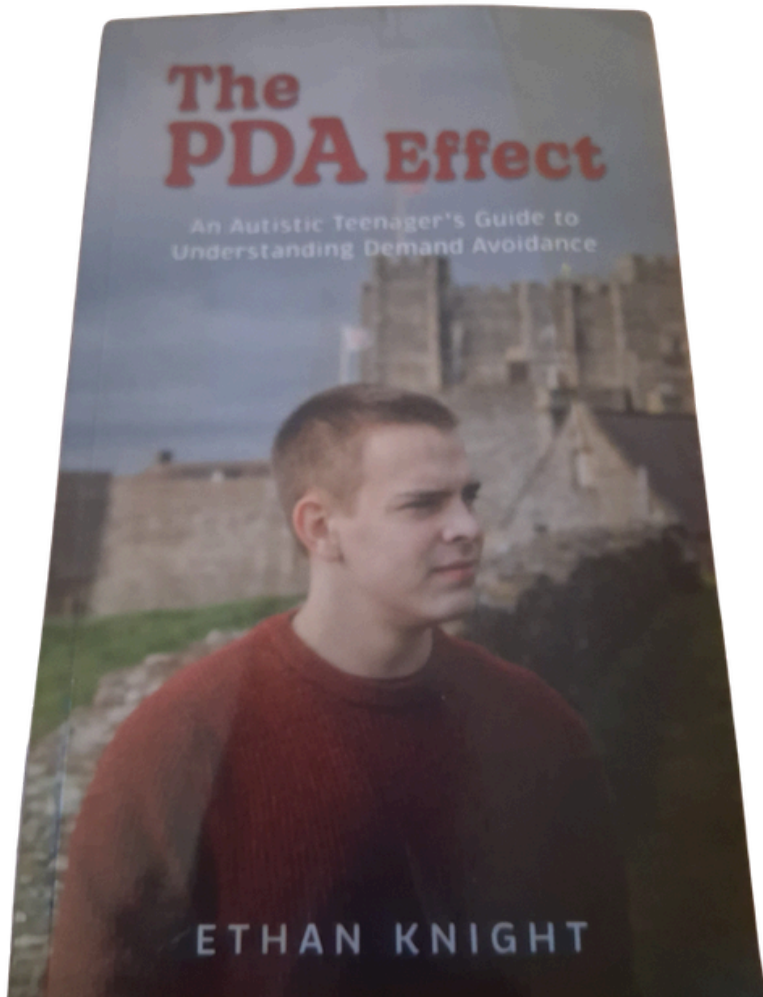
4a. I'm wondering if you
heard what I said.
4b. What did I say?

5a. Tell Daddy what
you did today.
5b. Let's tell Daddy
together what you did
today.

6a. I'm ready for the next page
when you are.
6b. Turn the page.

The changes start with the adult and then shift to the child. You are modeling in a heartfelt way what you truly want the child to learn: how to be a patient, understanding, communication partner who hears the other person and thoughtfully responds.

- Written by Linda K. Murphy.
- This book helps parent/carers to understand how use of language affects the nervous system.
- Includes progress tracking sheets so you can see if using declarative language is working to help your young person.



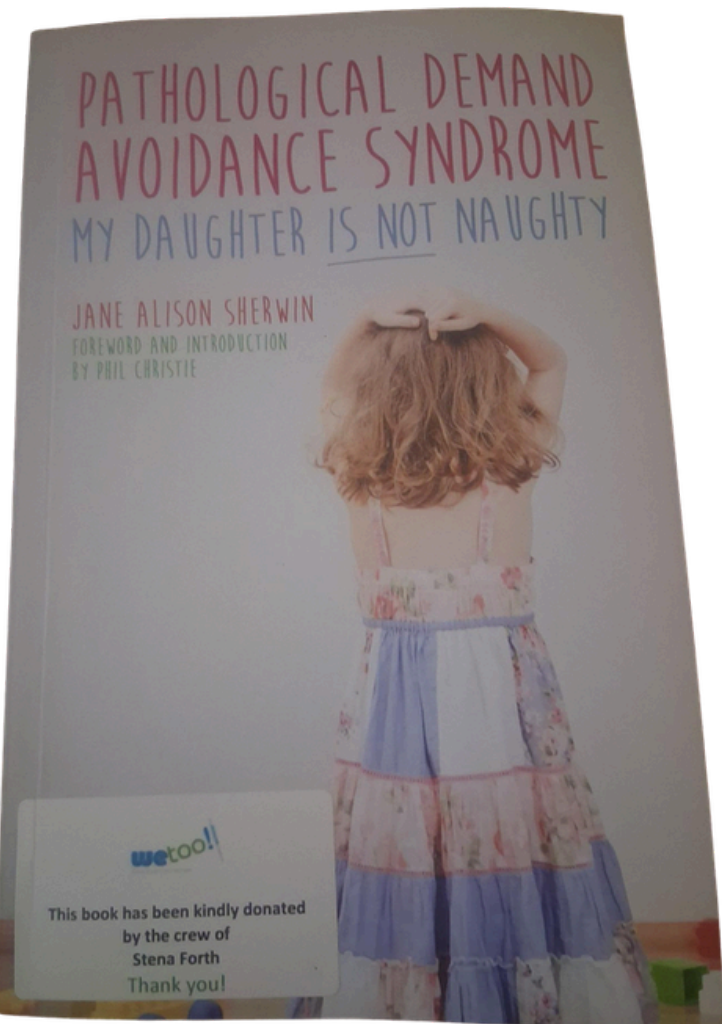
Understanding PDA

What It Feels Like for Me

PDA affects how I see the world. What I want people to understand is that it isn't that I don't avoid things because I don't want to do them; I don't think about what I do and don't want to do when I refuse to do something. The best way I can think of to describe it is that, to me, avoiding demands is just like breathing.

It's an automatic response that kicks in as a self-protection mechanism; therefore, avoiding decisions feels instinctive rather than being a conscious decision. It's not about being allowed to be difficult or disrespectful; it's about how my brain is wired to respond to different situations.

- Written by Ethan Knight the brother of Callum Knight author of “The secrets of my spectrum”
- This is an open, personal account of growing up PDA.
- This is a quick read 103 pages- it is the perfect book for tweens and teen PDAers, offering validation and strategies for self advocacy.

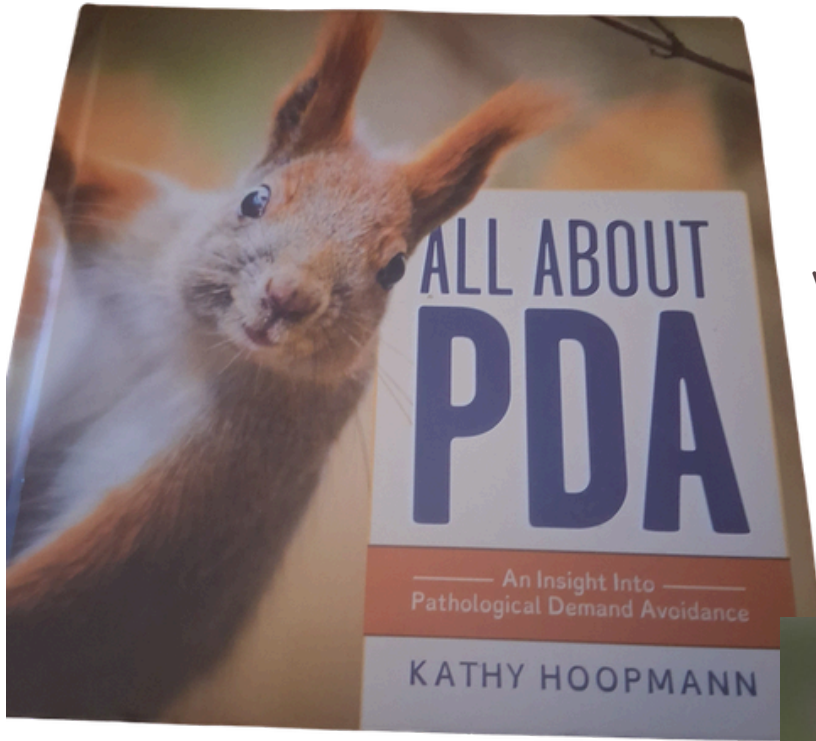


The Funny and Endearing Side of PDA

There is a lighter side to PDA that I thought I would try to share with you. Although living with PDA is extremely tough and challenging, there are also lots of really funny and endearing moments. Now that Mollie's life and environment are more suited to her needs, we have the joy of experiencing more and more of the 'lighter side of PDA'. This is a phrase coined by another parent when she began her own Facebook group for parents to share the more delightful aspects of PDA with each other. I hope that this chapter makes you smile and helps you to see the positive aspects of these unique, often misunderstood but very wonderful, brave and courageous individuals.

One of the features of PDA speech is that some children can have quite complex language but it can appear odd, as if the words would sound more suitable coming out of an older child's or even an adult's mouth. The comments that trip of Mollie's tongue can make me either cringe with embarrassment or howl with laughter. The same can be said for her body language, facial expressions and mannerisms.

- Written by parent and advocate Jane Sherwin in 2015
- Still on point! Includes easy to follow chapters on everything from pre-diagnosis to adulthood.
- Gill's lightbulb moment!

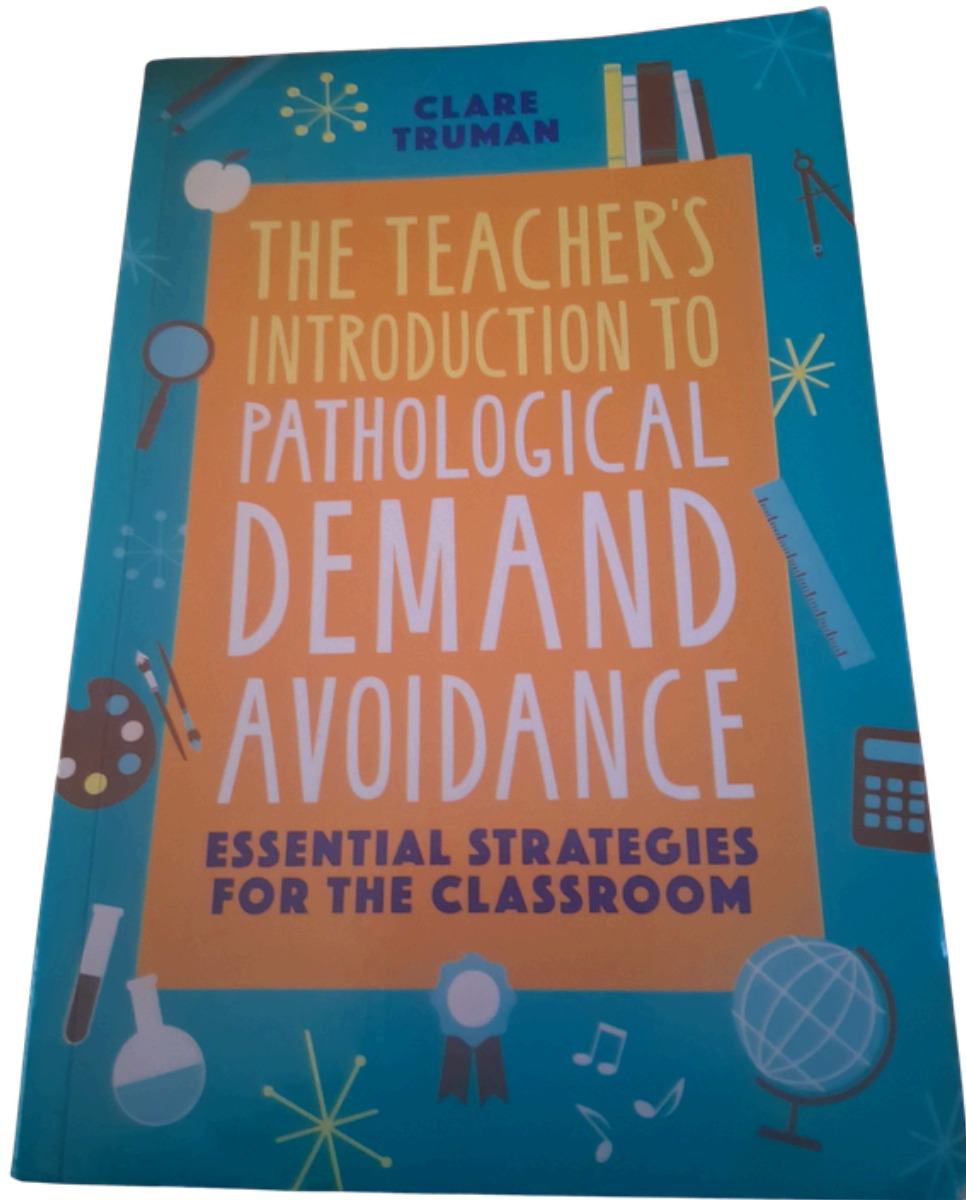


What is Pathological Demand Avoidance?

Glad you asked.



- The latest picture book from Kathy Hoopmann.
- All About PDA offers an introduction to PDA for all ages.
- Great for youngsters and their siblings.
- Kathy presents ‘traits’ shared with animals in nature, with beautiful sometimes pictures.



School refusal

In a survey carried out by the PDA Society in 2018, 70 per cent of parents and carers reported that their child was either out of school or regularly struggling to attend (PDA Society 2018, p.6). School refusal is a challenging issue for many children and young people with PDA and those who support them and can make teachers and school staff feel helpless. If the student isn't in school, then how can we help? But there are many things we can do in response to support the child or young person with PDA and their family.

- Written by Clare Truman Special Needs Teacher, from her unique lived experience of PDA.
- Filled with workable strategies for teachers. Which carers can consider for reasonable adjustments.
- Includes a chapter on selfcare, and another on writing care plans for PDAers.

When something is not working, first and foremost, ask yourself, is the role that I have assigned the child the right role for them? Quite often the role is either too hard or it is too easy.

Co-regulation helps the activity or interaction start in a positive, fluid way, and helps the child stay connected as things get underway, and as a result - everyone feels better.

Imagine inviting your child to play a new game. They say no. Instead of pushing harder or giving up completely, you then offer a co-regulatory partnership: I have an idea! We'll be a team. You can be the spinner and I'll be the game piece mover. They may be more likely to join because this setup.

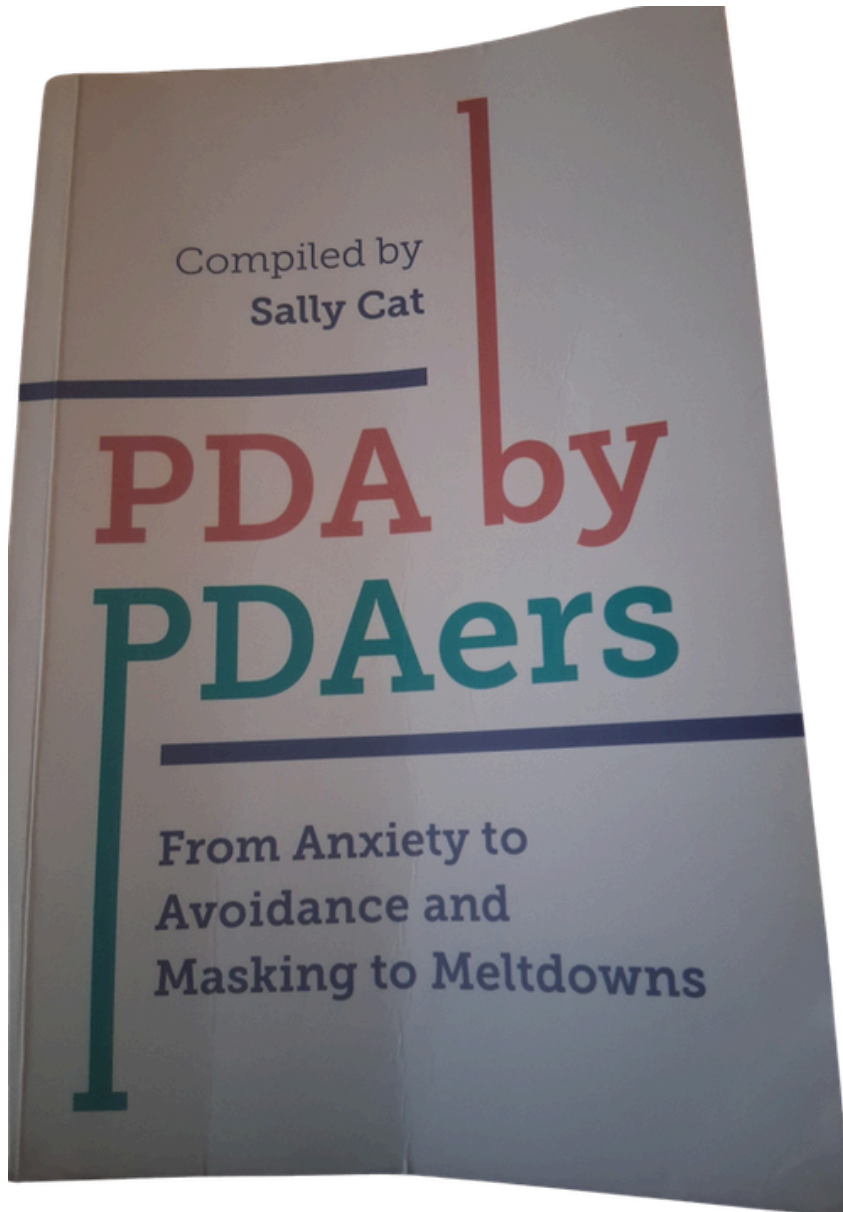
- The companion book of Declarative language handbook by Linda K Murphy.
- Teaches how co-regulation is the groundwork with which we develop self-regulation skills
- Includes progress tracking sheets so you can see if Co-regulation is helping your young person

CO-REGULATION HANDBOOK

Creating Competent, Authentic Roles
for Kids with Social Learning Differences,
So We All Stay Positively Connected
Through the Ups and Downs of Learning

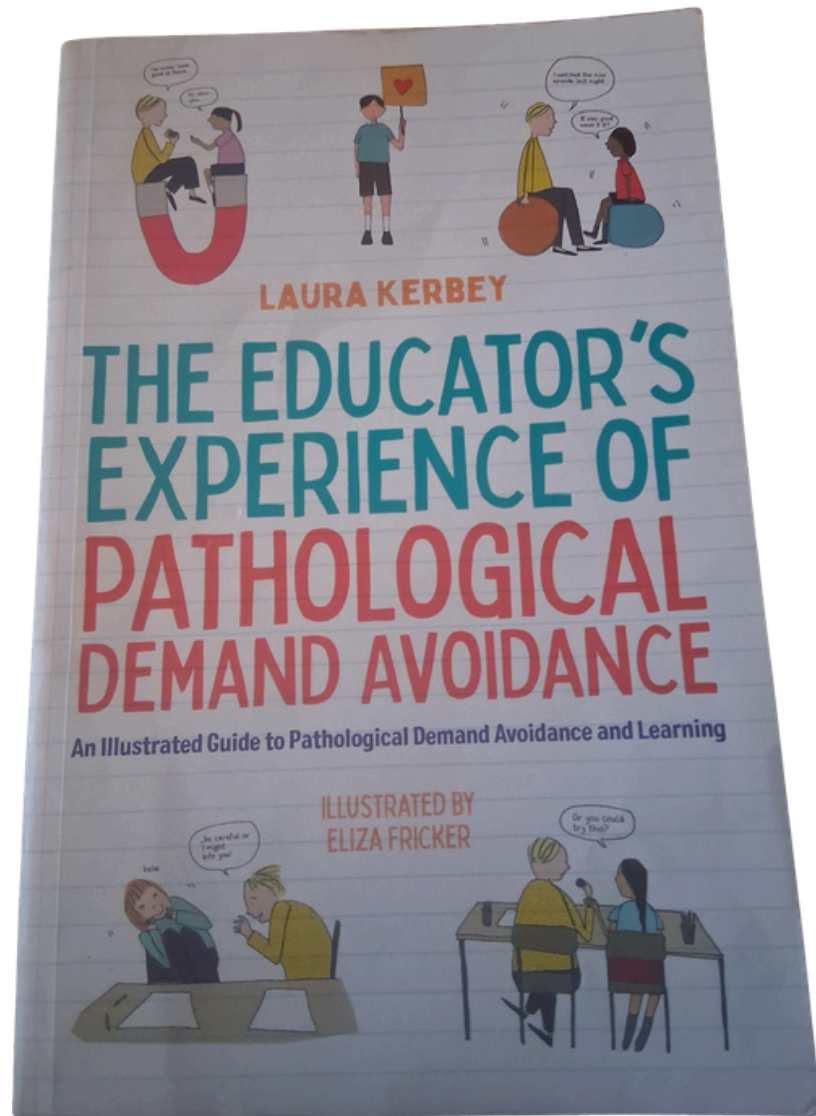


Linda K. Murphy MS, CCC-SLP



Dammed Meltdowns
I never really had violent
meltdowns
I couldn't admit to being angry
It scared me
But my driving rage was still there
And it came out twisted
As a cold, snipey, hurtful tirade at
people I felt close to
I felt possessed
I hated myself
But my nastiness wouldn't stop
I've learned to express my anger
now and no longer do this.

- Compiled by Sally Cat an adult PDAer.
- This book is the lived experience of The Adult PDA Support Network Facebook Group, and includes the experiences of over 70 PDAers from around the world!
- It is a large book, but it is chunked and fun to read in a textbook way.



- Written by Laura Kerby founder of NEST (Neurodivergent, Education, Support and Training)
- Packed with visual scenarios
- A Quick read! only 128 pages
- The final 2 pages are a very handy '1 minute reminder guide' to PDA strategies.

pda resources

**PDA
questionnaire**



**What PDA
means for me**



**Identifying
assessing a
PDA Profile-
practice
guidance**



**A-Z of
Demands**



**PDA
Websites**

