

Supporting Autistic Youth: Service Provision*

e-learning

This course is a companion to the Supporting Autistic Youth: Foundations course and is intended for service providers at Foundry centres. Learners will have the opportunity to increase their knowledge about supporting the mental health and wellbeing of autistic individuals. A greater focus is taken on the characteristics of autism, adapting support strategies and counselling methods, responding to crisis, involving caregivers, and the role of gender-affirming care for autistic youth. The Supporting Autistic Youth: Service Provisions course was co-developed by Foundry and the Canucks Autism Network.

Hosted by

IYS Learning Centre/Centre
d'Apprentissage SIJ

Training Delivery

Self-directed e-learning course

Registrations

Follow this link to register: [https://
learning.foundrybc.ca](https://learning.foundrybc.ca)

Learning Objectives

By the end of this course, participants will be able to:

- Describe pathways, challenges and gaps in autism diagnosis in the British Columbia context
- Identify characteristics of autism to support querying youth
- Consider and appreciate adaptations to counselling methods for Autistic individuals
- Acquire strategies to support Autistic individuals' mental health and wellbeing in clinical settings
- Identify stressors and acquire strategies to respond to crisis situations through an autism-informed lens
- Acquire strategies to support and include family/caregivers as resources to Autistic youth, as well as consider the mental health and support needs of the family/caregiver
- Appreciate the role of gender-affirming care for Autistic youth and identify effective adaptations to gender-affirming care

Intended Audience

Clinicians supporting youth who are or might be Autistic, and their families/caregivers.

Format

Online

- 5 self-directed modules in the e-learning course

**Please note that this course summary includes identity-first language (e.g. "autistic youth") as there is a growing body of literature that suggests that most autistic individuals prefer identity-first language. Person-first language (e.g. "youth on the autism spectrum") can have more potential for stigma. However, as we discuss in this Foundations course, the preference is not unanimous, so we must be sure to ask youth and their families/caregivers how they want to be identified and be prepared to use both. The Foundations course explores the nuances of language and the importance of using language that makes people feel supported and included.*