



Autism Spectrum Disorder Toolkit



For Parents & Caregivers

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The views expressed herein do not necessarily represent the views of the CHSSN and and of Public Health Agency of Canada

Toolkit



For the English-speaking Community of the Eastern Townships

Townshippers' Association, in collaboration with Autisme Estrie, created this toolkit to provide additional information and resources on Autism Spectrum Disorder.

Although this toolkit is intended for parents and caregivers, it contains a wealth of information and resources that can support anyone, at any age, and for anyone who wants to know more on the subject.

If you wish to get an electronic version of this toolkit, you may email, or call Townshippers' Association to receive it. The electronic version will enable you to click on the relevant resource or a specific category to access that specific information.



Townshippers' Association

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Autisme Estrie

📍 2350, rue de Rouville, Sherbrooke, Qc

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Disclaimers:

- The language used in this document reflects the preference of the majority of autistic people in the sense that it is using an identity-first language approach (e.g.: autistic individuals or autistic person), as they believe that autism is at the core of someone's identity.
- This toolkit presents general information on Autism Spectrum Disorder. The information presented does not include all of the literature and research available on the subject. If you are concerned that you or a loved one has Autism Spectrum Disorder, please speak with your health professional.



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Understanding Autism



What is Autism?

Autism Spectrum Disorder (ASD) is a neurodevelopmental condition that mainly affects a person's communication skills and social interactions, combined with the presence of restricted interests and stereotypical behaviours.

It is estimated that 1 in 50 children and youth aged 1 to 17 have been diagnosed with autism spectrum disorder in Canada.
Health Canada, 2023

Every Autistic person has a unique combination of characteristics. ASD can be categorized into 3 different levels (level 1, 2, and 3), which is determined based on the level of support the person will need (e.g.: level 1 = requires little support and level 3 = requires support at all times).

Autism...



- Is not a disease
- Is not contagious
- Cannot be healed
- Cannot develop over time
- Is not a behavioural problem



- Is a condition, we are born autistic - we do not develop autism
- Is a neurological difference in the way an individual processes information
- Is a focused intelligence

1

Understanding Autism



10 challenges autistic people may face on a daily basis

Being Different

1 An autistic person realizes they are different from others, but they do not know why. Consequently, they may label themselves in a degrading way.

...

Self-Regulation

2 It may be difficult for some autistic individuals to regulate their emotions and behaviours. As a consequence, people may feel out of control and anxious.

...

Sensory Challenges

3 Sensory challenges are one of the main characteristics of autism. Daily activities can be extremely challenging depending on the sensory system of the person.

...

People

4 An autistic person may become increasingly anxious in the presence of people. For an autistic person, it can be confusing to understand others.

...

Double Empathy

5 The double empathy problem can be referred to as a misinterpretation between an autistic person and a non-autistic person. Often, the autistic person feels rejected and not welcomed.

...

Overthinking

6 Autistic people may have tendencies to overthink as a mechanism to help them through their daily activities. However, the person can become exhausted and overwhelmed.

...

Empathy Overarousal

7 An autistic person may have the ability to feel other's pain at a higher intensity, which could leave them in an overwhelming and confused state.

...

Alexithymia

8 Alexithymia is a term used to define the lack of understanding of emotions. It is believed that this can lead to the development of anxiety and depression disorders.

...

A different Learning Profile

9 Autistic people often have a variety of learning profiles, which can lead to challenges in different social settings. This can make them feel depressed.

...

Trauma or the Effects of Past Trauma

10 Everyone experiences trauma differently. That said, it can be difficult for an autistic person to comprehend, which could lead to depression.

...



2

Characteristics of Autism



There are many signs that can be attributed to ASD. An autistic person **may**:

- not respond when their name is called
- appear to be deaf at times
- not try to imitate
- rarely make eye contact
- not show or share objects to/with others
- seem to prefer to be alone
- have crying fits or tantrums
- be fascinated by rotating objects
- engage in obsessive and/or repetitive mannerism (e.g.: aligning objects)
- not ask for help directly
- resist physical touch
- burst out laughing for no apparent reason
- not be aware of dangers
- resist changes in routine
- have an unusual attachment to certain objects



Each individual may present a unique combination of characteristics and may experience traits that are not represented in this toolkit.

Someone may also be experiencing some of the characteristics outlined in this toolkit without necessarily being diagnosed with autism.

2

Characteristics of Autism



There is a lot of information with respect to the characteristics of autism. In order to provide you with additional information on this topic, additional characteristics of autism have been separated into the following categories.

Language and Communication

Social Interactions

Stereotypical Behaviours and Interests

Sensory Stimulation

Girls and Autism



2

Characteristics of Autism

Language and Communication



The ability of children on the autistic spectrum to communicate and use language will depend on their social and intellectual development. Some children may have a rich vocabulary to explain a specific object or event, whereas others may be unable to use the language to express themselves.

Some of the language and communication characteristics of autism may include:

- The use of repetitive language, or no speech at all
- Difficulty maintaining or initiating a conversation with others
- Difficulty using or recognizing non-verbal gestures
- Exceptional abilities in certain areas or subjects

1 in 10 people with ASD has savant skills. These skills are typically exceptional skills in mathematics, music, art, calendar calculating or mechanical/visual-spatial skills.

-Marina Heifetz

Non-verbal Autism

The term non-verbal is often used when evaluating a person's capacity to speak. Sometimes, autistic individuals are considered non-verbal simply because they do not use words or sentences to communicate. Alternatively, they may be using gestures or expressions to express themselves and communicate with you.

Reference:

National Institute on Deafness and Other Communication Disorders (NIH). (2020). [Autism Spectrum Disorder: Communication Problems in Children](#). Maryland, USA. Autism Society Canada Société de l'autisme (2021). [Early Signs](#). Autism Canada, Ontario.

Marina Heifetz. (2022) The Canadian Encyclopedia. [Autism Spectrum Disorder \(ASD\) in Canada](#).



2

Characteristics of Autism

Language and Communication



Autisme Estrie proposes four strategies that can be included in your daily communication with your child. Introducing these strategies may be beneficial for increasing your child's language development and communication skills.

1

Simplify your language

Using simple words will make it easier to understand what you are saying. It will also promote an easier use of language.

2

Leave “space” for communication

Pause for several seconds while looking at your child. Watch for body movements or facial expressions. Your child may also be communicating with you in ways you did not notice before.

3

Follow your child's interests

Follow your child's actions using words. This will help them associate short words with their actions.

4

Consider devices and visual supports

The use for devices and visual supports can foster the development of language and communication skills.



There may be additional strategies that can be used depending on your child's needs. If you have any questions regarding language and communication stimulation tools, we recommend you talk with a professional who will be able to best support your child's language and communication development.

References:

Autisme Estrie. *Fiche C'est quoi l'Autisme, On Parle de Quoi?* (2019)



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Characteristics of Autism



Social Interactions

Social interactions can be challenging for an autistic person based on their levels of awareness and capacity to process emotions. Depending on the level of support required, an autistic person may:

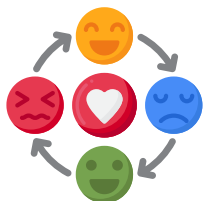
- be social or may prefer solitude
- be introverted or extroverted



Self- Awareness

The person may not recognize or understand situations in their surroundings; making it difficult to interact with others. An autistic person may:

- want to talk only about their interests
- not understand social cues or misinterpret them



Capacity to Process Emotions

The capacity to process emotions may be different for autistic people as they may:

- not understand or misinterpret the emotions of others and those of their own
- become overwhelmed by emotions and overreact
- have difficulties understanding and exchanging with others (Theory of the Mind)



“It is important to point out that autistic people do not lack empathy, they usually have an abundance of affective empathy. However, they do struggle to *read* people, to have cognitive empathy.” - Tony Attwood

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Characteristics of Autism

Stereotypical Behaviours & Interests



Stereotypical Behaviours

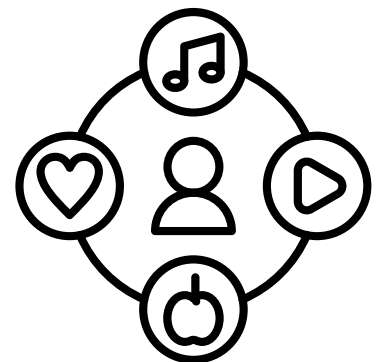
Stereotypical behaviours typically refers to repetitive actions, movements or behaviours and can be associated with specific conditions such as ASD. People may show stereotypical behaviours such as:

- Flapping their hands
- Repeating specific words, movie lines or song lyrics (echolalia)
- May want to rock back and forth
- Can walk on the ball of their feet



Interests

Autistic people may have specific interests on certain subjects or items, such as foods, textures, colours, modes of transportation, etc. They may come across as being fixated or hyper-focused. They can also over-invest in their interests both in terms of time and intensity.



2

Characteristics of Autism



Sensory Stimulation

Autistic individuals may be sensitive to certain stimuli in their environment such as:

- sights
- tastes
- touch
- sounds
- smells

There are, in fact, two different types of sensory processes that individuals with ASD can experience: **Hypersensitivity** and **Hyposensitivity**.

Most people experience a combination of the two.

What is Hypersensitivity?

Hypersensitivity is a response where someone may overreact, and can result in the person withdrawing and isolating themselves.

Hypersensitivity occurs when:

- the brain registers stimulation with too much intensity
- “the filter” (a.k.a. the brain) lets too much information through

Sometimes, the external stimuli can be perceived as aggressive.

What is Hyposensitivity?

Hyposensitivity is a response where someone may under-react to certain stimuli.

Hyposensitivity can be represented when someone who:

- does not seem to react or hardly reacts to stimuli.
- seems to lack motivation to take action.
- needs “over-stimulation” to perceive sensations adequately.



2

Characteristics of Autism



Girls and Autism

It is well known that detecting signs of autism in girls and women is more challenging because they have the ability to use camouflage techniques and “put on a mask” to hide their social difficulties. Therefore, they may appear as if they are neurotypical (a.k.a. non-autistic) in their social interactions. This is particularly the case during elementary school. When girls become older and the social complexities increases, the signs of autism in girls may become more apparent.

A few signs to look for in autistic girls:

- Showing lower information processing.
- Being “too quiet” or “too good”.
- Struggling with interpreting body language and facial expressions.
- Expressing sensory challenges.
- Showing “situational mutism” (temporary and involuntary loss of speech in stressful situations or when a new situation arises).
- Showing emotional breakdowns at home when there is no evidence of this in the school.



“The average age of diagnosis for autistic girls around the world is 12-13 years old, coinciding with the first year of high school, when the social world suddenly becomes far more complex, and hormonal changes that increase anxiety and exacerbate autistic features.” Garnett & Attwood (2022).

3

Co-occurring Conditions



It may be difficult to tell if an autistic individual has other health conditions. If you suspect there are any other health conditions, we encourage you to speak with a health professional in order to receive the appropriate treatments and supports required.

According to Health Canada, there are several co-occurring conditions that can be associated with autism. These co-occurring conditions can be separated into two separate categories: **Physical Health** and **Mental Health**.

Physical Health

- Epilepsy
- Sleep disorders
- Digestive issues
- Uncommon response to pain
- Metabolism problems

Mental Health

- Anxiety
- Depression
- Obsessive Compulsive Disorder (OCD)
- Attention Deficit Hyperactivity Disorder (ADHD)

4

Screening and Diagnosis



If you find that your child is exhibiting signs related to Autism Spectrum Disorder (ASD), there are different diagnostic pathways you may consider.



DID YOU KNOW?

You can reach out to Autisme Estrie at any time to receive additional information, support or tools that may help you and your child. You do not have to wait for a diagnosis to be confirmed.

Public Pathways

If you have a family doctor:

- Share your observations and concerns with your doctor. If your doctor observes behaviours that may be associated with ASD, a request will be made to the nearest CLSC for additional assessments and evaluations.
- A CLSC team will contact you to book an appointment for further evaluations.
- If the evaluation is positive, you may want to ask what supports and services are available to you and family.



Remember that...

You are the person who knows your child best! Don't hesitate to bring notes on the behaviours you have observed.

4

Screening and Diagnosis



Public Pathways (Continued)

If you don't have a family doctor:

- Go to a CLSC where you live and ask to meet with a health care professional to share your concerns about the behaviours you observe in your child.
- The health care professional will ask you several questions and will assess whether or not your child needs additional evaluation.
- If the evaluation is positive, you may want to ask what supports and services are available to you and family.

Private Pathway

You may choose to have your child diagnosed at a private clinic. Some private clinics also offer services that may be reimbursed by the Régie d'Assurance Maladie du Québec (RAMQ).

Please be aware that the evaluation process for ASD, in English, may not be available in some private clinics. We advise you to conduct further research on the services available and the languages in which they are offered.



Remember that...

You are the person who knows your child best! Don't hesitate to bring notes on the behaviours you have observed.

4

Screening and Diagnosis



Receiving the Diagnosis

The diagnosis allows you to put into words what you have been feeling or perceiving about your child for some time.

Receiving the diagnosis can generate many different kinds of emotions for parents and caregivers. In fact, the process of mourning the ‘perfect child’ is oftentimes the first emotion felt following the announcement of a diagnosis.



After the Diagnosis

If the assessment was done at the CIUSSS de l'Estrie - CHUS, you will be put on a waiting list to obtain services from the “DI/TSA” team. This team will be able to support you in your daily activities and inform you of financial support available to you.

While waiting to obtain these services, if a social worker has not yet been assigned to you, you can call your CLSC and ask to speak with the psychosocial department. This may speed up the process in having a social worker assigned to your file.

4

Screening and Diagnosis



What can a Social Worker Offer?

The social worker will be able to support you and your family in many different ways such as:

- determining what your needs are
- understanding what level of supports are required
- determining the monthly amount you can benefit from for respite services and summer camps
- assisting you in completing all of the forms with regards to the financial assistance programs

You matter too!

Receiving a positive diagnosis can sometimes evoke feelings that we do not expect. As explained below, there are five (5) different stages that an individual can go through. Remember that everyone navigates this journey differently. It is important to know that you matter too. If you feel the need to reach out to someone, please know there are people around you who are willing to lend a listening ear.



Precious Tip!

Above all, you must trust yourselves as parents. Give yourself the right not to know everything. Through your child's differences, you will establish and learn how to use different tools in place for their development.

4

Screening and Diagnosis



The five (5) Stages of Mourning the 'Perfect Child'

1

Shock. It is normal to be in shock after receiving a diagnosis. It signifies the upheaval of envisioned life, the shattering of familial dreams, and more. It may manifest in tears, screams, or other expressions of intense stress, causing disruptions across various facets of life.

2

Denial. The announcement of an autism diagnosis can cause disbelief in certain parents. They might doubt the diagnosis and opt to seek additional professional opinions.

3

Guilt, Shame, Anger. Feeling guilt, shame, and anger may all be natural responses to the frustration and stress that comes with receiving the diagnosis. It is helpful to think of these emotions as a mechanism to release tension and to find ways to vent that don't hurt you or anyone else.

4

Detachment. Emotions lose their intensity, anxiety decreases at the same time as parents come to accept the diagnosis of their child.

5

Reorganization. Parents and caregivers do everything possible to promote the maximum development of the child. They participate and become involved in the educational process and treatment (if necessary) of the child.

Remember:



These stages are not always linear; individuals may cycle through them multiple times, experience them simultaneously, or even skip some entirely. In addition, not everyone undergoes all five stages, and people differ in how they express and handle their emotions.

5

Nutrition

We may not realize it, but all of our senses are used in and around nutrition. Together, they make up the stimuli that impact our body's response to food and our relationship with it.



Hearing (sound of utensils)



Smell



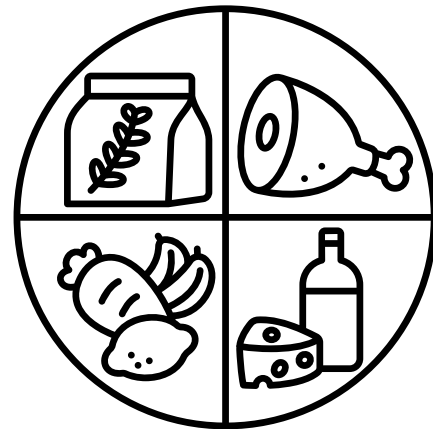
Touch (texture of food)



Taste



Sight (how the food/meal looks)



What could food trigger anxiety?

As discussed in the previous sections, our body can be sensitive to certain stimuli in our environment, including food. These stimuli can be the root cause for many different behaviours impacting one's overall self.

In addition, eating requires good dexterity to handle the utensils and good coordination to chew food well and swallow the food.

All of these factors could easily trigger negative feelings and can cause anxiety for the autistic person.

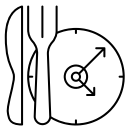
5

Nutrition



Helpful Tips

In order to make mealtime more pleasant for everyone, here are some strategies that you can try at home.



Establish a Structured Routine

Mealtime will be most appreciated when meals are set at similar times. It will help you child regulate their appetite in addition to reassuring them.



Set-up Visual Aids

Setting up visual tools can help recognize the start and end of the meal. this can be sequence of pictograms, or a visual clock.



Calming Activity

For a period of 5 -10 minutes before the meal, take time to do a calming activity. This may reduce your child's level of anxiety. Listening to relaxing music or massages can help.



Establish End-of-meal Routine

If mealtime is a source of anxiety for your child, this will help your child understand that the meal time is over.



Limit Snacks Between Meals

It is also suggested to limit access to food and snacks outside of mealtime to ensure your child is hungry at mealtimes.

5

Nutrition



Helpful Tips (Continued)



Food Selectivity and Rigidity

It's typical for autistic individuals to exhibit selective eating habits, often tied to factors such as texture, temperature, food combinations, or food touching other items. You can try to:

- Gradually expose your child to new foods even if the food is being refused
- Offer at least one food your child likes each meal
- Focus on the variety of food, not on the quantity
- Encourage food variety, offer foods in various forms, such as frozen fruit, fruit sauce.



Organize the Environment

- Your child might be sensitive to certain sensory stimuli during mealtimes, such as lighting or noises. Minimizing these stimuli could help improve your child's engagement at the table.
- Make sure that the utensils and cutlery are well adapted to your child's skills.



Things to remember:

Keep in mind that the objective is to create enjoyable mealtimes free from negative associations. Continue to encourage your child to eat willingly.

6

Bedtime Routines



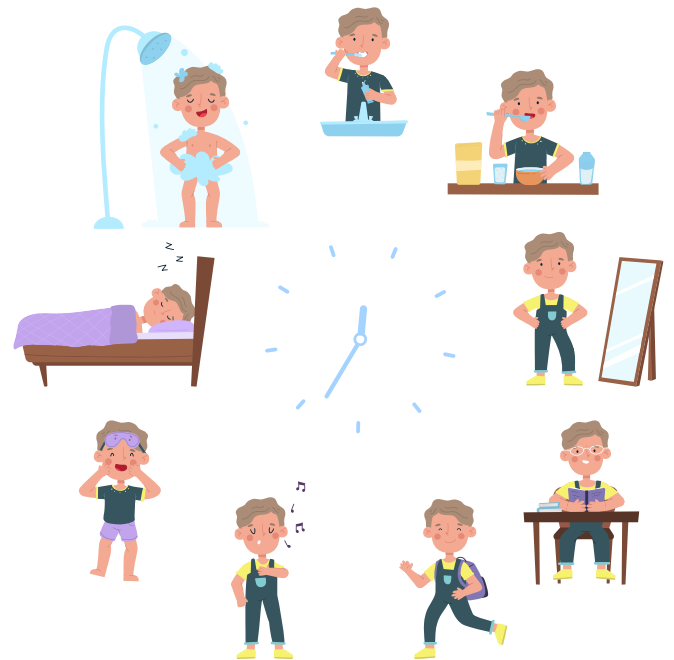
Many autistic children tend to rely on a strict routine and may experience stress and anxiety if there are changes to their regular schedule.

Establishing a bedtime routine is essential as many may experience sleep difficulties such as:

- being able to fall asleep easily
- staying asleep
- not waking up too early in the morning

Fatigue or Drowsiness?

Autistic individuals may require extra rest, which doesn't always mean taking a nap or sleeping longer hours. It's crucial to be mindful of moments of fatigue, distinguishing between the effects of a busy day and a lack of sleep. Perhaps what they truly need are more peaceful moments throughout their day.



6

Bedtime Routines



Helpful Tips

Create a Sensory Environment

- You may want to add a white noise element such as a fan or an air filter. Please note that it is preferable not to direct the air towards the child if it is cold. White noises are good to hide other noises that can be distracting for some.
- Some may experience discomfort related to the texture of the sheets and pyjamas. Try to find what your child's preference is.
- Avoid colour-changing objects in the bedroom as it may have the effect of stimulation rather than a soothing effect.

Establish a Bedtime Routine

- The sleep routine should be short, predictable and constant.
- Create visual cues to identify the beginning and end of the night, such pictograms or a visual clock.
- Identify activities that soothe your child and those that energize them.



6

Bedtime Routines



Helpful Tips (Continued)

Keep a Regular Schedule

- Stick to a consistent bedtime and morning routine.
- Allow natural light into the room during the day and keep the room dark at night to help maintain a regular schedule.
- Select a bedtime: Both children and adults may experience a surge of energy during the hour before bedtime, making it difficult to fall asleep if they go to bed too early. If your child takes more than an hour to fall asleep, it's advisable to consider delaying bedtime by 30 minutes to an hour.



Things to remember:

1. Choose strategies that make sense for you and that are adapted to your daily activities.
2. When introducing a new bedtime strategy, start by integrating small and gradual changes.
3. Be patient. Changes made can take some time before being noticeable.

7

School Transitions

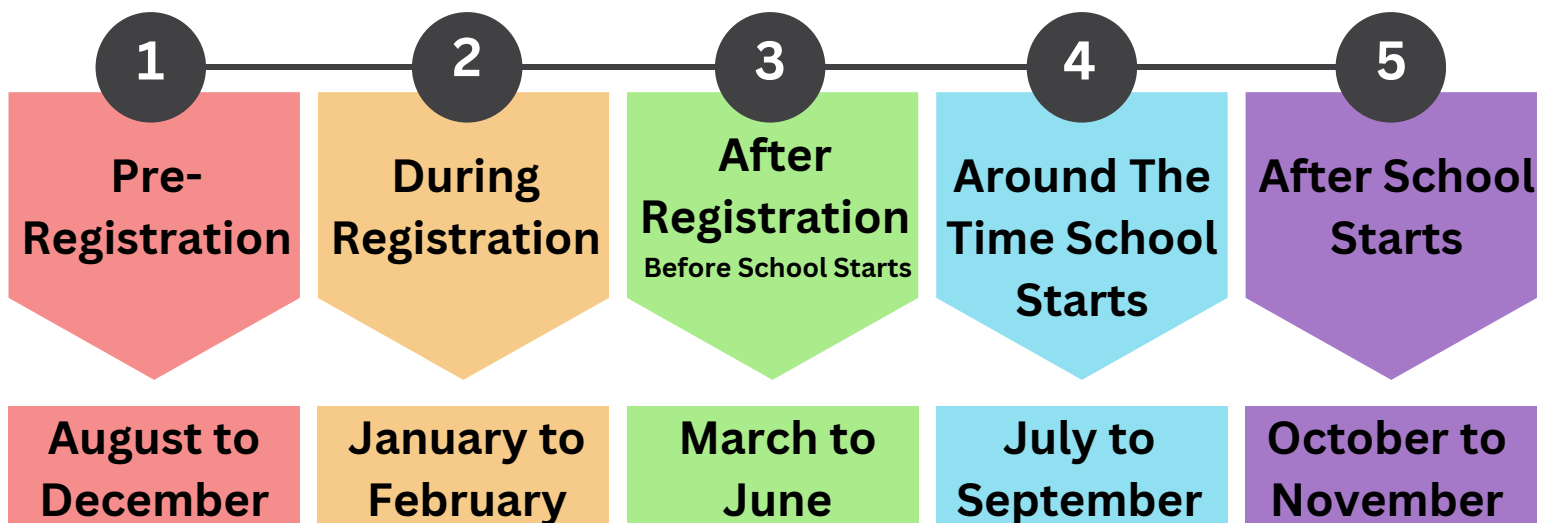


Autisme Estrie and Le Réseau National d'Expertise en Trouble du Spectre de l'Autisme created a guide for parents on school transitions for autistic children. They offer a variety of tools and information that is helpful for parents.

As school transitions are complex and can be particularly challenging for autistic children, we understand that you may have many questions and concerns. As such, we have taken a few sections of this guide to provide helpful tips for you and your family.

School Transition Timeline (Kindergarten)

The kindergarten transition is referred to as the period when your child will experience a movement from home to preschool, essentially marking the start of their educational journey. Schools offer many activities throughout this progression in order to familiarize your child with the school setting. Below is a figure illustrating key moments when your school may be offering activities.



7

School Transitions



Quick Tips for a Successful Transition

For Parents:

- Gather relevant information about your child to share with the school such as:
 - Special information about your child (sensory sensitivities, dietary preferences, etc.)
 - Complementary services' support (behavioural or psychological therapy, etc.)
- Participate in the school's transition workshops
- Plan activities with your child to familiarize them with this transition (eg. visual clock with daily activities)
- Continue ongoing communication with your child's teacher and educational team.

For Children:

- Visit the school (if possible, when other children are present)
 - Visit their classroom
 - Visit busy school places such as the gymnasium, cafeteria, playground
 - Other areas of school that will be used by the classroom (such as the library, music room, etc.)
- Meet the teachers and other school staff

7

Resources and Supports



For parents or caregivers of an autistic child, the following sections present several services and resources that are here to help you.

Staying informed about autism is essential for:

- Understanding what your child may be experiencing
- Knowing that you are not alone
- Receiving additional supports and resources for your child's needs such as, early intervention, and access to appropriate support and resources for autistic individuals

Here are the categories in which you will find additional information that can help you through this journey.



Organizations and Supports



Online Resources





Resources and Supports



Organizations and Supports

The importance of community resources is crucial as families are looking for specialized interventions and therapies that can significantly improve the quality of life for an autistic person. This may include early intervention programs, behavioural therapies, speech and language therapy, occupational therapy, recreational activities, and much more. Please visit the following section to know what is offered nearest you.

**** The organizations presented below may or may not offer English services.**

Community Organizations


Autisme Estrie

Autisme Estrie is the only specialized organization in the Eastern Townships to provide you a wealth of information and support. Their services include:

- Summer camps
- Evening chat sessions
- Game nights
- Workshops
- Support groups

Contact information:

 2350 rue de Rouville, Sherbrooke, QC

 819-822-3918

 reception@autisme-estrie.com

 www.autisme-estrie.com





Resources and Supports




Organizations and Supports


Action Handicap Estrie

Action Handicap Estrie provides valuable information and supports for individual with disabilities and their families. In addition, they defend the rights and interests of people with disabilities.

Contact information:

 1650 King O., Bureau 05, Sherbrooke, Qc

 819-821-4245


 <https://actionhandicapestrie.org>

Association de Sherbrooke pour la Déficience Intellectuelle

This organization is an association led by parents and family members to promote the social integration, the well-being, and the rights of people with intellectual disabilities.

Contact information:

 2065 Belvédère S., Sherbrooke, Qc

 819-346-2227

 <https://asdisherbrooke.org/>



Resources and Supports



Organizations and Supports

CLSC


If you need assistance and support, you can communicate with your local CLSC as there are professionals that can help you.


- Coaticook: 819-849-9102
- Memphrémagog: 819-843-2572
- Granit: 819-583-2572
- Val Saint-François: 819-542-2777
- Sherbrooke: 819-780-2222
- Haut-Saint-François: 819-821-4000
- Haute-Yamaska: 450-375-8000
- La Pommeraie: 450-266-4342
- Des Sources: 819-879-7158

Dagobert et Cie.

Dagobert et Cie. is an organization funded by the CIUSSS de l'Estrie - CHUS. They offer assistance to individuals with dyspraxia, a coordination disorder that can affect several aspects of someone's life.

Contact information:

 178 Queen, Suite 103-B, Sherbrooke, Qc

 819-829-0594

 <https://www.dagobertetcie.ca>





Resources and Supports




Organizations and Supports

Développement du Langage et Dysphasie-Estrie

This is a non-profit organization whose mission is to promote better knowledge of developmental language disorder and to promote support services for families and their loved ones.

Contact information:

 1814 rue Albert-Skinner, Sherbrooke, Qc

 819-569-6449


 coordonationdlde@gmail.com


 <http://www.dysphasieestrie.com/>

Dixville Foundation

The mission of the Dixville Foundation is focused on enhancing the lives of autistic individuals, or individuals with intellectual disabilities, living in the Estrie region. Through donations and fundraising, it supports individuals of all ages with activities, life-projects, and infrastructure, helping to fill gaps not typically covered by government support.

Contact information:

 34 Queen, Sherbrooke, Qc

 819-933-6033

 dg@fondationdixville.org

 <https://fondationdixville.org>





Resources and Supports




Organizations and Supports

Giant Steps


Giant Steps offers educational programs, resources, and services for autistic individuals. They also promote awareness and acceptance of autism, and empower and assist autistic individuals to actively engage in all aspects of society.

Contact information:

 4400 rue Molson, Montreal, QC

 514-935-9768

 reception@giantstepsmontreal.com


 <https://giantstepsmontreal.com/en/home/>

La Libellule de Keila et Véro

This organization supports children and adults with special needs in developing their full potential. Adaptation and rehabilitation services are offered through daily activities.

Contact information:

 33 Rue du Curé-LaRocque, Sherbrooke, QC

 819-636-0400

 lalibellule.keilavero@gmail.com

 <https://www.lalibelluledekeilaetvero.com/>





Resources and Supports





Organizations and Supports

Regroupement Soutien aux Aidants Maison Gilles-Carles

This organization offers psychosocial supports to caregivers in Cowansville and the Brome-Missisquoi territory. Day respite, evening respite, and overnight respite services are also available for adults. Caregivers must pay an annual \$25 membership fee to access the services.

Contact information:

 614 Boulevard J-André-Deragon, Cowansville, QC

 450-263-4236

 info@rsabm.ca


 <https://rsabm.ca/en/>


TDAH Estrie

TDAH Estrie is a non-profit organization, offering individual support services for the implementation of adaptive strategies for people affected by attention deficit disorder with or without hyperactivity (ADHD). They also offer group activities for children, parent workshops, and much more.

Contact information:

 1820 Galt Ouest, Bureau 269, Sherbrooke, Qc

 819-565-7131

 intervention@tdahestrrie.org

 <https://tdahestrrie.org/>





Resources and Supports



Organizations and Supports


Respite Care

La Maison Caméléon de l'Estrie

La Maison Caméléon de l'Estrie offers respite care services. Striving to promote physical and psychological well-being, this organization offers many supports to the overall development of its members.

Contact information:

 4761 rue de Gaspé, Sherbrooke, Qc

 819-562-6881


 <https://www.lamaisoncameleon.com/>

Camp Garagona

Camp Garagona provides respite care and offers bilingual services. Their respite services can be offered throughout the year, or during a summer camp. This organization welcomes all ages.

Contact information:

 23 Garagona Road

 450-298-5159

 info@campgaragona.qc.ca

<https://www.garagona.org>





Resources and Supports



Organizations and Supports

School Supports

Alloprof

Alloprof has been developing free professional services and digital academic resources to all Quebec students and their parents. Caregivers can also connect with a teacher, or with a professional for additional support.


Visit their website for more information!

 <https://www.alloprof.qc.ca/en/parents>

Autism Society- Back to School

Autism Society offers resources on education, support, information and referral processes for families and autistic individuals. They have recently co-created on a back to school resource pack with Nickelodeon, offering a wealth of information to empower autistic students navigating their educational journey. Their resource pack includes: Power Cards (visual aids), Token Boards (visual support and self-management) and Visual Schedules.

To download the resource pack:

 <https://autismsociety.org/autism-society-x-nickelodeon-back-to-school-resources/?hilite=school+transition>





Resources and Supports





Organizations and Supports

Eastern Townships School Board

If your child is attending a school within the Eastern Townships School Board, here's their contact information that may be helpful to you.

Contact information:

 [340 Saint-Jean- Bosco, Magog_Qc](#)

 [819-868-3100](tel:819-868-3100)

 <http://www.etsb.qc.ca>

En Route vers l'école- Une Journée à la Maternelle (In French)

En Route vers l'école - Une Journée à la Maternelle is a short YouTube video to help you and your child experience a day in kindergarten. The video was prepared by the Centre de Service Scolaire De La Capitale.

 [Youtube: En Route vers l'école - Une Journée à la Maternelle](#)





Resources and Supports



Online Resources

Online Resources


Autism Canada

In 2015, two of the largest autism organizations (Autism Society Canada and Autism Canada Foundation) amalgamated to form Autism Canada. It has become an advocacy organization with a national perspective on ASD.

 <https://autismcanada.org/>

Autism Society

This website offers a lot of information on autism. Their bank of resources includes a range of information that can be helpful to you and your family.

 <https://autismsociety.org/>

Autism Together Community

This website offers you a place to connect with autistic individuals and their families. Secure, confidential, and anonymous, this resource is intended to provide social supports in various ways:

- Peer programs for autistic people and their families
- Tools to counter the stigma of autistic people
- Educational resources for health professionals to support case-focused needs

 <https://autisme-ensemble.org/en/>





Resources and Supports



Online Resources

La Fédération Québécoise de l'Autisme

This website offers a wealth of information on Autism Spectrum Disorder, including resources, additional tools, and publications.

 <https://www.autisme.qc.ca/>

Réseau National d'Expertise En Trouble Du Spectre De L'Autisme (RNETSA)

RNETSA is an organization that is sponsored by The Ministry of Health and Social Services (MSSS) and the Ministry of Education (MEQ). In close partnership with a public health agency, they also offer quality resources and cutting edge approaches on Autism Spectrum Disorder.

 <https://www.rnetsa.ca/fr>





Public Health
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