

Galen College Parent's Network

Senior Students

What do I know about ASDs?



Autistic
Disorder

PDD-NOS

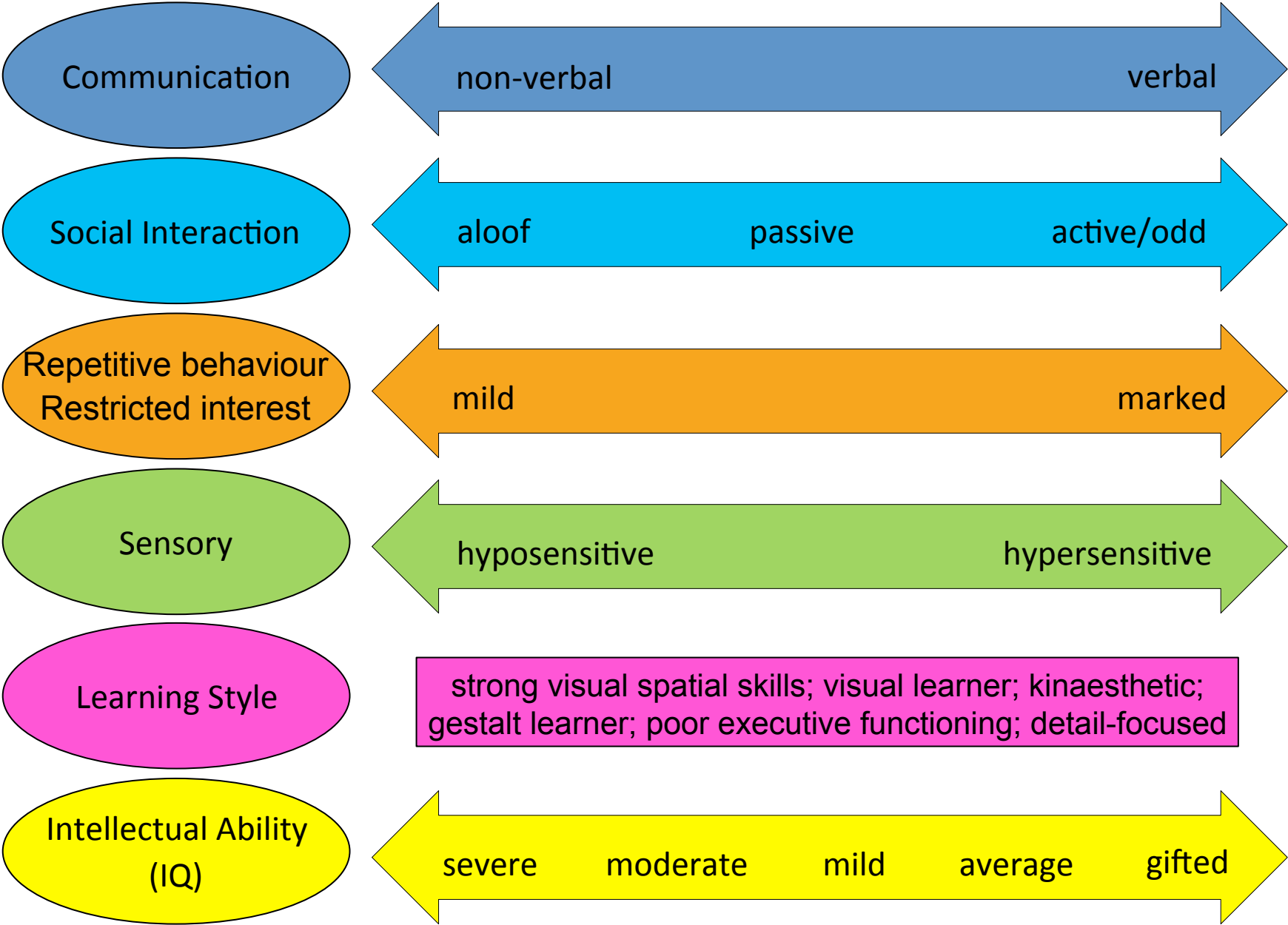
Asperger
Syndrome

Rett Syndrome

Childhood
Disintegrative
Disorder

The term Autism Spectrum Disorders is used synonymously with the term autism

The Diversity of Autism





What do you know about
ASDs?

What do you see in your
students?

- communication
- social
- repetitive behaviours and restricted interests
- sensory
- information processing

What are the implications of ASDs on learning and participation?

Planning matrix

	Communication	Social	RI/RB	Sensory	Information processing
Characteristics					
Implications					
Strategies					

What are the key issues for students with an ASD?

Development of communication skills and systems

- Communication impacts on most areas of development.
- Impairments in receptive language.
- Literal/concrete understanding in AS/HFA
- echolalia (immediate, delayed, mitigated)
- difficulties initiating and sustaining communicative interaction
- differences between use of comments and requests (use of language)
- differences in eye gaze, body language and use of gesture to communicate
- unusual vocal quality and prosodic patterns

What are the key issues for students with an ASD?

Development of social connections

- Social deficit the core feature of ASDs.
- Students typically have fewer friends and may prefer the company of older or younger students
- Some students may isolate themselves by choice.
- Others may be aware of friendships and want friends but be perceived as irritating or intrusive.
- May have very different interests and priorities to other students, causing further isolation.
- Social skills issues – greeting, turn-taking, appropriate use of language, empathy.

(Attwood, 2007)

What are the key issues for students with an ASD?

Repetitive behaviour & restricted interests

- adherence to routines
- difficulty with change
- anxiety in unfamiliar situations
- interests or obsessions
- need to maintain a particular interest or routine
- behaviour
- relationships
- need for sameness
- chunk learning style

What are the key issues for students with ASDs?

Sensory-processing issues

- two broad categories of sensory-processing issues – over-sensitivity and under-sensitivity and each sense has a different threshold
- sensory-processing issues may impact significantly on behaviour
- may contribute to the development or maintenance of anxiety disorders
- may impact on the development of some communication skills
- sensory-processing disorders may play a role in social interaction difficulties

What are the key issues for students with ASDs?

Information processing

- attention to detail – failure to see the ‘big picture’
- generalising
- recognising relevant detail
- organisation and sequencing
- social relationships
- attention

Assets of AS/HFA

- memory
- factual learning strengths
- attention to detail
- skills in maths, science, computing areas
- specialised interests
- indifference to peer pressure
- rules-based
- refreshingly frank and logical

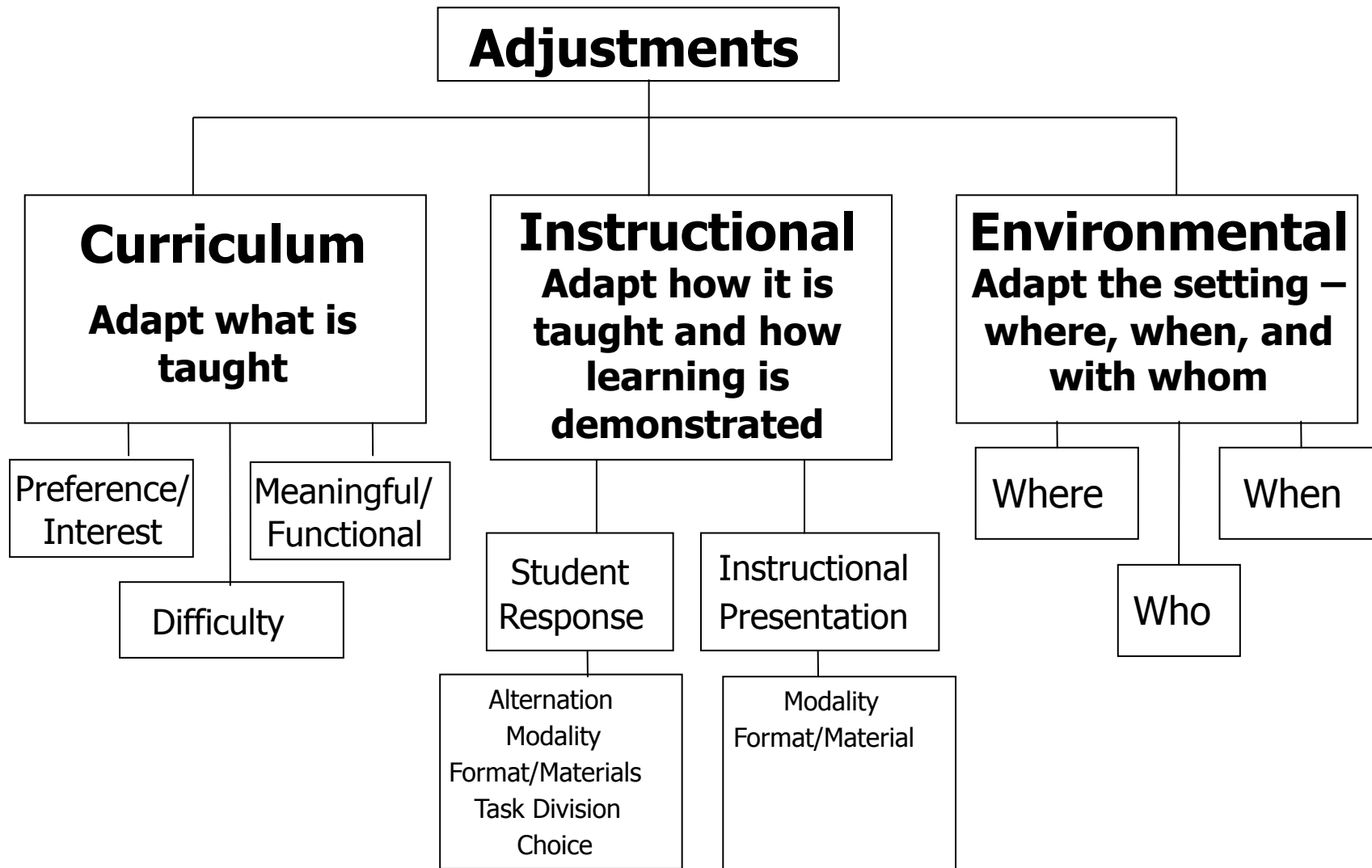
Students with HFA/AS are likely to:

- have difficulty relating appropriately to others, forming and maintaining **social relationships**
- be verbal but present with a wide range of **language and communication** disorders and peculiarities
- have difficulty in successfully following and mastering **interpersonal interaction** and specific aspects of an unmodified curriculum
- be good at **attending to detail** and have difficulty understanding the “big picture”

Students with HFA/AS: (cont'd)

- have difficulty **generalising information** (consider across subjects)
- have difficulty **organising and sequencing** information
- have powerful **interests** in particular topics and **desire for sameness**
- have irregular educational and cognitive deficits which can include **splinter skills**
- be subject to **bullying and mental health issues**

Three types of adjustments



Florida's PBS Project at USF website: <http://flpbs.fmhi.usf.edu>

Three types of adjustments

