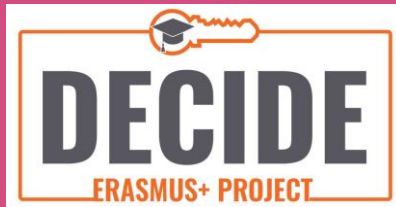




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AUTISM SPECTRUM DISORDERS

**ERASMUS+ Capacity Building in the Field of Higher Education (CBHE) Project
Developing services for Individuals with Disabilities [DECIDE]**

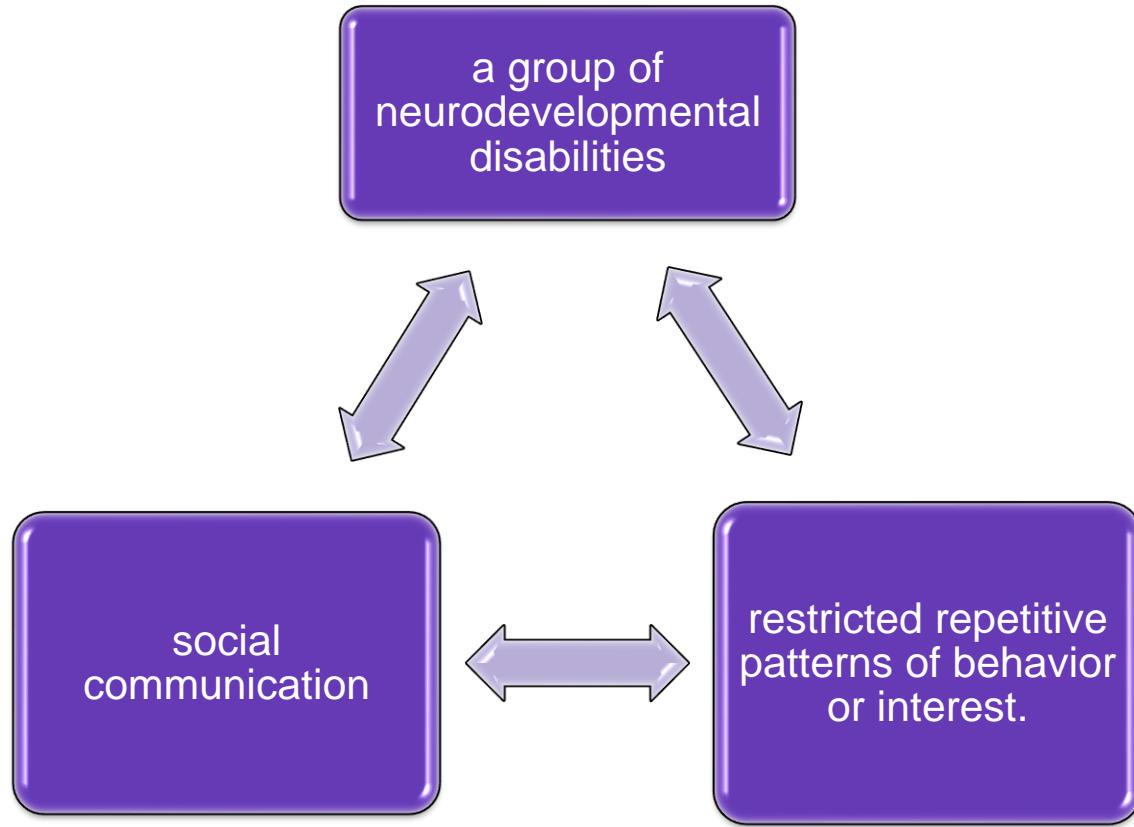
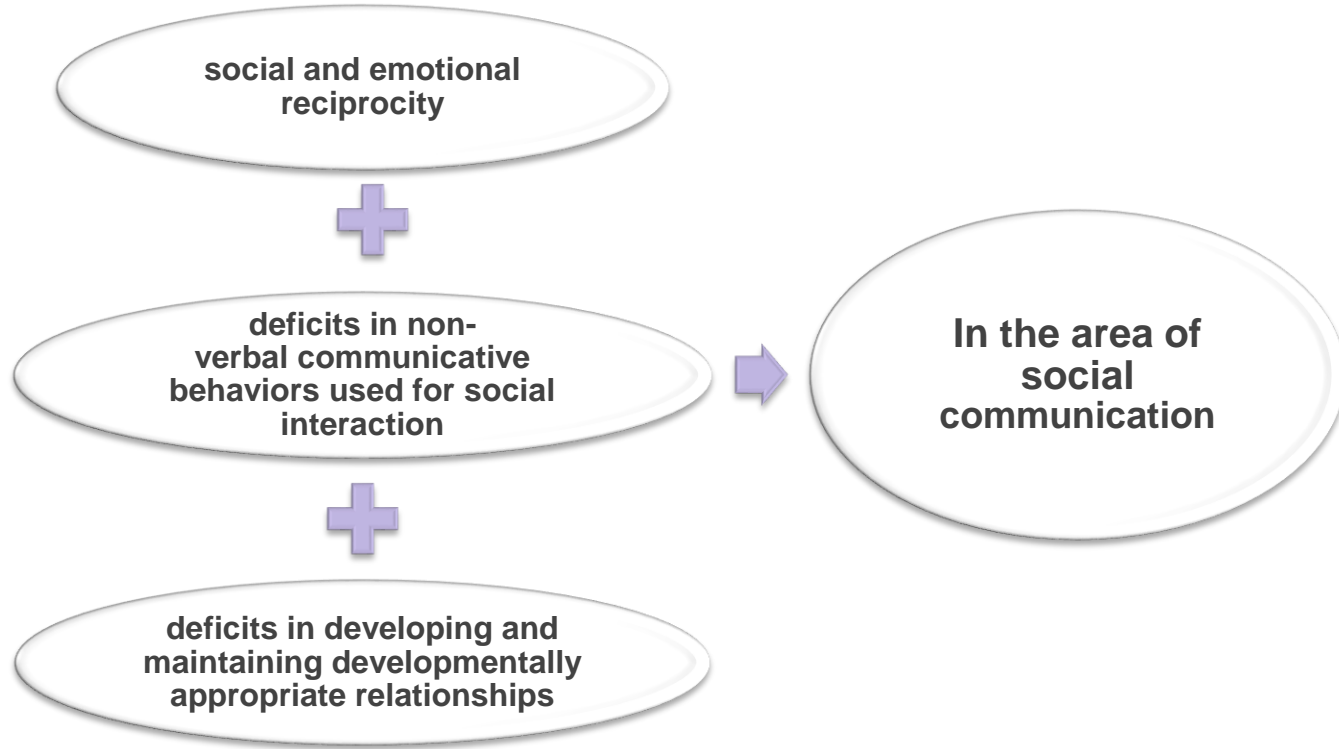
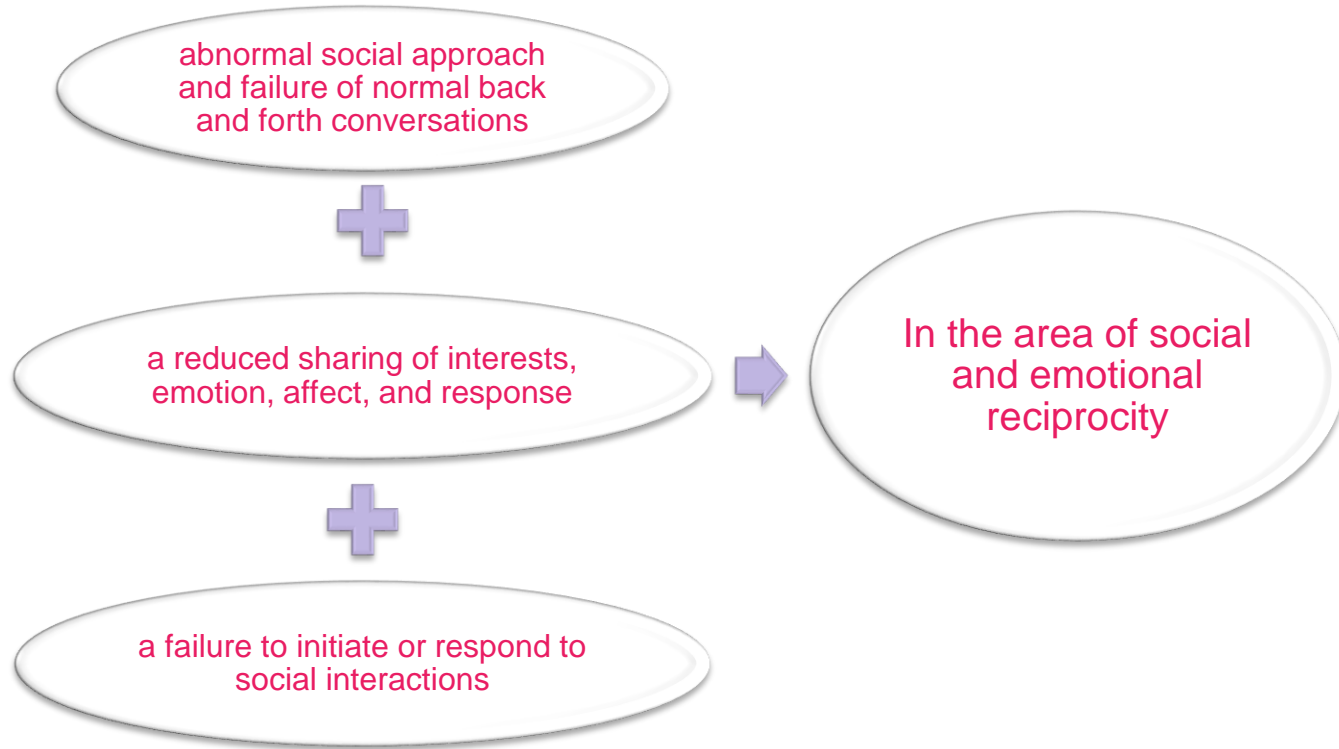


Fig 1 Autism spectrum disorders

AUTISM SPECTRUM DISORDERS



AUTISM SPECTRUM DISORDERS



In the area of non-verbal communication,

poor integrated verbal and non-verbal communication,

abnormalities with eye contact and body language,

or

deficits in understanding the use of non-verbal communication.

There may be a total lack of facial expression or the use of gestures.



In the area of developing and maintaining appropriate relationships with others,

there may be difficulties:
adjusting behavior to suit different social situations,

in sharing, in imaginative play and in making friends

and for some, an absence of interest in other people.



In the area of restrictive and repetitive patterns of behavior and interest, at least two of the following:

- stereotyped or repetitive motor movements, use of objects or speech,
- insistence on sameness with inflexible adherence to routines,
- or ritualized patterns of behavior,
- highly restricted fixated interests, abnormal in either intensity or focus,
- or a hypo or hyper reactivity to sensory input
- unusual interest in sensory aspects of the environment

repetitive patterns of behavior and interest

- motor stereotypies, such as
rocking or hand flapping,
lining up or
flipping objects.
- echolalia or repetitive speech or idiosyncratic speech.



<https://www.youtube.com/watch?v=oVuXyU04d04>

In the area of inflexibility and adherence to routines

- extreme distress at small changes,
- difficulty with transitions,
- rigid thinking patterns,
- rituals related to greetings,
- and the insistence on same route or the same food choices at each meal.

In the area of restricted or fixated interests

- a strong attachment to, or preoccupation with unusual objects
- excessively circumscribed or perseverative interests that the individual may spend a great deal of time talking about or investigating

In the area of sensory

- indifference to pain or temperature
- an adverse response to certain sounds or textures,
- excessive smelling or touching of objects, or
- visual fascination with things like lights or the movement of objects.

**Examples of the
RESTRICTED AND
REPETITIVE
PATTERNS OF
BEHAVIOR**

- spinning,
- preoccupation with a specific object,
- an unwillingness to shift from the preoccupation, even with encouragement
- the general lack of joint attention
- sharing of enjoyment

Why autism is considered a spectrum disorder?

the variability of symptom expression

Symptoms can range in severity

How autism spectrum disorders are diagnosed?

In the DSM 5 (diagnostic and statistical manual), autism is described in terms of levels of support required.

Someone who has a level 1 diagnosis does require support.

These individuals may be verbal, but have difficulty initiating and sustaining interactions with others.

They may have decreased interests in interacting with others.

And their restricted, repetitive behaviors may interfere with functioning in one or more contexts.

How autism spectrum disorders are diagnosed?

- Someone with a level 2 diagnosis may require substantial support.
- There may be marked deficits in social interactions even with supports in place.
- The restricted and repetitive behaviors are obvious to the casual observer and may interfere with functioning in many contexts and can cause distress when interrupted or redirected.

How autism spectrum disorders are diagnosed?

- Someone with a level 3 diagnosis may require very substantial support.
- They may have severe deficits in verbal and nonverbal communication, very limited initiation and response to social overtures from others.
- And the restricted, repetitive behaviors interfere with functioning across all contexts.

How autism spectrum disorders are diagnosed?

- Diagnosis is generally made by a trained licensed medical or mental health professional using the DSM.
- A comprehensive diagnostic evaluation should include behavioral observations, interviews with caregivers and providers, a medical and behavioral history.
- And other medical tests in order to rule out certain genetic conditions, hearing loss, or other illnesses or conditions that may cause similar behavioral characteristics.

Why is it important to seek out a medical diagnosis if autism is suspected?

- A medical diagnosis may help in determining the medical course of treatment or the services that the individual is eligible to receive.
- Private health care providers, insurance, NGO etc. can also provide and pay for treatments such as behavioral health treatment with a medical diagnosis of ASD.

Family's experience with the diagnostic process



**Please, answer
to :**

- As you know, in your country, are the parents prepared for the diagnosis of autism?
- Are there opportunities for early intervention? In private or public centres?
- After the child receive the diagnosis of autism, the services that the child received are adequate?
- What types of services the children receive? (speech therapy, behavioral therapy (ABA), play-therapy, occupational therapy, etc.)

Your answers:

-
-
-



- **How students may qualify for and receive special education services through the public education system?**

**the differences
between ?**

and


the process of being medically
diagnosed with an ASD

the process used for determining a
student's eligibility and need for
special education services

**special education
services through the
public education
system**

- not all school aged children with autism require special education
- Those with a level one diagnosis may be able to access the general education curriculum with minimal supports or with accommodations only.

**educational
performance does not
only mean academic
performance**



- The child could have difficulties in the areas of development, academic, behavioral and/or social domains.
- An assessment for special education services can take place at any point in time.

**a referral can be made
to asses for special
education at any point
in development**



- As the social and academic challenges increase, there may also be an increased need for additional supports and services.

The impacts of the increasing rates of autism

the need for:

- training,
- resources,
- supports, and
- research

on causal and treatment factors.

**the prevalence of
autism spectrum
disorders in 2014**

1 in every 68 children (Center for Disease Control)

70% of individuals with ASD have at least one coexisting condition (Siminoff, 2008)

around 54% of individuals diagnosed with an ASD also have an intellectual disability

Mental health conditions are also quite common

Clinical anxiety impacts roughly 29% of individuals with ASD

the prevalence of autism spectrum disorders in 2014

- attention deficit hyperactivity impacts around 28% of individuals with ASD,
- oppositional defiant disorder is indicated in around 28% of individuals with ASD

- Boys are almost **five times more** likely to be identified with autism than girls
- About 1 in 42 boys and about 1 in 189 girls are identified with an ASD

the prevalence of autism spectrum disorders in 2014

- White or Caucasian children are more likely to be identified with autism than black or Hispanic children.
- About 1 in 63 white children are identified, as compared to 1 in 81 black children and 1 in 93 Hispanic children.

the prevalence of autism spectrum disorders in 2014

- Less than half of children identified with an ASD are identified or evaluated for developmental concerns by the time they reach 3 years of age.
- On average, children who are identified with autism are not diagnosed until after the age of 4, even though autism can be diagnosed as early as 2 years of age, and even earlier if there are known familial risk factors.

Early Signs of Autism



<https://www.youtube.com/watch?v=z7NeBs5wNOA>

**possible etiologies or
contributing factors**

- genetics
- environmental



- There needs to be more awareness and training on resource and referral for daycare and childcare providers.



- Educators need additional training, support and resources

• ?

**common
patterns of
strength and
weakness seen
in people on the
ASD**

- In
- reading,
- writing, math, and
- executive functions like
- attention, problem solving,
- memory, planning, and
- time management.

characteristic strengths

- ability to memorize and recall different facts and information
- their ability to follow concrete rules and procedures and
- their ability to make use of different visual learning and visual information.

**typical patterns
of weakness
across the
autism spectrum**



- in flexibility and
- the ability to organize, manage time
- in the ability to work within groups and other situations that require social communication.

typical patterns of weakness across the autism spectrum




- in auditory processing
- and the ability to make use of verbal information
- in the ability to generalize skills learned in one context into different or novel contexts and situations.



- In the area of reading, we often see strengths in phonics and decoding as well as site reading, because these require qualifications of letters, sounds and specific words.
- But we see weaknesses in reading comprehension, synthesis and being able to recall the most relevant information from a passage.

The patterns of strength can often mask the weaknesses



- For example, child may be a very fluent reader and have a high vocabulary and this may mask the deficits that they have in reading comprehension.
- It's important when we're assessing the academic needs of a child with autism that we look very closely at reading comprehension and pay attention to difficulties that the child may have in answering why and how questions.

academic domain of writing


- strengths in grammar, punctuation and spelling as these are skills that a child could easily memorize the rules and procedures for doing;
- weakness are often associated with the legibility of the writing, as well as the organization of ideas.

in the area of mathematics



- children with autism are very good at calculation and memorizing math facts
- but
- they may show weaknesses in the area of concepts and the real world application of math.

Attention ability to attend



- strength in the ability to focus and sustain attention particularly on a preferred task
- deficits in their ability to divide or shift their attention between different activities.
- This may be a result of some of the sensory differences or challenges that an individual on the autism spectrum may be experiencing.

working memory



- is the ability to hold on to one thought or concept while continuing to process or think about something else.
- It's required in the manipulation and organization of ideas. Working memory is essential in many problem solving situations.

working memory




- their ability to inhibit certain responses
- weaknesses in organization, planning, prioritizing and with flexibility

Theory of Mind



- is the recognition that other people have thoughts, ideas, and feelings that may be different than our own.

a lack of Theory of Mind



- impacts one's ability to show empathy, to take other people's perspectives, to predict and interpret the behaviors, as well as the intentions, of others.



<https://www.youtube.com/watch?v=41jSd0QQpv0>

Vă mulțumesc!

Danke! Thank you!

Rahmat! Ташаккур!

Раҳмет! Ευχαριστώ!