## ASD Presentation For RTLB Workshop Wednesday 24th August 2022 Presentation by Paulette Thompson and Peter Agnew





- Autism Spectrum Disorder is a relatively new term
- A serious developmental disorder that impairs the ability to communicate and interact.
- There are overlaps between the currently defined subgroups.
- Defined in the tenth edition of the International Classification of Diseases (ICD-10 research criteria) and the American Diagnostic and Statistical Manual (DSM-IV)

#### **Characteristics of ASD**

#### DSM-1V:

- Impairments with communication understanding and using verbal and non verbal communication
- Impairments with social interactions understanding and using social behaviour which affects their ability to interact with others
- Difficulty thinking and behaving flexibly leads to obsessive, restricted or repetitive behaviours or interests



People with ASD may also have different ways of learning, moving or paying attention.

## **DSM-IV**

All people diagnosed with ASD share 3 Characteristics.

- 1. Understanding and using Verbal and non verbal communication.
- 2. Understanding Social Behaviour, which affects their ability to interact with others.
- 3. Thinking and behaving flexibly which may be shown in restricted, obsessional or repetitive activities or interests.

### DSM-5

- Released in May 2013.
- The revised version.
- Latest manual does not include Aspergers Syndrome.
- It has been subsumed under the general heading of ASD.
- Categorisation has been reduced from the 'Triad' to the 'Diad with "social" and "communication" being considered as one area of need.

## **ASD in The Classroom**



# What Might it look like in the Classroom? Communication

- Difficulty understanding and following instructions
- Doesn't contribute to discussions
- has difficulty interpreting gestures
- Doesn't verbally express wants and needs and may revert to hitting to get attention
- Difficulty speaking and understanding
- Monotone speech that lacks expression



# What Might it look like in the Classroom? Social Interaction

- Plays on their own, has difficulty making and keeping friends
- Has difficulty taking turns and sharing equipment
- Has difficulty managing emotions and understanding how other children feel
- Has difficulty dealing with conflict and making decisions
- Does not make eve contact

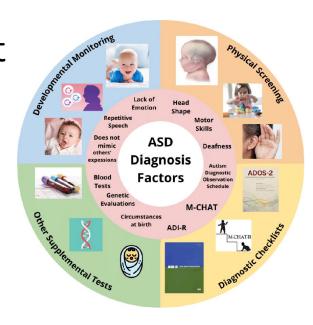


# What Might it look like in the Classroom? Behaviours

- Is fixated on one activity, theme or object
- Rocking, banging, stimming
- Covers ears when noise is too loud
- Meltdowns when frustrated
- Makes loud noises



It is important to remember that just because a child displays some of these traits or behaviours, it does not necessarily mean the child has ASD; a professional diagnosis is needed.





### **DIAGNOSIS**

## Who Does the Diagnosis?

It is diagnosed by a team of at least two members of the following groups:

- Paediatrician
- Psychiatrist
- Psychologist
- Speech-Language Therapist
- Occupational Therapist

#### The Process

- Interviews with the person (at a level appropriate for their age), and their family/whanau.
- Observing the child or person.
- Medical evaluation.



#### Other Things That Might be Assessed

- Social and emotional abilities.
- Adaptive functioning (Life skills).
- Cognitive abilities.
- Neurological abilities.
- Vision and Hearing.
- Sensory and motor abilities.
- Occupational therapy and physiotherapy needs.
- Personal interests and activities



#### The Report

- 1. The diagnosis;
- 2. Specific information about how ASD affects this person.
- 3. The person's eligibility for various services and benefits.
- 4. Interventions and effective strategies.
- 5. Any medication.
- 6. Family/Whanau support needs, further assessment and referrals.
- 7. Sources of further information or support.

#### **Understanding Behaviour**

- Behaviour and its purpose from the perspective of the individual with ASD.
- Identification of challenging activities in the classroom and some possible solutions
  - the perspective of the student
- Understand the purpose of the behaviour from the perspective of the student
- Tantrums vs Meltdowns
- Regulating emotions



#### **Interventions**









#### **Pivotal Skills**

- 1. Effective receptive and expressive communication.
- 2. Gaining and maintaining attention.
- 3. Finding and using motivation.
- 4. Teaching how to learn through observation of others.
- 5. Structured teaching to generalise new skills.

### **Types of Interventions**

- Standard Therapies Speech and Language, applied behaviour analysis, Lego
- Medications
- Behavioral interventions: designing routines, assigning tasks, implementing silent signals, setting expectations
- Alternative and Augmentative Communication: hand signals or pictures to represent things and link them to spoken words
- Manipulation:
- Sensory: deep pressure, brushing, weighted vests, swinging, beads, fidget toys etc



### Types of Interventions cont

- Medical procedures
- Diets and supplements
- Technology: ipads, social computer games, Smart Boards, sound cancelling headphones, electronic communication devices
- Other (Animals, Environmental, Physical activities, Relaxation, Spiritual).
- Service-based interventions

### Implementing Interventions

Planning, selecting, implementing, reviewing and evaluating strengths-based, ecologically, valid, culturally responsive, individualised interventions for specific children with ASD

Development of pivotal skills that underpin and support all their learning.

There is no **one** intervention that is recommended for educating all children with ASD.



## The ASD- Ready Classroom

#### In an ASD- ready classroom:

- Children know what is happening and have strategies that support them to learn
- Verbal instructions complimented by visuals and demonstrations
- Children have successful ways of communicating and requesting breaks
- Children engage and participate their interests are used for learning
- There are environmental adaptations (volume, boundaries around learning stations
- There are visual supports (visual timetables)
- The teaching approaches are adapted visual
- Classmates are understanding and supportive
- Consistent routines