

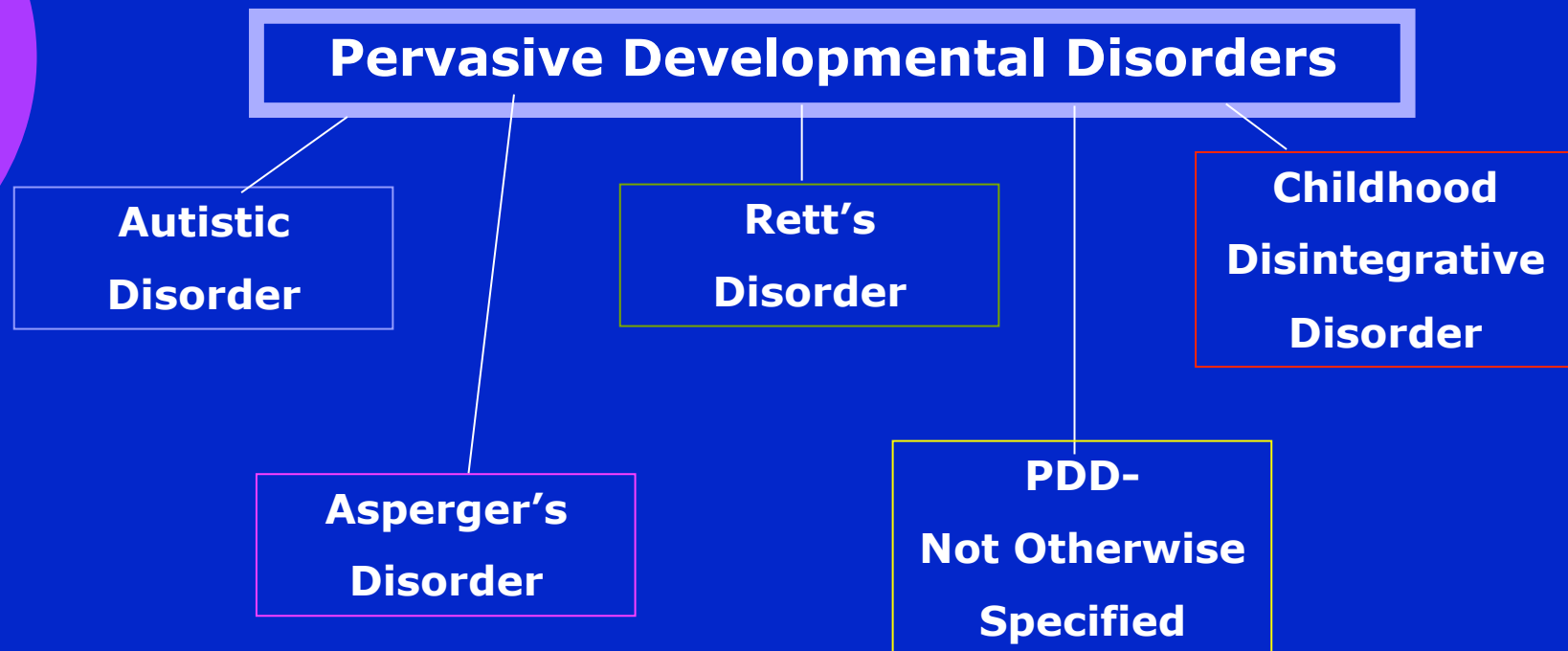


Overview Of Autism

Overview of Autism



DSM Category: PDDs



- PDDs are characterized by severe and pervasive impairment in 3 main areas
 - Social interaction
 - Communication
 - Repetitive and restricted behaviors

Diagnostic Criteria for Autistic Disorder

- To receive a diagnosis of autism, a child must have at least 6 of the characteristics in the 3 areas (note minimums in each area)
 - In one of the areas, onset must be before age 3

DSM Criteria for an Autism Diagnosis: Social Interaction

- Must meet 2 of the following:
 - Marked impairment in multiple nonverbal behaviors (e.g., eye contact, facial expressions)
 - Failure to develop peer relationships for age
 - Lack of spontaneous seeking to share enjoyment, interests or achievement with others
 - Lack of social or emotional reciprocity

DSM Criteria for an Autism Diagnosis: **Communication**

- **Must meet 1 of the following:**
 - Delay in, or total lack of, the development of spoken language (not accompanied by an attempt to compensate through alternative modes of communication)
 - Marked impairment in ability to initiate or sustain conversation with others
 - Stereotyped and repetitive use of language
 - Lack of varied, spontaneous make-believe play or social imitative play appropriate to developmental level

DSM Criteria for an Autism Diagnosis: Restricted Repetitive and Stereotyped Patterns of Behavior, Interests, and Activities

- Must meet 1 of the following:
 - Encompassing preoccupation with one or more stereotyped and restricted patterns of interest that's abnormal in intensity or focus
 - Inflexible adherence to specific, non-functional routines or rituals
 - Stereotyped and repetitive motor mannerisms (e.g., hand flapping, rocking)
 - Persistent preoccupation with parts of objects



DSM V

- Proposed Revision of Autism Diagnosis
- Must meet criteria 1, 2, and 3:
 - 1. Clinically significant, persistent deficits in social communication and interactions, as manifest by all of the following:
 - a. Marked deficits in nonverbal and verbal communication used for social interaction;
 - b. Lack of social reciprocity;
 - c. Failure to develop and maintain peer relationships appropriate to developmental level
 - 2. Restricted, repetitive patterns of behavior, interests, and activities, as manifested by at least TWO of the following:
 - a. Stereotyped motor or verbal behaviors, or unusual sensory behaviors
 - b. Excessive adherence to routines and ritualized patterns of behavior
 - c. Restricted, fixated interests
 - 3. Symptoms must be present in early childhood (but may not become fully manifest until social demands exceed limited capacities)



18 Months Diagnosed with Autism

- <http://www.youtube.com/watch?v=iVUbVcKrmGI>

Behaviors: Communication

- Limited inclination to share enjoyment, interests, or achievements with other people
- Primary purposes for communication to be:
 - requests (get someone to do something)
 - protests (get someone/something to stop)

What people on the spectrum tell us....

- They can only process information through one modality at a time.
 - i.e. The individual may have to shut down all his other senses to process a verbal instruction.
- Some “stim” behaviors help the individual to be aware of his body. They do not have body awareness. They are not aware of themselves in the environment.
- They see the environment in parts, not the whole. (Grandin and Tito examples)
- Each individual has a preferred modality.
- They are very bothered when things are out of order or unpredictable.

What people on the spectrum tell us....

- Sensory Integration issues.
- They don't understand sarcasm, humor.
- They have difficulty in social situations.
- Echolalia
- Reading
- Many individuals who have been diagnosed with ID are, in fact, quite intelligent. We need to help each one find a way to communicate.
- They can't INITIATE actions, its mostly impulse.
- They are very aware of and understand EVERYTHING going in their environment.

So what does all this mean for a DSW

- Know how the individual processes information best.
- Give instruction, schedules, and communications in the strong modality and DO NOT mix them together.
- **Put the pieces together** for the individual you support.
- Encourage communication.
- Maintain as much order and consistency as possible.
- Let the individual know what is going to happen next.

So what does all this mean for a DSW, cont.

- Don't take anything personally.
- Use Positive Behavioral Supports.
- Help the individual to comprehend his own emotions and the emotions of others by labeling them.
- Use Social Stories and coaching when needed or appropriate.
- Read aloud to the individual.

Understand the Behavior

- Lack of other system of communication – few words, symbols, signs, or meaningful gestures – may result in behaviors we consider problematic
- DSWs need to understand the behavior – look deeper to try to understand the communication that is occurring
- Behavior may communicate:
 - Frustration
 - Fear or other emotional upset
 - Discomfort – need to escape noise, light, sensory irritation, etc.
 - Boredom
 - Physical needs – thirst, hunger, bathroom
 - Protest
 - A request
 - Many other things...

Visual Supports

- If the person you support is a visual processor, use visual supports
 - Second Power Point

In my language

- <http://www.taylorcrowe.com/aboutme.asp>
- <http://www.youtube.com/watch?v=JnylM1hI2jc>
- <http://www.youtube.com/watch?v=jBNYRkk8Hao&feature=related>