

DIFFERENCES IN COMMUNICATING WITH INDIVIDUALS WITH AUTISM SPECTRUM DISORDER

Margi McCarthy

Program Coordinator

Autism Society Greater Cincinnati

Amanda Tipkemper

Autism Services Manager

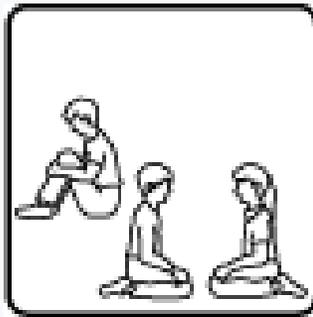
The Children's Home of Cincinnati

People with ASD tend to have common traits:

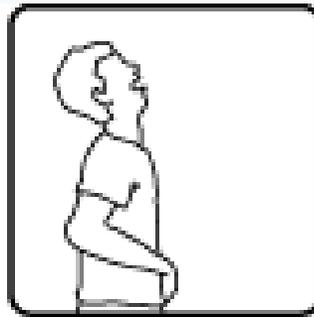
- challenges with communication
- difficulty with social interactions
- may be overly focused on strong interests

They may also:

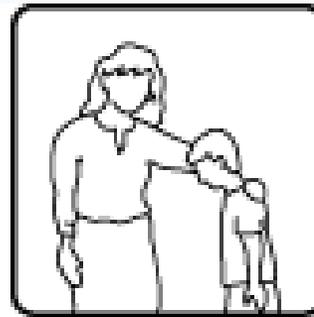
- have excellent rote and long-term memories
- have high professional standards
- love routine and repetitive tasks



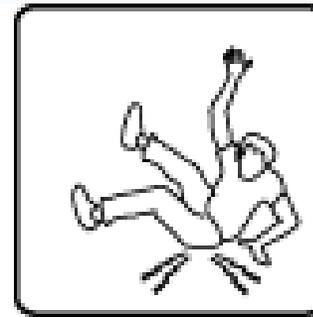
1. Difficulty in mixing with other children



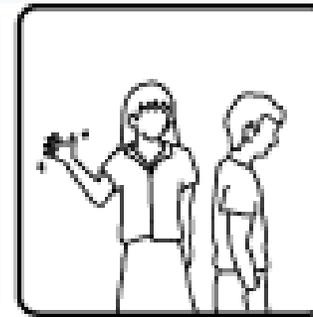
2. Inappropriate laughing or giggling



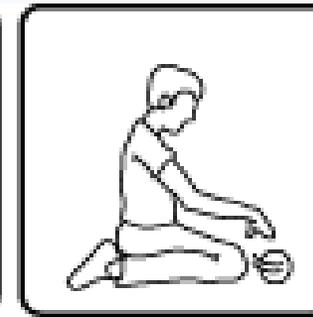
3. Little or no eye contact



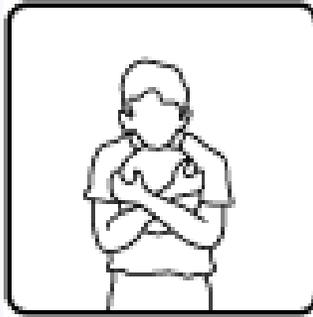
4. Apparent insensitivity to pain



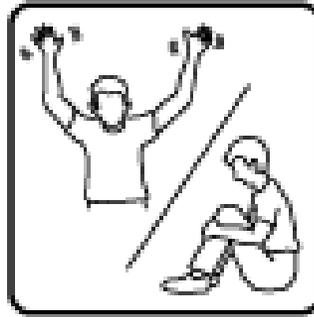
5. Prefers to be alone; aloof manner



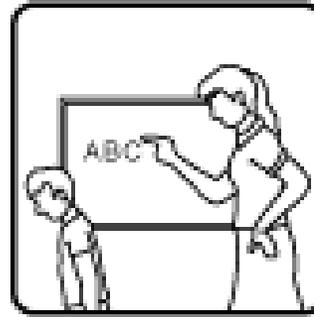
6. Spins objects



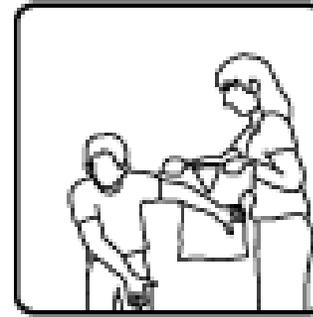
7. Inappropriate attachment to objects



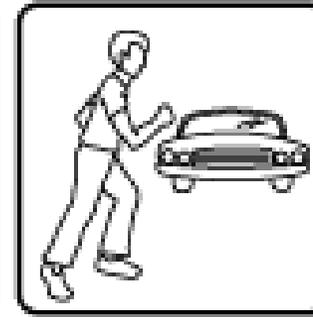
8. Noticeable physical overactivity or extreme underactivity



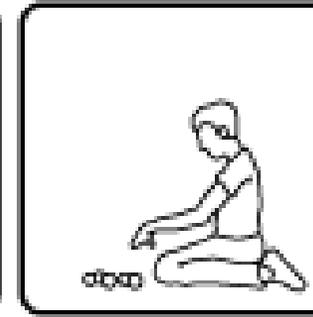
9. Unresponsive to normal teaching methods



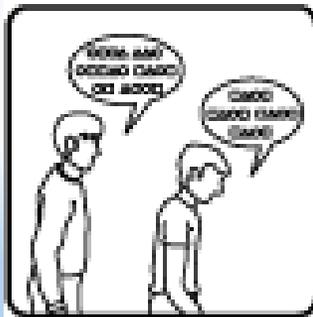
10. Insistence on sameness; resists changes in routine



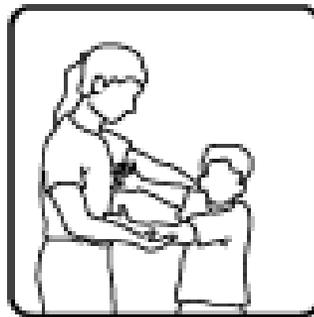
11. No real fear of dangers



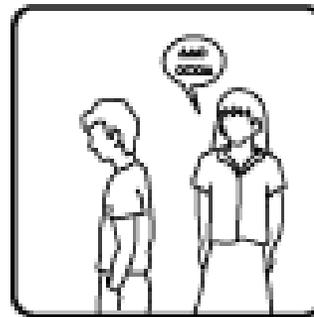
12. Sustained odd play



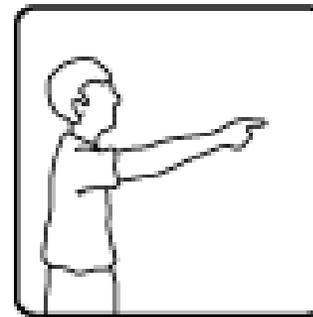
13. Echolalia (repeating words or phrases in place of normal language)



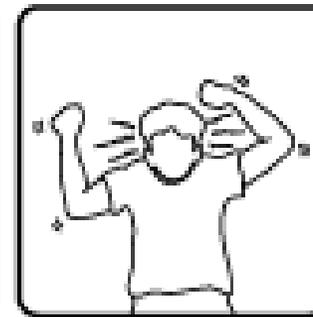
14. May not want cuddling or act cuddly



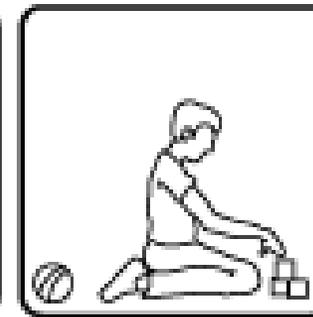
15. Not responsive to verbal cues; acts as deaf



16. Difficulty in expressing needs; uses gestures or pointing instead of words



17. Tantrums - displays extreme distress for no apparent reason



18. Uneven gross/fine motor skills (may not want to kick ball but stack blocks)

What is Autism

- Autism Spectrum Disorder (ASD) is a lifelong, complex developmental disorder of brain development. It is characterized, in carrying degrees, by verbal and non verbal communication, difficulties with social interaction and repetitive behaviors.
- People with ASD very often have average to above average intelligence.
- There is no distinguishing physical characteristic common to people with ASD.
- Not all people are affected in the same way. Autism is referred to as a “spectrum,” and symptoms can vary greatly. ASD is an invisible disability and can be misunderstood — but it doesn’t have to be.

‘Overlooked Talent’, Autism Society Minnesota

If You've Met One Person....

- If you've met one person with Autism Spectrum Disorder, you have met ONE person with Autism Spectrum Disorder.
- Every individual with ASD is unique and no interpretation of ASD can fully describe any one person.
- Autism has its roots in early brain development. However, the most obvious signs of autism and symptoms of autism tend to emerge between 12 and 18 months of age. Some infants and toddlers begin develop normally until the second year of life, when they lose skills and develop autism – a pattern called “regression.”

‘What is Autism?’, Autism Speaks

How Common is Autism?

- ASD is reported to occur in all racial, ethnic, and socioeconomic groups
- About 1 percent of the world population has autism spectrum disorder
- Worldwide one person every 20 seconds is being diagnosed with ASD
- Research shows ASD has been around for many generations and genetic Findings show it will be around for many more.
- More than 3.5 million Americans live with an autism spectrum disorder
- Cost of lifelong care can be reduced by 2/3 with early diagnosis and intervention
- Studies in Asia, Europe, and North America have identified individuals with ASD with an average prevalence of between 1% and 2%. CDC

‘Overlooked Talent’, Autism Society Minnesota;
Autism Society America; CDC

How Common is Autism...

- Prevalence of autism in U.S. children increased by 119.4 percent from 2000 (1 in 150) to 2010 (1 in 68). ([CDC, 2014](#)) 30 years ago 1 in 10,000
- Autism is the fastest-growing developmental disability. ([CDC, 2008](#))
- ASD is about 4.5 times more common among boys (1 in 42) than among girls (1 in 189). CDC
- Only 0.55% of total NIH funding. CDC

Diagnostic Features

- Language

- Mute
- Echolalic
- Deceptively Verbal

- Social

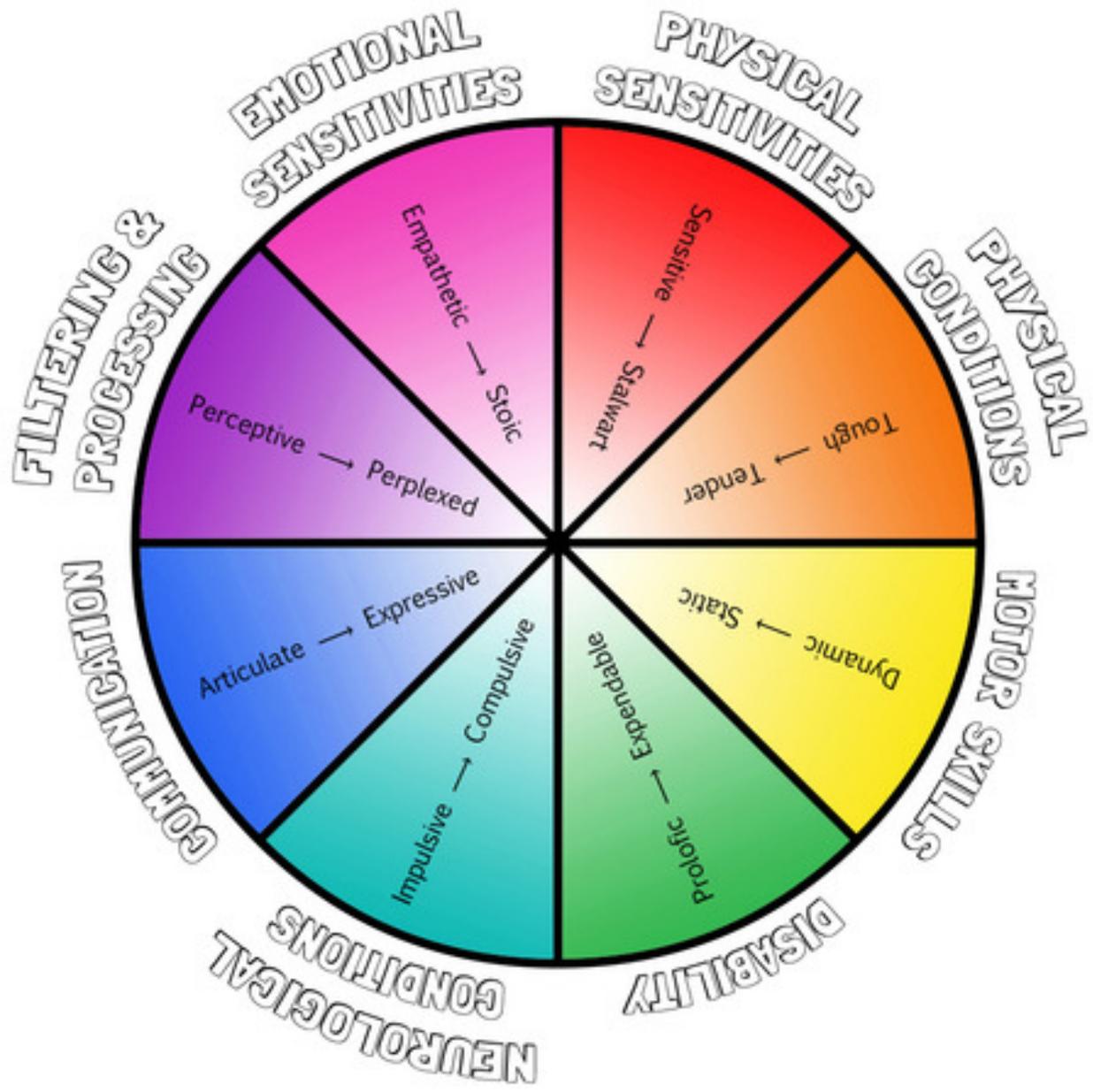
- Rejecting/Aloof
- Passive
- Interested but atypical
- Overly-formal

- Behavior

- Body
- Object
- Interests

- Sensory Systems

- Hyper-active
- Hypo-active



Autism Basics

Autism is a term commonly used for a group of neuro-developmental disorders also known as Pervasive Developmental Disorders (PDD) or Autism Spectrum Disorders (ASD). The core symptoms of autism are challenges related to:

- **communication**
- **social interaction**
- **restrictive or repetitive behaviors and interests**

Individuals with autism can also experience other difficulties, including medical issues, differences in coordination and muscle tone, sleep disturbances, altered eating habits, anxiety or disordered sensory perceptions. The features, abilities and severity of symptoms vary considerably among individuals with autism.

http://www.autismspeaks.org/docs/family_services_docs/sk/Appendix.pdf

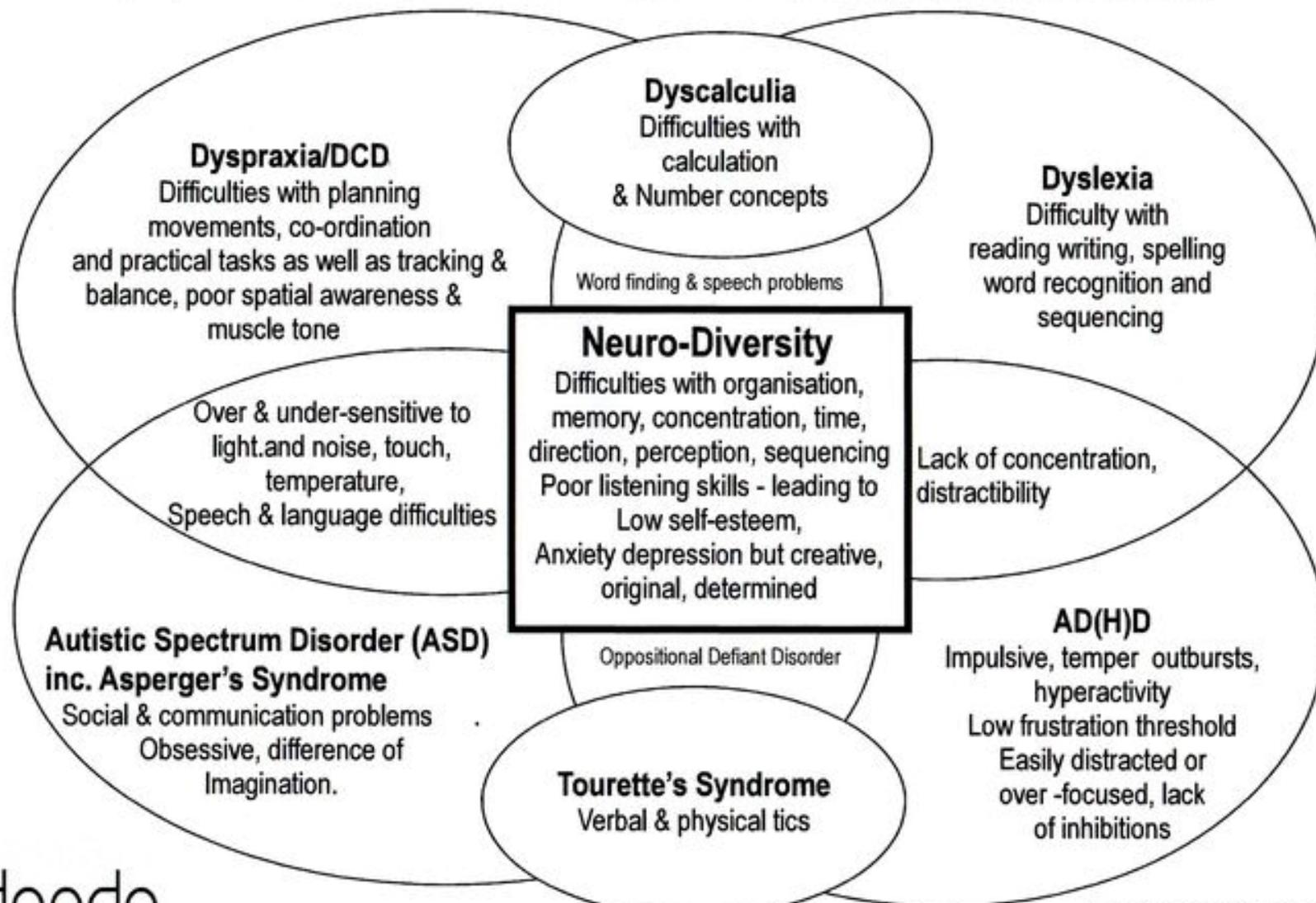
Autism Basics, cont'd

These differences may also present as exceptional abilities, and autism can occur with or without other learning challenges. It is important to think of each individual with autism as intelligent, even if language or behavioral difficulties might not reveal abilities in the way one might expect. A student with autism may display some or all of the following characteristics, which may represent challenges from a certain perspective, or strengths from another (e.g. a student who appears inflexible or rigid may also be the most compliant with the rules of a classroom):

- Difficulty understanding language, gestures and/or social cues
- Limited or no speech, or verbalizations that repeat or maintain a particular topic
- Limited or no eye contact
- Difficulty relation or participating in a back-and-forth conversation or interaction
- Social awkwardness
- Intense or odd interests in unusual topics or objects, unusual play
- Repetitive behaviors, such as pacing or lining things up, spinning, hand flapping, or rocking
- More or less sensitivity to light, sound, smell, taste or touch than usual
- Abnormal fears and/or lack of appropriate fear of real dangers
- Difficulty managing transitions, changes in routine, stress, frustration
- Strong visual skills
- Good rote and long term memory (math facts, sports statistics, etc.)
- Adherence to rules, honesty
- Intense concentration of focus, especially on a preferred activity
- Understanding and retention of concrete concepts, patterns, rules
- Musical, mathematical, technological or artistic ability or interest

The Make-up of Neuro-Diversity

This is a document for discussion. Concentrating mainly on the difficulties of those with neuro-diversity. It must however, be pointed out that many people with neuro-diversity are excellent at maths, co-ordination, reading etc . We are people of extremes.



Least Restrictive Environment (LRE)

§ 300.114 LRE requirements.

(2) Each school district must ensure that:

- (a) To the maximum extent appropriate, children with disabilities, including children in public or nonpublic institutions or other care facilities, are educated with children who are nondisabled; and
- (b) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Continuum of Alternative Placements

§ 300.115 Continuum of alternative placements

(a) Each public agency must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.

(b) The continuum required in paragraph (a) of this section must -

(1) Include the alternative placements listed in the definition of special education under § 300.38 (instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions); and

(2) Make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement.

Code of Federal Regulations; Title 34; Subtitle B; Chapter III; Part 300; Subpart B; Section 300.115

Q & A

Resources

- www.autismcincy.org
- <http://www.ocali.org/>
- <https://www.cincinnatichildrens.org/service/k/autism>
- <https://wexnermedical.osu.edu/mental-behavioral/autism>
- <http://www.impactautism.org/>
- <http://www.nationwidechildrens.org/autism>
- <http://education.ohio.gov/Topics/Other-Resources/Scholarships/Autism-Scholarship-Program>

Resources

- <http://www.autism-society.org/>
- <http://nationalautismassociation.org/docs/BigRedSafetyToolkit.pdf>
- <https://www.autismspeaks.org/>
- <https://www.cdc.gov/ncbddd/autism/index.html>
- <https://www.ninds.nih.gov/Disorders/All-Disorders/Autism-Spectrum-Disorder-Information-Page>
- <https://www.tacanow.org/>