

The Autism Puzzle



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Good Shepherd Center &
Father to a Great Son

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**** Secret to success working with
children with developmental disabilities,
especially those with Autism***

- ***LET ME REMIND YOU THAT NOT EVERYTHING I SAY HERE TODAY WILL BE FOUND IN EVERY PERSON IN THE SPECTRUM AND DEFINITELY NO 2 AUTISTIC CHILDREN ARE ALIKE.***
- To be successful you have to go against your human nature in conflict.
- Also scan the environment to be sure nothing else exists that may be the root of the problem.
- You should also consider whether or not a physical condition exists before attempting behavior modification.
- You have to maintain a calm attitude when those around you have lost control.
- Autistic children tend to respond better to low-tone voices.

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My Son



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4 Psychology Degrees; Only 1 Member of Psi Chi



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Your best bet for success

- ***YOU MUST REMEMBER...***
- **Structure & Routine**
- **Sensory Concerns and**
- **Movement**

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THE INCIDENCE OF AUTISM



IN 2009

- 1 IN EVERY 110 BIRTHS HAD AUTISM
- 8 OUT OF EVERY 10 ARE MALE
- AUTISM IS GROWING AT A STARTLING RATE OF 10-17 PERCENT PER YEAR
- THE PREVALENCE OF AUTISM COULD REACH 4 MILLION AMERICANS IN THE NEXT DECADE.
- IN OCTOBER '09 THE CDC STATES THAT 1 IN EVERY 100 CHILDREN UP TO THE AGE OF 8 ARE IN THE SPECTRUM AND LABELED THE ISSUE AN EPIDEMIC.

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Facts and Statistics 2019

- In 2004 it was 1 in every 166 births were born into the Autism Spectrum.
- In 2019, 1 in 59 children has been identified with autism spectrum disorder (ASD) according to estimates from CDC's Autism and Developmental Disabilities Monitoring (ADDM) Network.
- ASD is almost 5 times more common among boys (1 in 54) than among girls (1 in 252).

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SO WHAT IS AUTISM?



- A PERVERSIVE DEVELOPMENT DISORDER (PDD)
- INCLUDES DELAYS IN THE DEVELOPMENT OF MANY BASIC SKILLS
 - TO SOCIALIZE OR FORM RELATIONSHIPS WITH OTHERS
 - TO COMMUNICATE
 - TO USE IMAGINATION
- YOU CANNOT CATCH AUTISM BY BEING WITH A PERSON THAT HAS THE DISORDER

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AUTISM IS A SPECTRUM DISORDER

- MANY DIFFERENT FORMS OF DISORDERS UNDER A GIVEN CATEGORY
- AFFECTS EACH INDIVIDUAL DIFFERENTLY AND AT VARYING DEGREES



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TYPES OF DISORDERS IN THE SPECTRUM

- AUTISM
WIDE RANGE OF PROBLEMS WITH VARYING DEGREES
PROBLEMS WITH SOCIAL SKILLS, LANGUAGE & BEHAVIOR
- ASPERGER'S SYNDROME
AVERAGE TO HIGH INTELLIGENCE
NORMAL LANGUAGE DEVELOPMENT
IMPAIRED SOCIAL SKILLS & AKWARD MOVEMENTS (CLUMSY)
- CHILDHOOD DISINTEGRATIVE DISORDER
NORMAL DEVELOPMENT UP TO THE AGE OF 3
- RETT SYNDROME
ONLY AFFECTS FEMALES
OCCURS BETWEEN 6 TO 18 MONTHS OF AGE AFTER A SEEMINGLY NORMAL EARLY DEVELOPMENT
- PERVASIVE DEVELOPMENTAL DISABILITY
CATCH-ALL WHEN ISSUES ARISE BUT NOT ENOUGH TO DIAGNOSE

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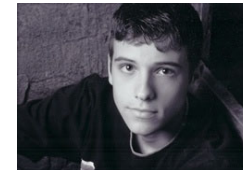
WHAT CAUSES AUTISM?

- There is no known single cause
- It is generally accepted that it is caused by abnormalities in brain structure or function
- Brain scans show differences in the shape and structure of the brain in autistic versus non-autistic children

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HOW DO YOU KNOW WHEN A CHILD OR ADULT MAY HAVE A FORM OF AUTISM?

- There is generally 2 distinct sets of characteristics that are used to identify when a person is within the Autism Spectrum.



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1 - SOCIAL



- The person has great difficulty in the use of nonverbal behaviors such as eye-to-eye gaze, body postures, facial expressions and gestures to regulate social interaction.
- There is a lack of spontaneous seeking to share enjoyment, interests, or achievements with other people (e.g., by a lack of showing, bringing, or pointing out objects of interest to other people).
- Difficulty with verbal communication, including problems using and understanding language.
- Inability to participate in a conversation, even when the child has the ability to speak.
- Inability to make friends and preferring to play alone.

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2 - RESTRICTED REPETITIVE AND STEREOTYPED PATTERNS OF BEHAVIOR, INTERESTS, AND ACTIVITIES

- Encompassing preoccupation with one or more stereotyped and restricted patterns of interest that is abnormal either in intensity or focus.
- Persistent preoccupation with objects or parts of objects / unusual ways of playing with toys and other objects.
- Lack of imagination.
- Difficulty adjusting to changes in routine or familiar surroundings, or an unreasonable insistence on following routines in detail
- Repetitive body movements or patterns of behavior, such as hand flapping, spinning and head banging
- People with a form of autism, called savantism, have exceptional skills in specific areas such as music, art and numbers. People with savantism are able to perform these skills without lessons or practice.

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SENSORY INTEGRATION ISSUES EXIST IN ALL PEOPLE WITHIN THE SPECTRUM



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What are the 5 senses?

- Touch
- Taste
- Smell
- Hearing
- Sight



Carly Fleishmann-Carly's Café Experience
<http://www.youtube.com/watch?v=KmDGvquzn2k>

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HOW IS AUTISM TREATED?

- There currently is no cure for autism.
- Treatment may allow for relatively normal development in the child and reduce undesirable behaviors.
- People with autism benefit most from a highly structured environment and use of routines.



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Communication problems reported in children with autism include:

- Delay in, or total lack of, the development of spoken language
- Marked impairment in the ability to initiate or sustain a conversation with others
- Stereotyped and repetitive use of language or idiosyncratic language
- Lack of varied, spontaneous make-believe play or social imitative play

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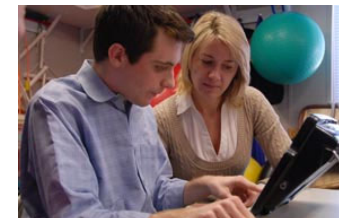
COMMUNICATION CONCERNS

- Impaired communication skills are symptomatic of autistic spectrum disorders.
- However some people with autism claim that, rather than having poor communication skills, they have different communication skills and that people without autism need to learn how to communicate using those skills.

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COMMUNICATION SKILLS AIDS

- EXPRESSIVE LANGUAGE
- RECEPTIVE LANGUAGE
- PECS: PICTURE EXCHANGE COMMUNICATION SYSTEM
- SIGN LANGUAGE
- COMPUTERS
- COMMUNICATION BOARDS
- MUSIC
- SOCIAL STORIES



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OTHER TREATMENT TOOLS

- Early Intervention / Special education
- Behavior modification-ABA
- Speech, physical and/or occupational therapy
- Medication
- Diet
- Play Therapy
- Social Stories



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**MELTDOWNS ARE NOT TANTRUMS.
MY AUTISTIC CHILD IS NOT
GIVING ME A HARD TIME,
THEY ARE HAVING A HARD TIME.**

www.facebook.com/autismteachings

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*ASA's helpful tips for interacting
with someone who has Autism
People on the autism spectrum may:*

- appear deaf or not understand what you say
- be unable to speak or speak with difficulty
- engage in repetitive behaviors
- act upset for no apparent reason
- appear insensitive to pain
- appear anxious or nervous
- dart away from you unexpectedly
- engage in self-stimulating behaviors (i.e. Hand flapping or rocking)

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Helpful hints for interaction:

- Speak slowly and use simple language
- Use concrete terms
- Repeat simple questions
- Allow time for responses
- Give lots of praise
- Do not attempt to physically block self-stimulating behavior, rather redirect
- Remember that each person is unique and may act differently than another

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MISCELLANEOUS TIPS FOR ASSISTING YOUNG CHILDREN

- TALK WITH PARENTS ABOUT:
 - WHAT WORKS & DOESN'T FOR THEIR CHILD IN GIVEN SITUATIONS
 - SLEEP PATTERNS: THESE CHILDREN ARE TYPICALLY NOT NAPPERS, FIND OTHER QUIET TIME ACTIVITIES FOR THEM TO DO.
- INFORM THE PARENTS OF FREE EVALUATIONS AT THE CHILD & FAMILY CONNECTION OFFICE IN THEIR AREA. THEY CAN FIND THIS INFORMATION AT THE STATE EARLY INTERVENTION WEBSITE, AT <http://www.dhs.state.il.us/page.aspx?item=31183>
- GET INFORMATION FROM THE CHILD'S THERAPIST REGARDING WHAT WORKS & DOESN'T WORK
 - DIETARY NEEDS
 - THERAPY ASSISTANCE

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MISCELLANEOUS TIPS FOR ASSISTING YOUNG CHILDREN



- ALTER THE ENVIRONMENT BEFORE OR AFTER A PROBLEM, NEVER DURING (ABRUPT CHANGES IN THE ENVIRONMENT MAY CAUSE A PROBLEM).
- TRANSITION: USE PICTURE SCHEDULES OR BACKGROUND MUSIC TO REDIRECT & LET THE CHILD KNOW THAT YOU WILL RETURN TO WHAT HE WANTS TO DO WHEN HE IS DONE.
- BE PATIENT WITH THE CHILD'S AVOIDANCE OF GROUP ACTIVITIES. LET HIM SIT ON YOUR LAP. THE WARM OF YOUR BODY & THE PRESSURE FROM A FIRM HUG ASSISTS CALM THE CHILD.
- SOME CHILDREN NEED ITEMS THAT PROVIDE CALMING, COULD BE A TOY, STUFFED ANIMAL, BLANKET OR A PIECE OF STRING. ALLOW THEM TO BUT USE PICTURE SCHEDULE OR MUSIC TO INDICATE A TIME THAT THE ITEM NEEDS TO BE PUT AWAY. THESE NEED TO WITHIN THE CHILD'S SIGHT.

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GREAT WEBSITES:



- www.autism-society.org
- www.webmd.com
- www.bridges4kids.org
- www.cdc.gov
- <http://www.autismspeaks.org/family-services/tool-kits/100-day-kit>
- <http://www.researchautism.org>
- <http://www.specialed.us/autism/index2.htm>
- <http://www.theautismprogram.org/default.asp>
- <http://www.youtube.com/watch?v=KmDGVqzn2k>

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9 Ways to interact with people with autism By Sarah Stup www.SarahStup.com

1. Autism helps protect us from seeing and hearing too much. Please don't hate our shield.
2. Try not to stare. Sometimes we need to do unusual things.
3. **We hear you when you complain about us.**
Find other times to talk mean.
4. Rudeness is not our intent. No sad faces please.
5. Real friends don't judge our actions. Please find us inside bodies that work differently.
6. See us as real. We are not shells with no inhabitants.
7. With too much asking us to be normal, we feel like impostors.
8. Try to help us, not control us.
9. Raise hope to give us better futures. We need to aim high.

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Are your eyes listening?

That's what needs to happen to hear my writing voice. Because of autism, the thief of politeness and friendship, I have no sounding voice.

By typing words I can play with my life and stretch from my world to yours. I become a real person when my words try to reach out to you without my weird body scaring you away. Then I am alive.

With writing I reach out to try, and autism or hate or walls of doubt can't hold me. I am pleased to be typing away — typing away loneliness, typing away silence, using paper to hug you and slap you and join you.

Click, click, clicking keys are my heartbeat. Listen with your eyes.

- *Sarah Stup*

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Questions?



Thank you!



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