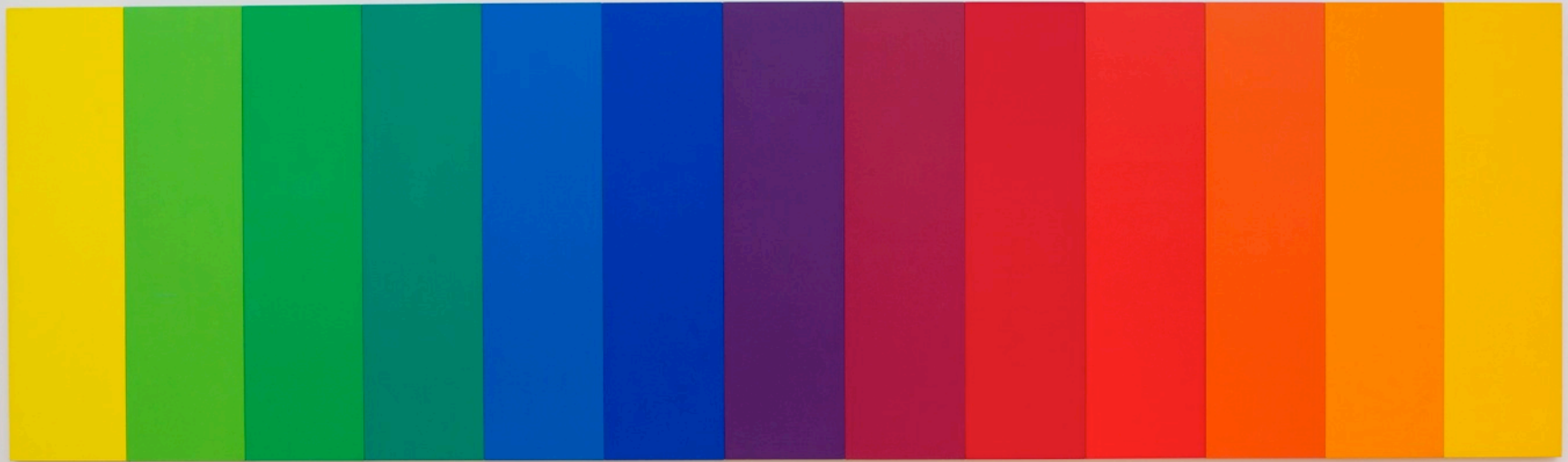


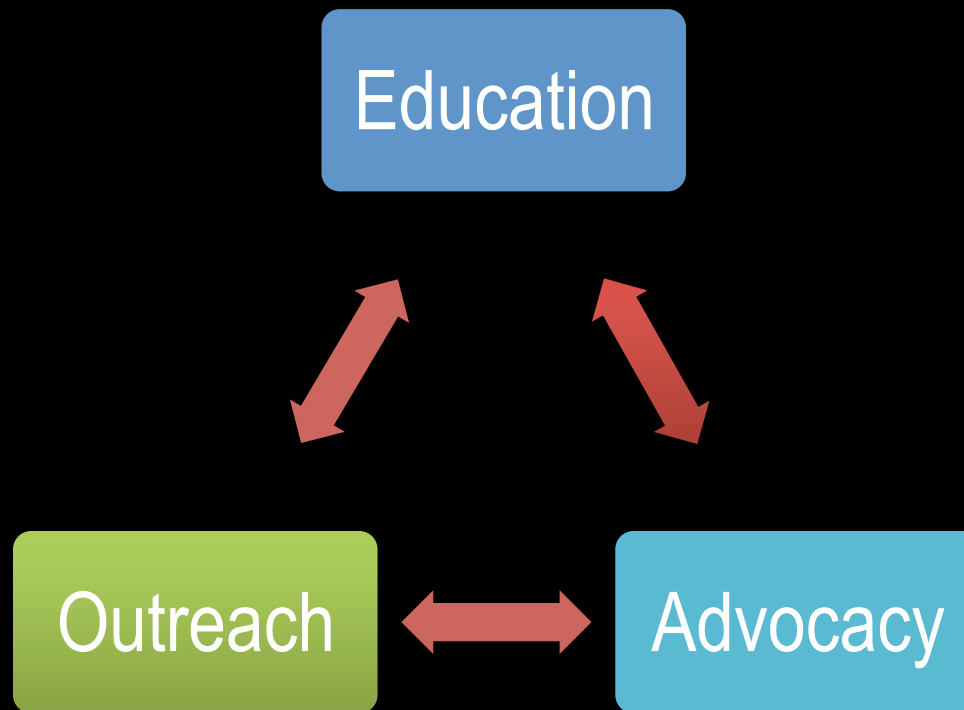
Autism Spectrum Disorder



mia
March 24th 2016

The Autism Society of Minnesota
www.ausm.org

Autism Society - Est. 1971

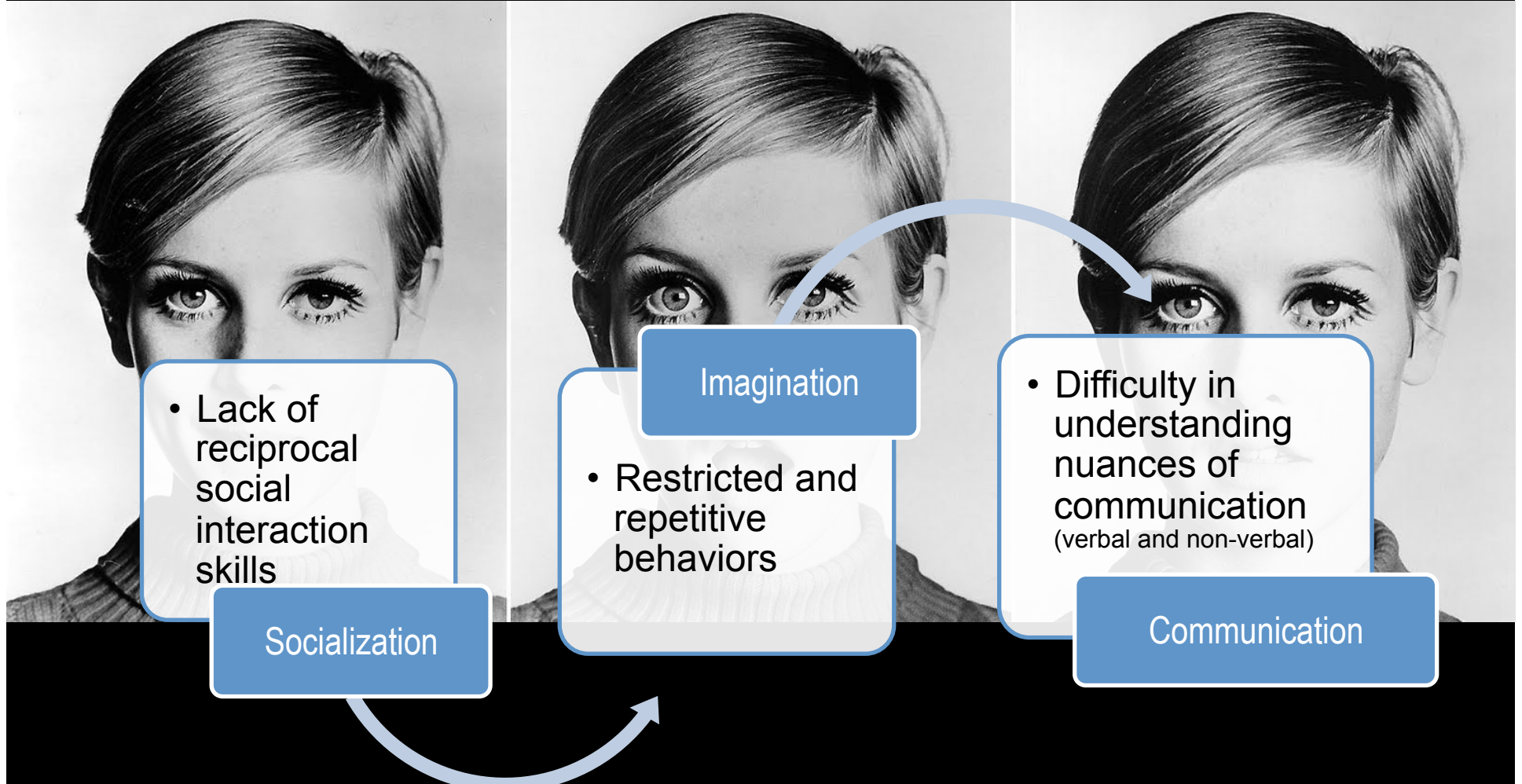


WHAT IS AUTISM?



Triad of Impairments

All individuals with ASD, regardless of the level of functioning, will have disabilities in these three areas:

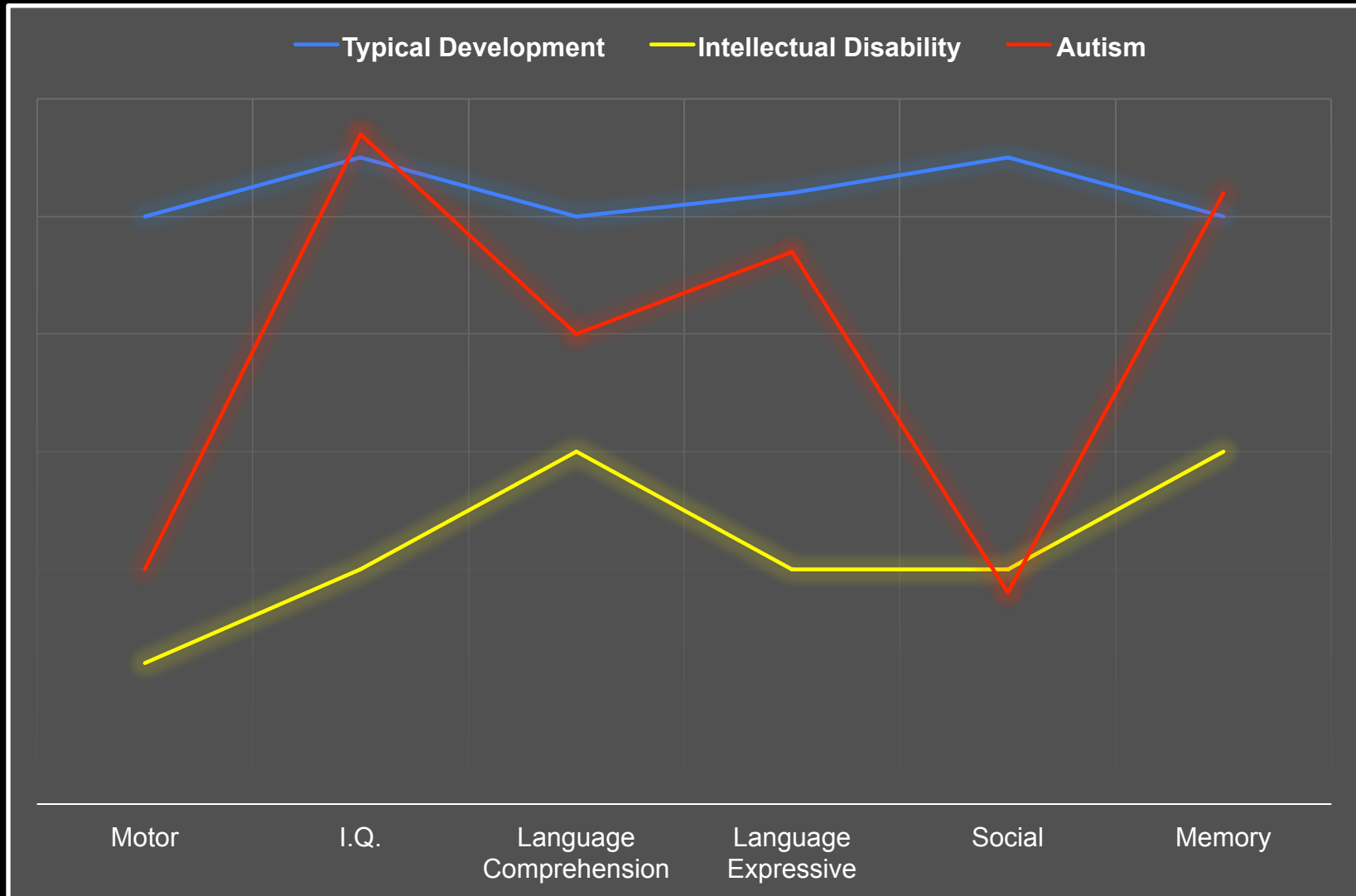


These three areas were identified as the "Triad of Impairments" by Lorna Wing and Judith Gould., Wing & Gould, 1979

What is the difference between high and low functioning autism?

And what is Asperger's?

Patterns in Typical Development

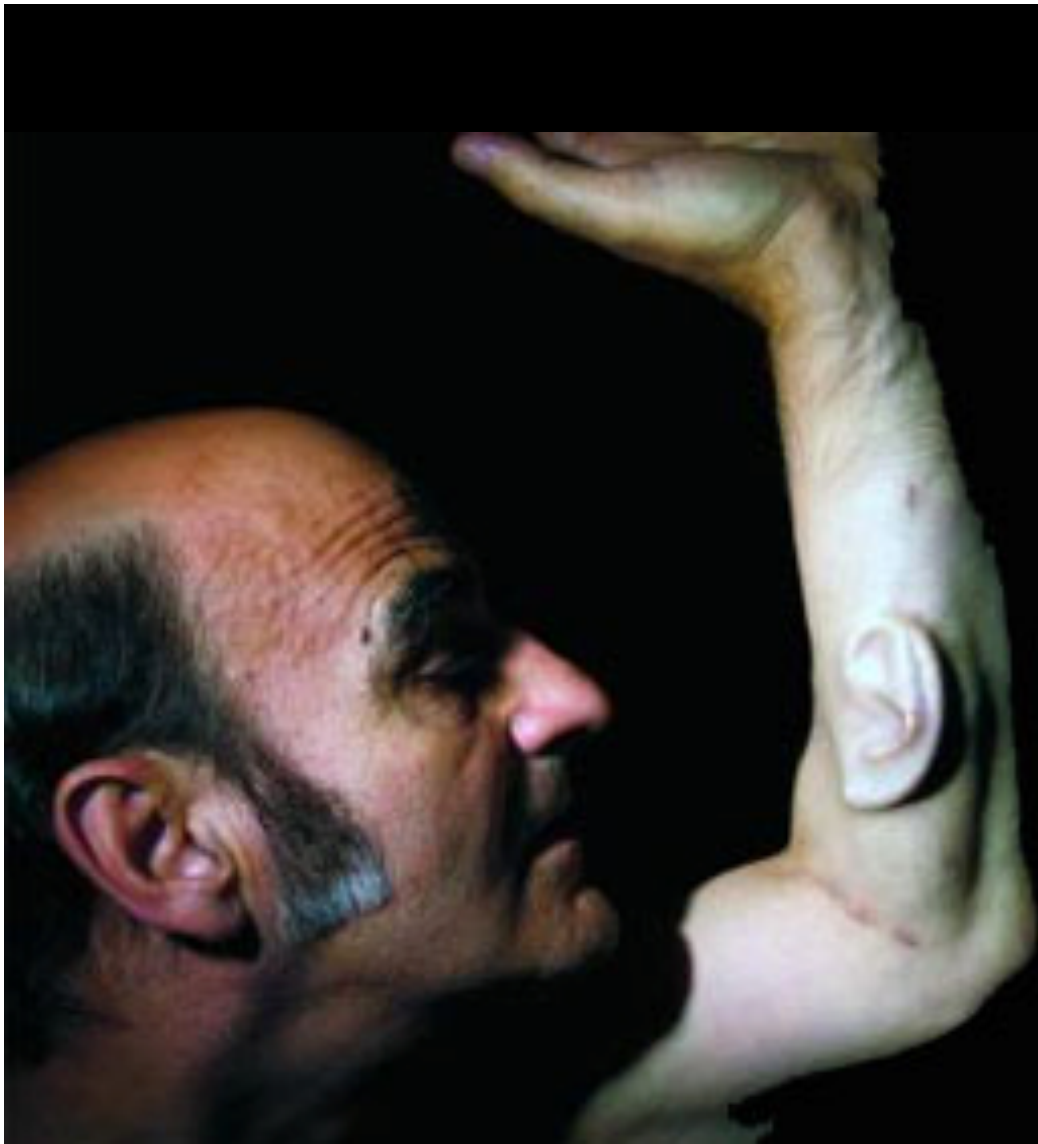


Can you describe communication challenges in a person with autism?

DSM-5 Criteria

Qualitative impairment in **social communication** and interaction

1. Deficits in social-emotional reciprocity;
2. Deficits in nonverbal communicative behaviors used for social interaction;
3. Deficits in developing and maintaining relationships, appropriate to developmental level



Problems with:

- Speech, Echolalia
- Conversation
- Language
 - Expressive
 - Receptive
 - Comprehension

Literal vs. Imagination



Ceci n'est pas une pipe.

Can you describe social challenges
for a person with autism?

Qualitative Impairments in Socialization

Lack of “give and take” in conversation

Unusual eye contact

Unusual social behaviors



Lack of social expression, flat affect

Facial expressions or body language that don't reflect actual feelings.

They don't learn from their peers instinctively
(*unwritten rules and social norms)

Urinal Game



Museum Bathroom

1

2

3

4

5

6



Round One

1

2

3

4

5

6



Round Two

1

2

3

4

5

6



Round Three

1

2

3

4

5

6



“Theory of Mind”

Theory of Mind is the ability to understand and identify the thoughts, feelings and Intentions of others.



A deficit in this area may lead others to believe that the individual with ASD does not show empathy or understand them, which can create great difficulty in social situations.

“Theory of Mind” Challenges

- Difficulty explaining one's behaviors
- Difficulty understanding emotions
- Difficulty predicting other's behavior or emotional state
- Problems understanding the perspectives of others
- Problems inferring the intentions of others
- Lack of understanding that behavior impacts how others think and/or feel
- Problems with joint attention and other social conventions
- Problems differentiating fiction from fact

Can you describe repetitive and stereotyped behavior in someone with autism?

Qualitative Impairments in Inflexible Thinking



Imagination or stereotyped behavior:

Dependence on highly structured directions/activities

Obsessive about a topic or interest

Strict adherence to routine or steps

Need for self-stimulation for self-calming

Rocking

Pacing

Flailing

Other repetitive behaviors

Unusual Focus



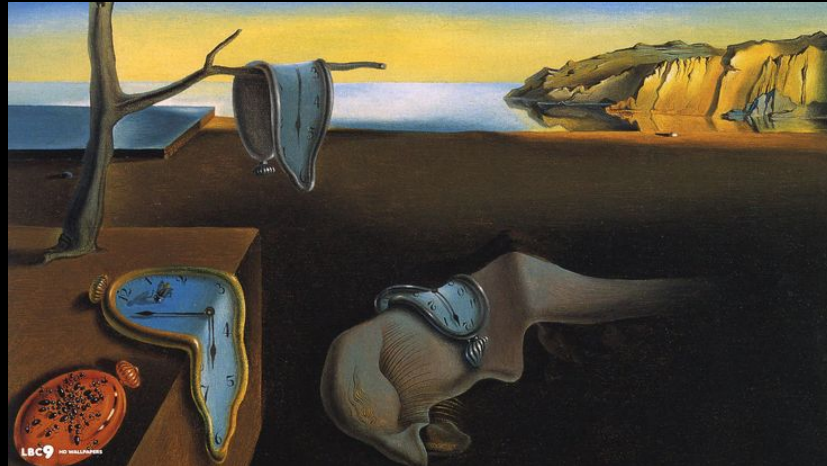
- Intense focus-all or nothing
- Difficulty tolerating interruption
- Difficulty with multitasking
- Deep knowledge of certain subjects
- Topics may be unusual

Executive Function



- Executive function is a set of mental processes that helps connect past experience with present action.
- Provides basis for cognitive and social skills
- People use it to perform activities such as planning, organizing, strategizing, prioritizing, paying attention to and remembering details, and managing time & space.

Executive Function Challenges



- Planning strategically
- Estimating the time a project will take to complete
- Struggling to communicate details in an organized, sequential manner
- Memorizing and retrieving information from memory
- Initiating activities or tasks, or generating ideas independently
- Retaining information while doing something with it, for example, remembering a phone number while dialing

Sensory Processing

How many senses do we have?

1. Tactile/Somatosensory System: touch
2. Visual System: sight
3. Auditory System: hearing
4. Gustatory System: taste
5. Olfactory System: smell
6. **Vestibular** System: balance
7. **Proprioception** System: body position

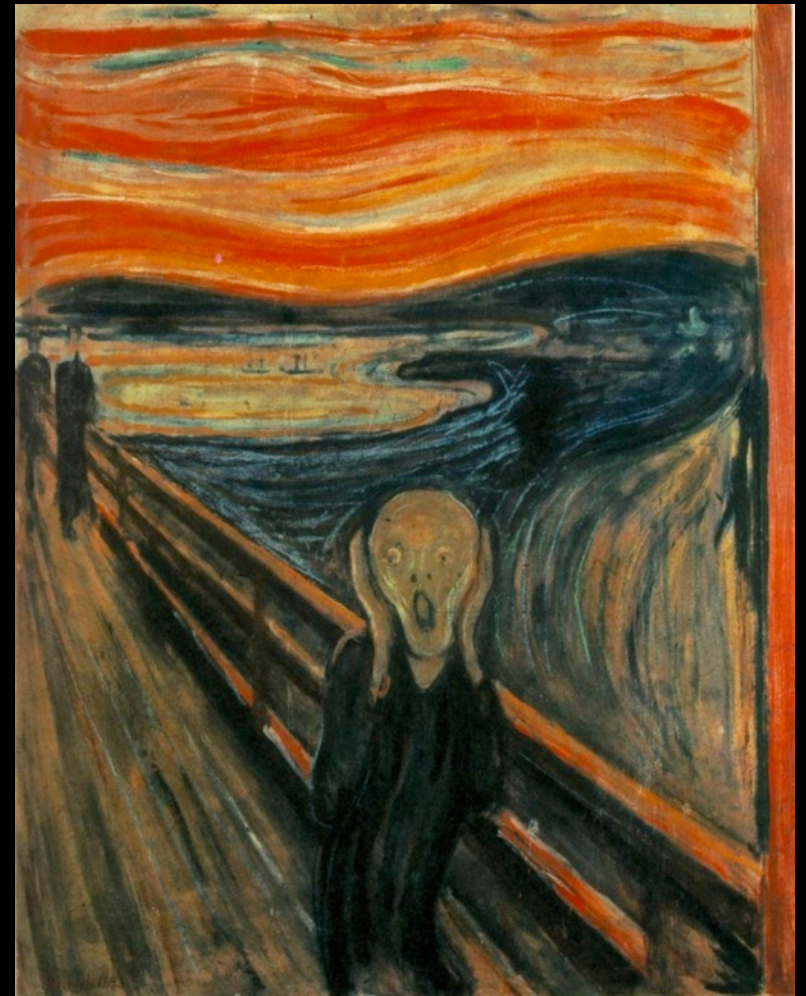


Everyone experiences sensations differently







Hypersensitive vs. Hyposensitive behavior

Emotional & Self Regulation

Self regulation is the ability to respond to the ongoing demands of experience with the range of emotions, in a manner that is socially tolerable and sufficiently flexible to permit spontaneous reactions, as well as the ability to delay spontaneous reactions as needed.



Small Group Sessions

Rotations	230 	Tour Expectations Part 1: Arriving at the Museum	
	241 	Sensory Environment	
	250 	Tour Expectations Part 2: Navigating the Museum	
	252 	Transitions	
	226 	Tour Expectations Part 3: Engaging with the Art	
Large Group	228 	Proactive and Reactive Strategies	

After the break we will be splitting into five smaller groups.

Each station in the rotation will focus on different strategies relating to different parts of a tour.

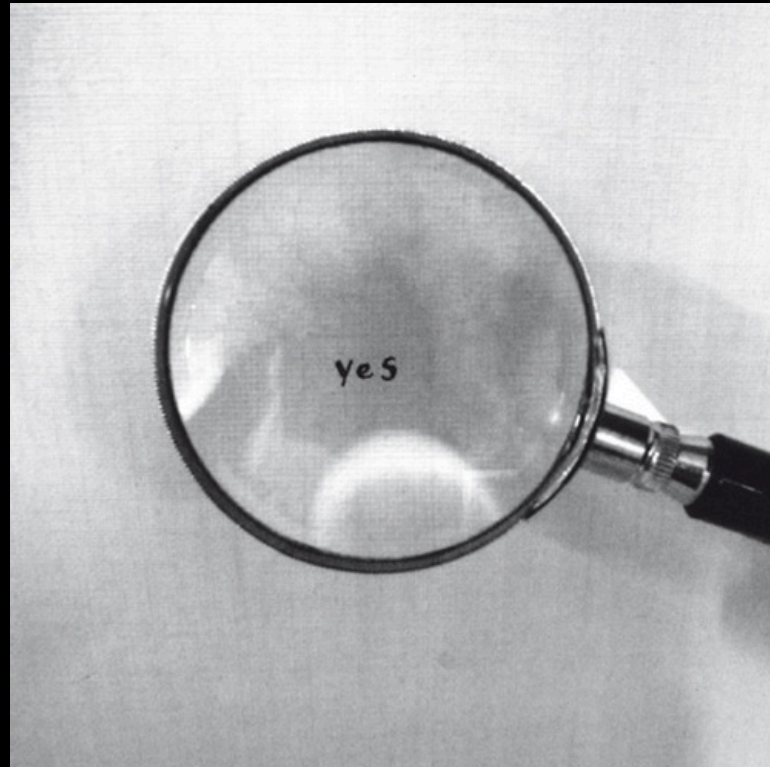
Groups will rotate every 10-15 minutes.

Your group number is written above the schedule.

After the five rotations we will reconvene in the auditorium.

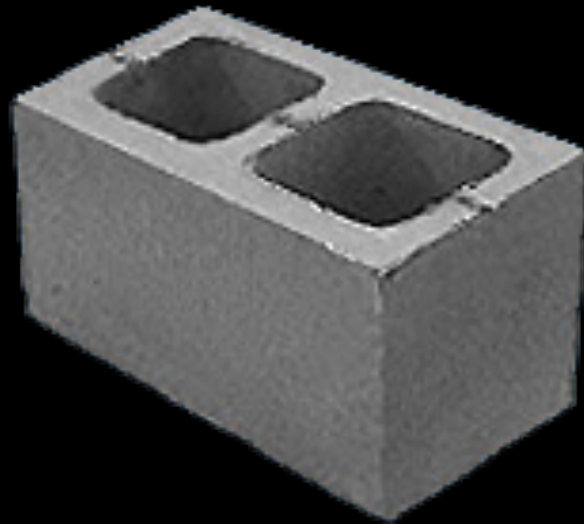


break



PROACTIVE STRATEGIES!

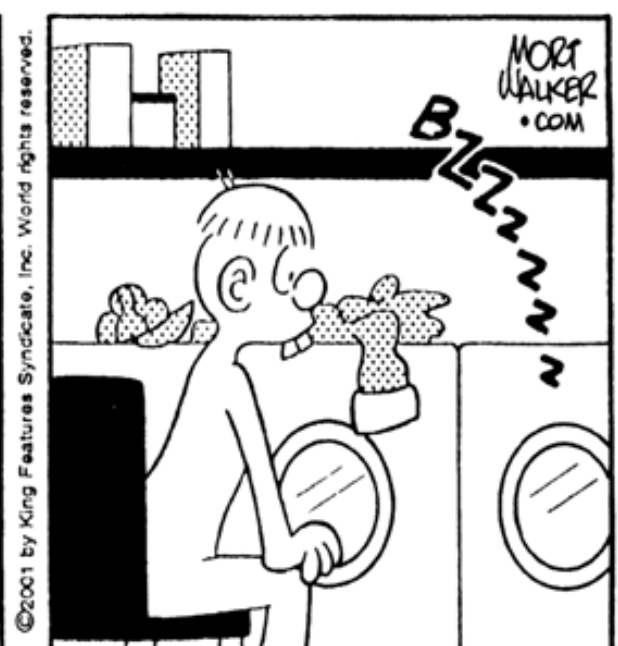
Use language that is Literal, Concrete, “Positive”
and Explanatory



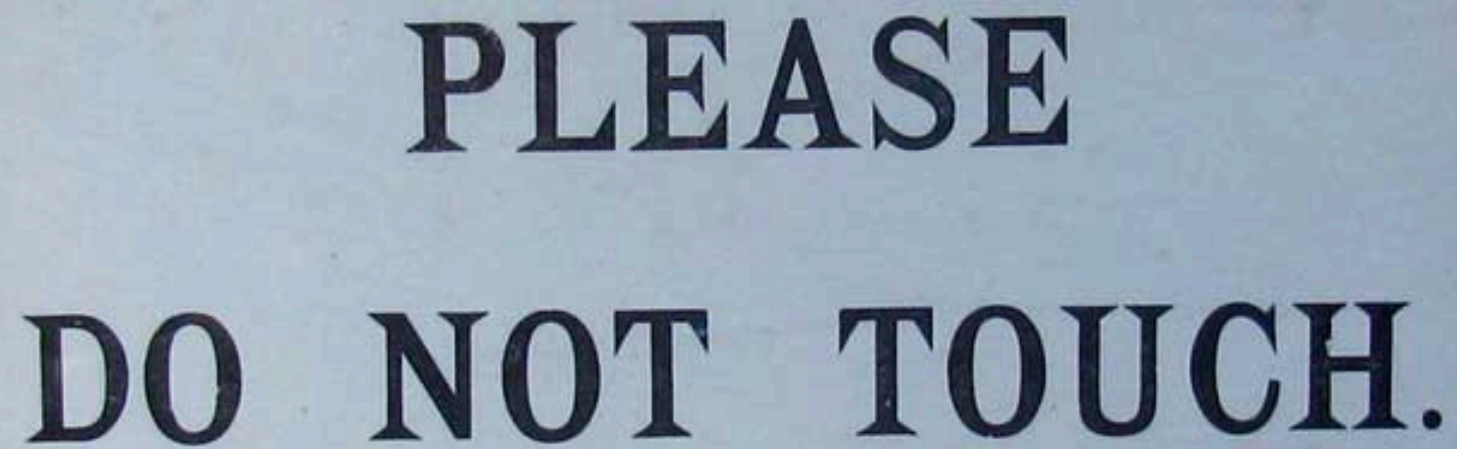
Beetle Bailey: *By Mort Walker*



*MORT WALKER'S PRIVATE SCRAPBOOK. NOW IN BOOKSTORES.



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A rectangular wooden sign with a dark brown border. The sign has a light-colored, possibly white or cream, background. The text is printed in a bold, black, serif font. The word "PLEASE" is centered on the top line. The words "DO NOT TOUCH." are centered on the bottom line.

PLEASE
DO NOT TOUCH.

CAUTION

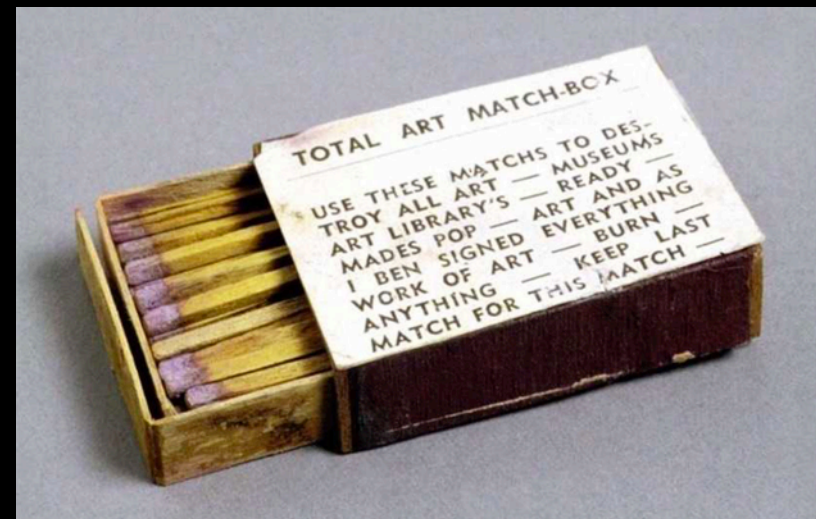
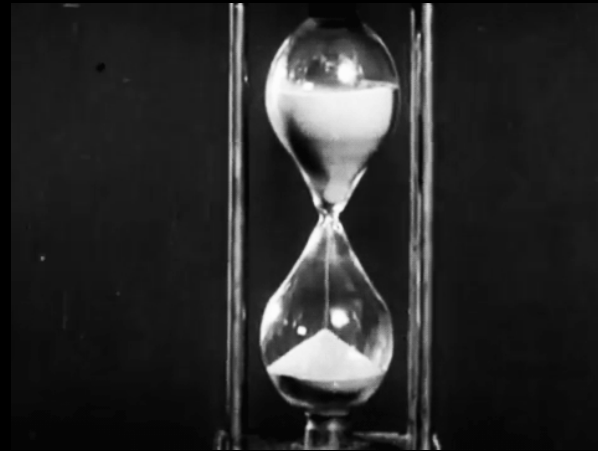
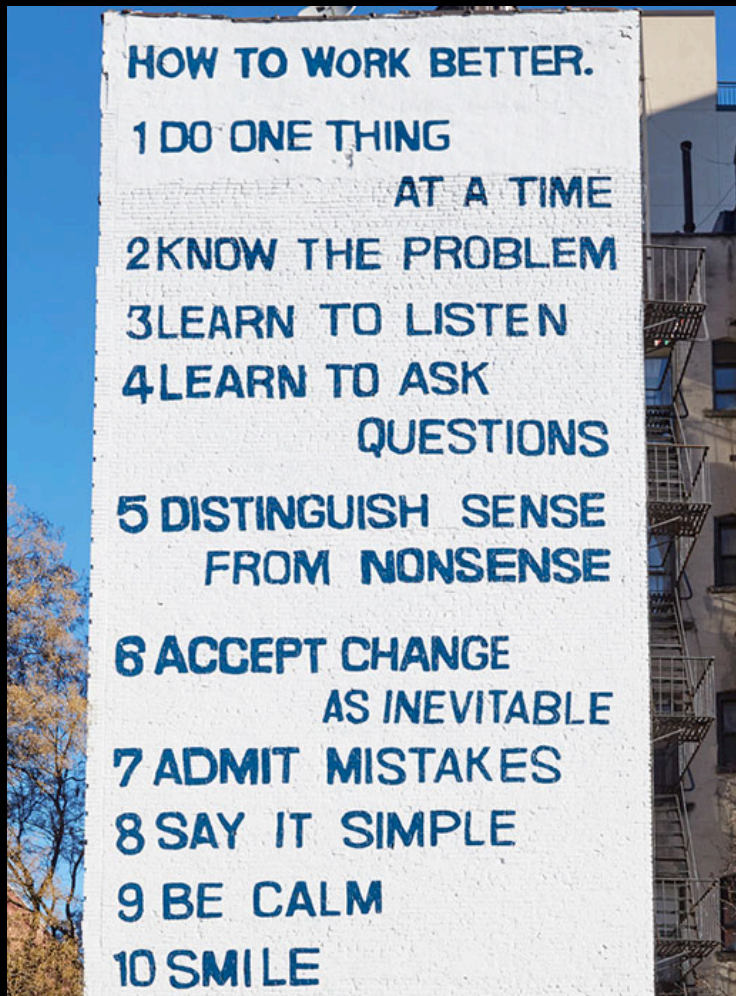


BY ORDER
NATIONAL HIGHWAYS AGENCY

THIS WALL IS A DESIGNATED
GRAFFITI AREA

PLEASE TAKE YOUR LITTER HOME
EC REF. URBA 23/368

Schedules and Timers



Establish Routine

- Establish routines
- Structured transitions
- Scheduled breaks
- Reinforce flexibility
- Recognize and announce changes in routine

The morning question, What good shall I do this day?	5	Rise, wash, and address <i>Powerful Goodness</i> ; contrive day's business and take the resolution of the day; prosecute the present study; and breakfast.	
	6		
	7		
	8		
	9		Work.
	10		
	11		
	12		Read or overlook my accounts, and dine.
	1		
	2		
	3		Work.
	4		
5			
6	Put things in their places, supper, music, or diversion, or conversation; examination of the day.		
7			
8			
9			
Evening question, What good have I done today?	10	Sleep.	
	11		
	12		
	1		
	2		
	3		
	4		

Sensory Integration and Regulation





Reactionary Strategies

All Behavior has a Function



- To acquire something you want
- To escape or avoid something unwanted
- To meet a physical or sensory need
- To meet a social need (attention)

Positive Reinforcement



**Great
Job!**

Cognitive Behavior Therapy

5

Main feature: Use rational thought to manage feelings

4

Example: 5-Point Scale

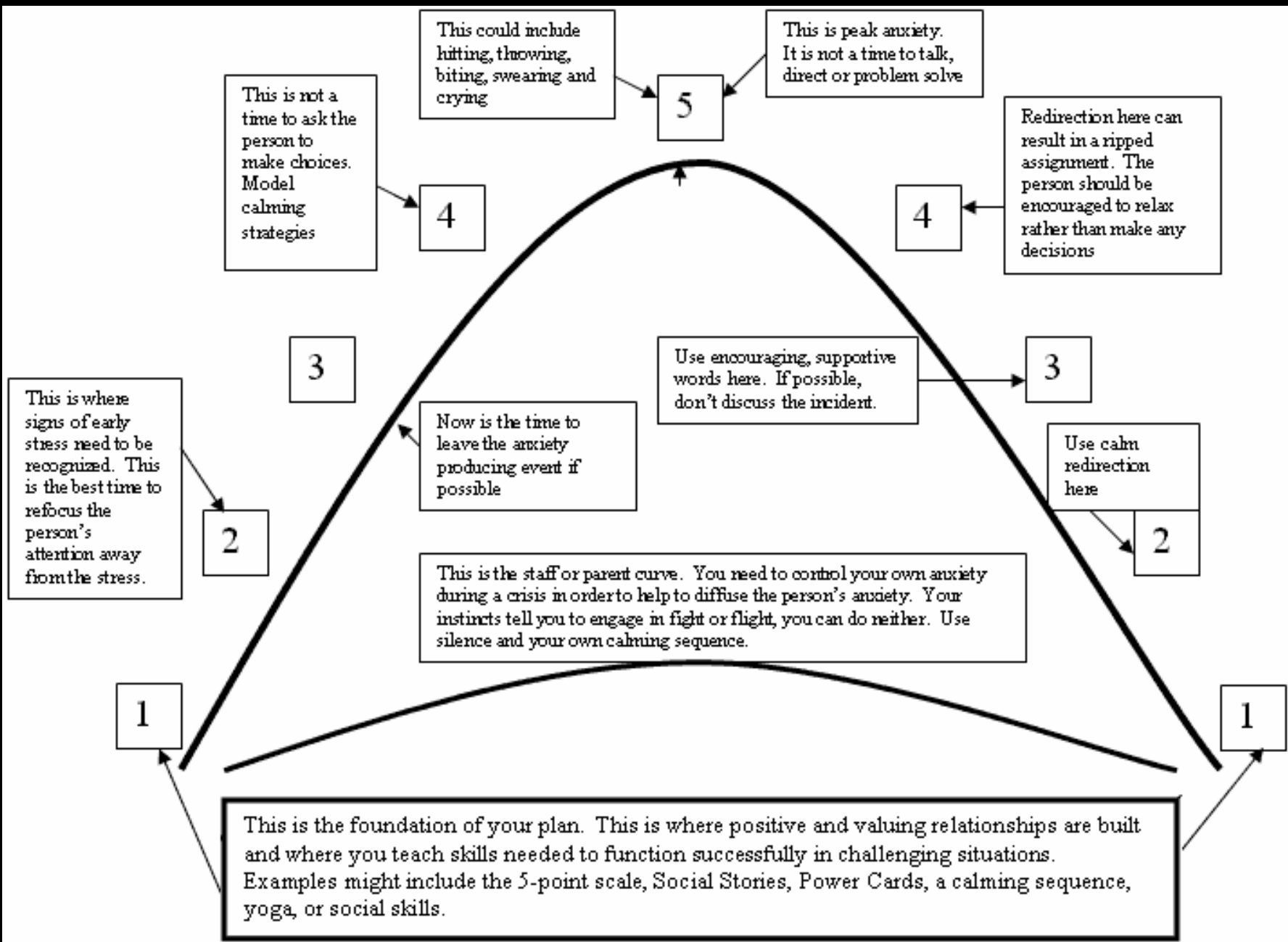
3

Application: Describe emotions, physical feelings, and strategies. Specific or general.

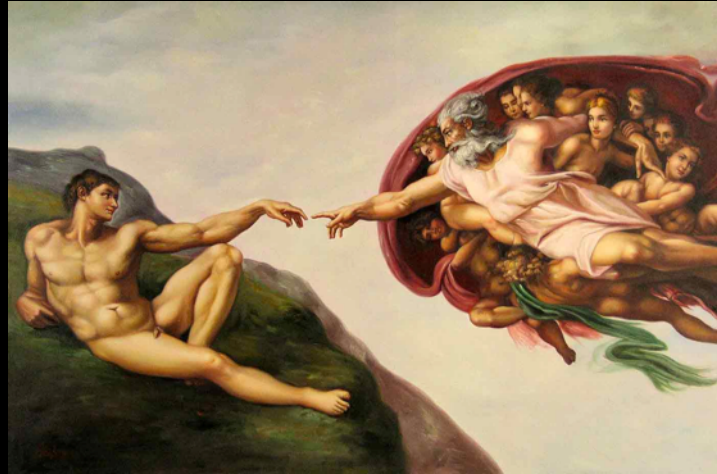
2

*Where is inappropriate on this scale?

1



What can you do?



- Communicate the expected behavior
- Positively redirect
- Work with the other adults
- Option to “take a break”
- Recognize escalating behavior
- Change your approach/plan/language
- Be flexible

Thank You