

Statewide Autism Resources and Training (START)

Module 1:

Foundations in Autism Spectrum
Disorders and the Teaming Process



ASD Teacher Consultants Info:



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WELCOME

- Folders
 - Important Information
 - Save the Dates
 - Subteam lists / email addresses
- Sub-Team Email List Update
 - Sign in each session
 - Notify START continuity staff if changes
- Jumo drives/lap tops
- A Coach from every team
- CEUs



SCHEDULE REVIEW



Snow Days

SMART Training is canceled if...

PORTAGE PUBLIC SCHOOLS
ARE CLOSED DUE TO WEATHER

MATERIALS

- Team Binder (bring to every module)
- Team Flash Drive
- Individual Module Binder / Folder



Forms from Orientation

Please turn in:

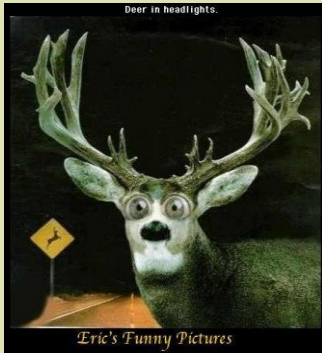
- Pre-questionnaire
- Consent form

"Wow, that's a good idea"

If you hear any good ideas you want to take back and try right away, put them on the [Wow](#) form



How are you Feeling?



Agenda for Foundations Training

- Mini-IT Overview
- Student Data Form (Break if needed)
- Social Characteristics
- Behavioral Characteristics
- Lunch on your own
- Communication Characteristics
- Sensory Characteristics (Break)
- Team Assignments
 - USAPT
 - POC

What are you going to get out of this training?

- Novice
 - We are getting everyone on the same page
 - How can you share this info with others
- Intermediate
 - New information
 - More knowledge to share with parents or to know as much as parents
- Advanced
 - New research to build on what you already know
 - **Using** what you know

Big Ideas for the Year



Goals for Students with ASD

- ✓ Socialization Skills
- ✓ Independent Skills
- ✓ Participation in the General Education Curriculum



Team and Target Student Introduction

- Review Student Information with Subteam
- Brief Team & Target Student Introduction:
 - District & Building
 - Student Picture and Brief Profile
 - Hopes for the Year



■ There will be time at the end of the morning to address questions. Please write your questions on the post it notes and place them in the bag up front.

Target Student Data Form

Let's Get STARTed



Foundations of ASD

Autism identified in 1943 by
Leo Kanner

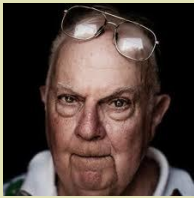


Asperger Syndrome identified in 1944
by Hans Asperger



The first person with autism

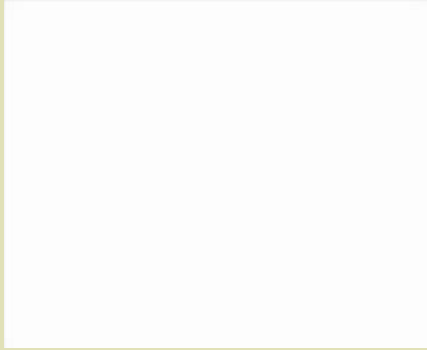
Donald Gray Triplett



The Atlantic Monthly

What is an Autism Spectrum Disorder?

Voices of People with ASD



Carly – Profound Intelligence



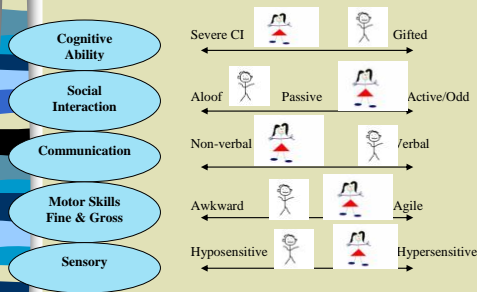


Autism vs. ASD



- It is a neurobiological disorder of development that causes discrepancies or differences in the way information is processed affecting the following areas:
- Areas affected are social, behavioral, communication/language, and sensory stimulation.
- DSM-V is moving toward the Autism Spectrum Disorder (ASD) as a broad label

Continuum of Skills for Individuals with ASD

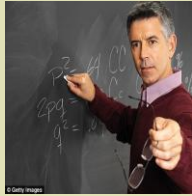


The Advocate (2003)

Facts and Statistics



- ASD is 4 times more common in boys than girls.
- ASD knows no racial, ethnic, or social differences.
- ASD affects an average of 1 in 110 (CDC.gov Sept. 2010)
- ASD can and does exist with and without cognitive impairment and other disabilities.
- ASD is not contagious.
- Characteristics are generally evident by age 3
- 1992-2003-All disabilities grew 31% - ASD grew 805% - under IDEA



Medical vs. Educational

Eligibility for ASD



Medical

- Usually diagnosed by one medical professional
- Autism is a specific diagnosis
- Impairments in socialization, communication and restricted or repetitive patterns of behavior.

Educational

- Always determined by a team
- ASD covers the entire spectrum
- impairments in socialization, communication and restricted or repetitive patterns of behavior.
- Michigan educational ASD eligibility requires impairments in the areas of socialization, communication and restricted or repetitive patterns of behavior WHICH adversely affect a student's educational performance in ONE or more of the following areas:
 - Academic
 - Behavioral
 - Social

Autism Spectrum Disorders

<u>PDD-NOS</u>	<u>AUTISTIC DISORDER</u>	<u>ASPERGER'S DISORDER</u>
Impaired social interaction	Impaired social interaction	Impaired social interaction
<i>or</i>	<i>and</i>	<i>and</i>
Impaired communication	Impaired communication	Normal communication/ language development
<i>or</i>	<i>and</i>	<i>and</i>
Restricted repetitive and stereotyped patterns or behaviors, interests and activities	Restricted repetitive and stereotyped patterns or behaviors, interests and activities	Restricted repetitive and stereotyped patterns or behaviors, interests and activities

DSM-V Update



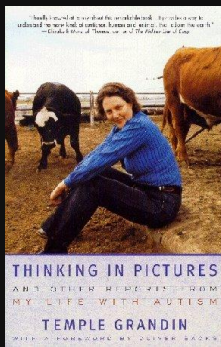
Einstein Jefferson Mozart Warhol

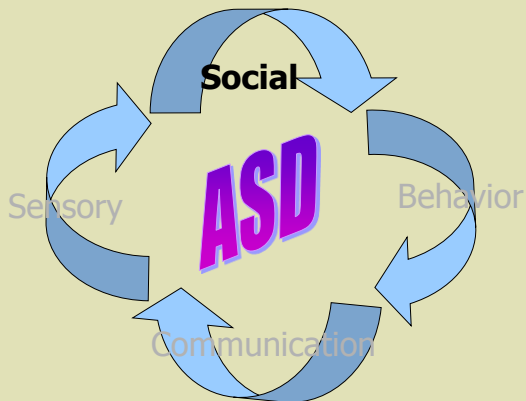


Temple Grandin

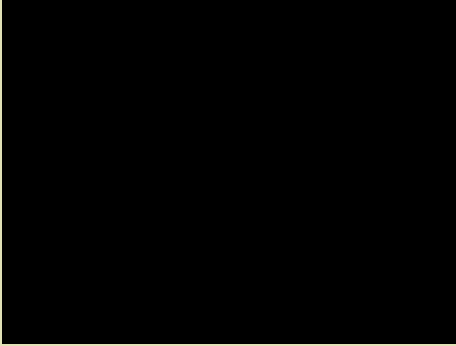


Jason McElwain



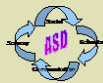


Student's describe social differences



Meet James



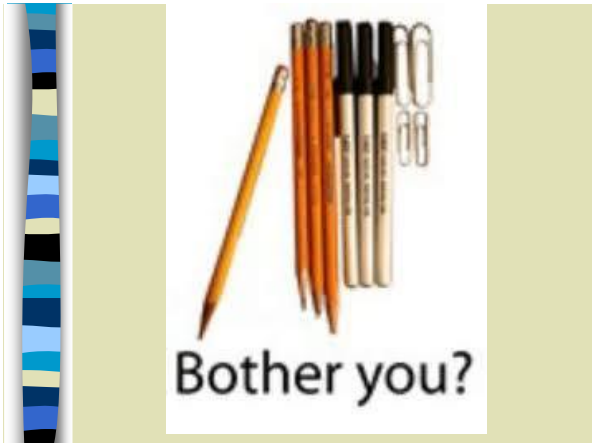


In the video *It's So Much Work to be Your Friend*, Rich LaVoie says, **"If you make a grammatical error people will doubt your education. If you make a social error, people will doubt your mental capabilities."**

"Pretending to be Normal"

By Dr. Liane Holliday Willey

"...Maybe this desire to organize things rather than play with things is the reason I never had any great interest in my peers. They always wanted to use the things I had so carefully arranged. They would want to rearrange and redo. They did not let me control the environment. They did not act the way I thought they should act. Children needed more freedom than I could provide them." (p. 19)



Social Thinking



Autism Spectrum



- Difficulty "Reading" Social Cues
- Joint Attention
- Perspective Taking
- Understanding Emotions

Reading Social Cues



Autism Spectrum

- Difficulty or inability to intuitively read, interpret, and demonstrate *explicit* social expectations.
 - Personal space
 - Body language
 - Directions for social situations
 - Unaware they aren't getting social cues
 - More skill acquisition difficulties
- Difficulty or inability to intuitively read, interpret, and demonstrate *subtle* social expectations
 - Personal space
 - Body language
 - Respond inappropriately
 - Hidden curriculum
 - Understand they aren't getting social cues
 - Difficulty applying learned skills

Joint Attention & Perspective Taking



Joint Attention



Autism Spectrum

- Activities more task oriented rather than social interaction
- Less environmentally aware
- Difficulty initiating or engaging in joint attention
- Exhibit what looks like joint attention when using preferred topics
- Activities more task oriented rather than social interactions
- Difficulty sustaining joint attention

Perspective Taking Examples



Autism Spectrum

- | | |
|--|--|
| <ul style="list-style-type: none">■ Waving■ Taking items – including food■ Phone conversations | <ul style="list-style-type: none">■ Losing a tooth■ What color is this?■ Phone conversations |
|--|--|

Perspective Taking (Theory of Mind) Role Play

Understanding their own Emotions



Autism Spectrum

- | | |
|--|---|
| <ul style="list-style-type: none">■ Sometimes recognize a few obvious emotions within themselves: happy/sad<ul style="list-style-type: none">– Often display emotions they aren't feeling– Have trouble identifying their own emotions even with pictures | <ul style="list-style-type: none">■ Can often identify basic feelings accurately.■ Often feel the same level of intensity no matter the situation.<ul style="list-style-type: none">– Green jelly bean/dog died■ Overly sensitive |
|--|---|

Understanding Emotions of Others



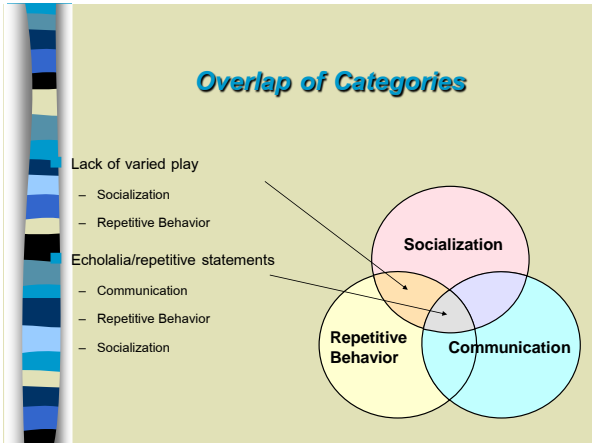
Autism Spectrum

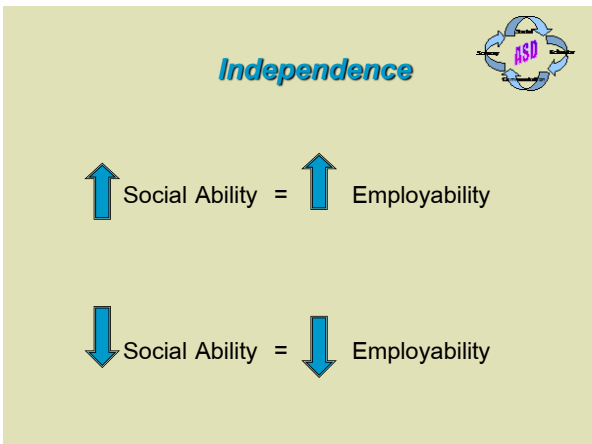
- | | |
|--|--|
| <ul style="list-style-type: none">■ May not notice at all■ Sometimes recognize a few overt emotions within others: happy/sad/angry<ul style="list-style-type: none">- Not understanding all the pieces or context | <ul style="list-style-type: none">■ May not notice at all■ Sometimes recognize a few overt emotions within others: happy/sad/angry<ul style="list-style-type: none">- Not understanding all the pieces or context- Reaction does not match situation<ul style="list-style-type: none">• Over reaction• Under reaction |
|--|--|

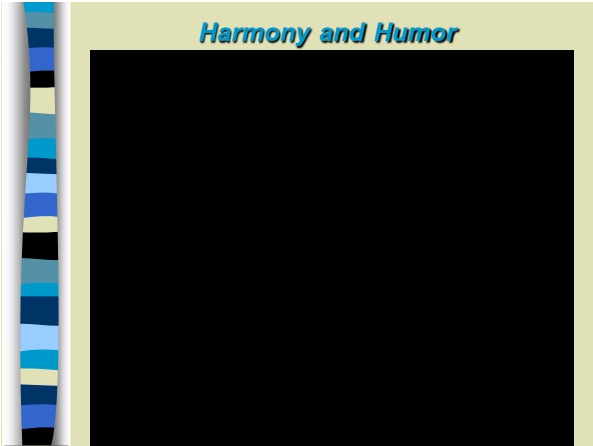


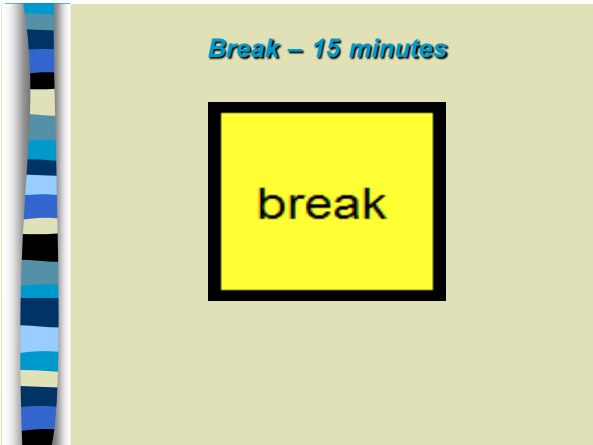


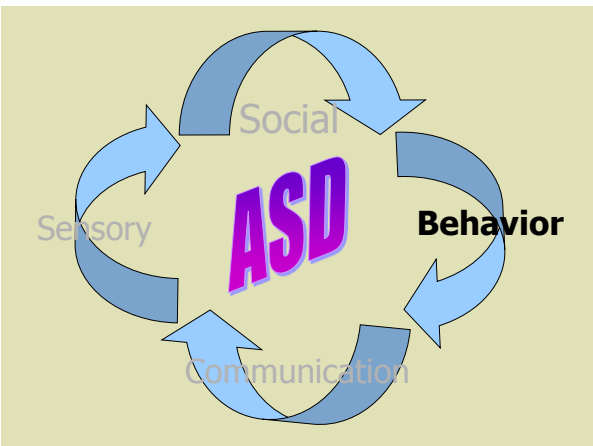















ALL
Behavior
is
communication

The Continuum of Behavior 

- Annoying Habits
- Things that I want changed
- Really annoying behaviors
- Behaviors that are causing Problems
- **Behaviors that are causing Major Problems**
- **Behaviors I can't stand anymore**
- Behaviors Preventing Life Routines
- Behaviors Preventing Learning
- **Behaviors causing injury or destruction**

Behavior
Autism Spectrum Disorder 

- Routines, Rules, and Rituals
- Narrow, Intense Interests and Preoccupations
- Restrictive and Repetitive Patterns of Behavior
 - Response to Environment
 - Intense Reactions
 - Attention & Focus

Routines, Rules, and Rituals



- Need for order and predictability managed through adherence to scheduling and guidelines.
 - Daily schedules
 - Pre-determined systems
 - Rule Followers
 - Classroom Sheriff
- Immediate self-regulation and/or relaxation achieved through ritualistic:
 - Washing
 - Lining Up/Organizing
 - Sorting/Categorizing
 - Counting
 - Collecting
- Provides predictability which in turn gives comfort

Ritual



Sheldon's Sitting Spot



Interests & Preoccupations



- Have intense narrow interests
- As young children do not play with toys in typical fashion
- Can be difficult to interest them in toys or activities that appeal to their peers
- Narrow range of interest is challenging educationally because they are not motivated by or interested in typical school activities
- Interests can seem odd, i.e., counting, systems-how the sprinkler or plumbing works



Fascinations



- Animals
- Time
- Train schedules
- Monster trucks
- Birthdates
- Middle names
- Superheroes
- Water
- Watching fans
- Vacuum cleaners
- Dr. Seuss books
- Reptiles
- Civil Wars
- Trains
 - Thomas the train
- Math facts
- Presidents
- Weather

Restricted and Repetitive

Patterns of Behavior

- Inflexible adherence to specific nonfunctional routines or rituals; for example:
 - Dressing rituals
 - Distress at unexpected changes
- Stereotyped, repetitive motor mannerisms
 - Hand or finger flapping
 - Complex whole body movements
- Persistent preoccupation with parts of objects, such as spinning the wheels on a toy car

Response to Environment



- May react to the environment from a sensory or communication perspective by either under reacting or over reacting as compared to neuro-typical peers.

Manifestations may include:

- Screaming/Moaning
- Tantrum
- Violence (self/others)
- Talking
- Laughing
- Singing

Stress & Anxiety

- Even if a student has verbal language, it may be difficult for him to communicate when upset
- Communication becomes even more challenging during stressful situations



Attention & Focus

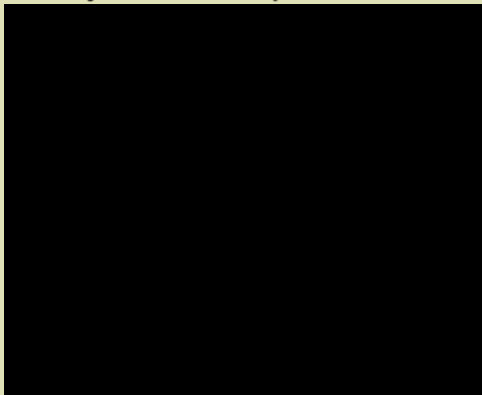


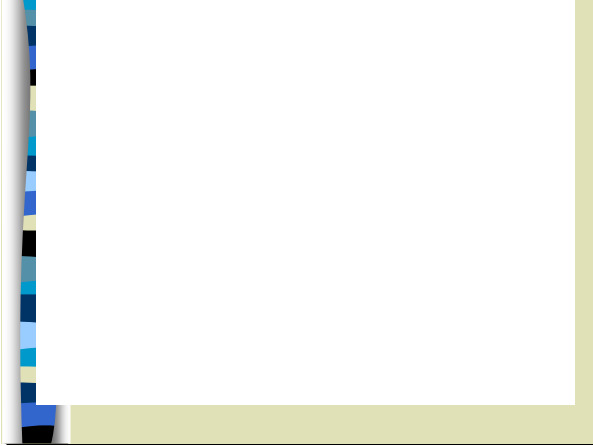
- Can vary intensely depending on cognitive functioning, splinter skills, or areas of interest.
 - Trains
 - Vacuum cleaners
 - Civil Wars
 - Presidents
 - Weather
- ADHD profile may be present.
 - Excessive Attention
 - Fixed on personal issue
 - Seemingly Oblivious to social cues that it is time to move on

"People expect cognition and social functioning to be equally developed. When kids with ASD experience difficulty they wrongly assume it is deliberate misconduct."

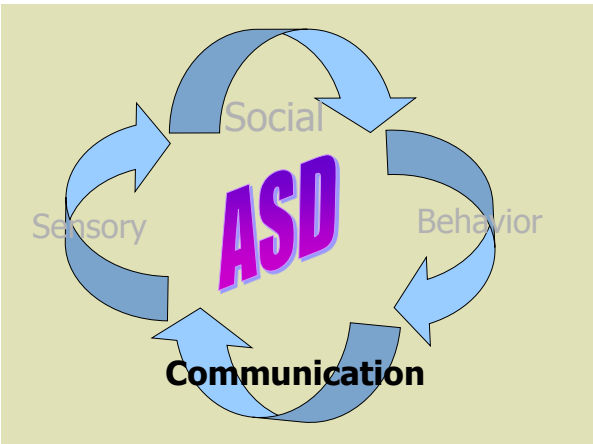


My Name is Temple Grandin









Impairments in Communication

- Delay in or total lack of the development of spoken language (with no attempt to compensate)
- Impairment in ability to initiate and sustain a conversation
- Deficits in make believe play



Communication

- Facial expression doesn't augment communicative intent
- Prosody tends to be flat or exaggerated and voice can be too loud or soft with rate of speech being too slow or too fast
- Language can be repetitive, overly formal, idiosyncratic
 - Echolalia (processing the utterance as a whole "chunk", not as individual words)
- Difficulty with conversations

Misperceptions Common in Autism

- Every word has a single meaning.
- A rule applies only to a single situation; or
- A rule applies in the same ways always and forever.
- Everyone believes the same things I believe.
- In a group, the speaker is talking only to me; or
- In a group the speaker is not talking to me.
- If someone says it, it's true.
- I should do exactly what I'm told, in exactly the way I'm told

Janice Janzen

Understanding meaning

- I didn't say she stole my money (but *someone* said it).
- I *didn't* say she stole my money (I *definitely* didn't say it).
- I didn't say she stole my money (but I *implied* it).
- I didn't say *she* stole my money (but *someone* stole it).
- I didn't say she *stole* my money (but she did *something* with it).
- I didn't say she stole *my* money (she stole *someone else's*).
- I didn't say she stole my *money* (she took *something else*).

Repetition & Echolalia



Repetition

- Repeating sounds
- Reciting parts of songs, videos
- Repeating words
- Using same script with same people in many situations

Echolalia

- More likely an exact copy of what is heard
- Sometimes used in correct places and meaning is evident
- Not evident in most people with Asperger Syndrome



Literal Thinking



Autism Spectrum Disorder

- Understand only concrete meanings
- Not able to utilize context or environmental cues to determine messages
- Each word has one meaning
- Does not understand idioms or figurative language or sarcasm
- Difficulty conversing about things that are not concrete, obvious or currently present
- Much better with factual information and concrete ideas
- Difficulty using context cues to determine messages
- Difficulty with idioms, figurative language and sarcasm
- May misinterpret spoken or written language and not get the assumed meanings or information

Three Common Communication Characteristics

- 1. If you didn't write it down you didn't hear it
- 2. Understanding and communicative expression breaks down under stress-the escalated student needs more visual and less verbal input
- 3. In ASD, expressive language functioning is often higher than receptive language functioning

Idiosyncratic



Autism Spectrum Disorder

- Voice volume issues
- Intelligibility problems
- Phoneme substitution
- Rote phrases that don't relate to situation
- Unintelligible speech
- Self-talk (non-related)
- Voice volume issues
- May have odd tone of voice (prosody)
- May have unusual phoneme or language use
- Self-talk (may be related to situation)

Picture Exchange Communication

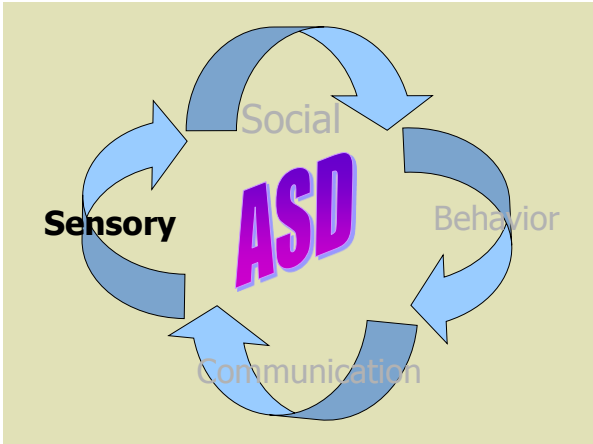


Dynavox



Example of Idiosyncratic Speech





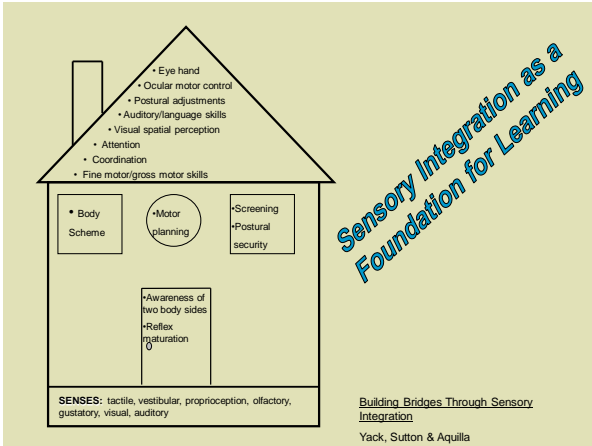
Sensory Difficulties in Students with ASD

- 70-85% have an extreme sensitivity to specific sounds
- Over 50% have a sensitivity to types of touch or tactile experiences
- Over 50% have olfactory and taste sensitivity

■ Found in July/August Autism Asperger Digest citing Bromely et al 2004; Smith Myles et al 2000

Signs of Sensory Difficulties

- Putting hands over ears (sensitivity to noise), vocalizing to override the sound
- Flicking fingers in front of eyes (visual sensitivity)
- Having meltdowns at the cafeteria or at an assembly (sensory overload)
- Not appearing to hear certain sounds or showing panic reactions to certain unexpected sounds (noise)
- Rocking, pacing, fleeing



Visual

Oversensitive

- Neurological difficulties – no visual acuity problems
- Lights, fluorescent or natural may cause pain or overload.
- Visual field may "move" when viewing
- Letters and words blur. This creates problems with sustained attention, eye contact, gross and small motor coordination, ability to interpret facial expressions, and poor social skills

Undersensitive

- Neurological difficulties – no visual acuity problems
- Print may not be dark enough to "see"
- Segments or whole words may seem to disappear from page
- Finger flicking to increase sensitivity

Break – 15 minutes

Auditory Sensitivity and Filtering Problems



Spelling Test

From the perspective of a student with auditory sensitivity and filtering problems

1. Number your paper from 1-15
2. Take the test



Auditory



Oversensitive

- No auditory acuity difficulties on hearing test
- All noises may come in at the same volume.
- Super hearing – quiet noises seem extremely loud
- Fear of potential noises can cause anxiety

Undersensitive

- No auditory acuity difficulties on hearing test
- Lack of ability to tune out sounds, noises or voices
- May appear deaf

Gustatory



Oversensitive

- Some flavors in foods may be too strong and overpowering
- May gag easily
- May prefer not to mix foods
- Might have difficulty with different textures
- Difficulty brushing teeth

Undersensitive

- Likes very spicy or foods with strong, intense flavors
- May eat non-food items such as soil, grass, crayons, etc.
- May tend to put objects such as fingers in mouth
- May hoard or steal food
- May eat until they make themselves sick

Olfactory



Oversensitive

- Extreme sensitivity to common smells
- Aversion to many smells
- Aversion can cause distractibility and irritability

Undersensitive

- Unable to detect smells
- May cause safety issues
 - Spoiled food
 - Ability to recognize danger such as smoke or fire

Tactile



Oversensitive

- Not liking any type of physical touch
- Touch may be painful or uncomfortable
- May withdraw from situations of touch
- Dislike anything on hands or feet
- Difficulties in brushing and washing hair/body

Undersensitive

- Holds others tightly
- Has high pain threshold
 - Temperature/pain
- Self harming
- Enjoys heavy objects on top of them
- Likes to feel things

Proprioceptive



Difficulty Processing

- Motor planning difficulties – ability to create, organize and sequence motor actions (bouncing/floating/rag doll)
- Using too much force or not enough force in gross and fine motor movements
- Appear clumsy
- Difficulty with positioning body or changing positions quickly
- Frequently breaks objects
- Handwriting problems

Undersensitive

- Crashes into things
- Leans or presses into things
- Craves deep pressure
- May squeeze into tight spaces
- May like rough play

Vestibular



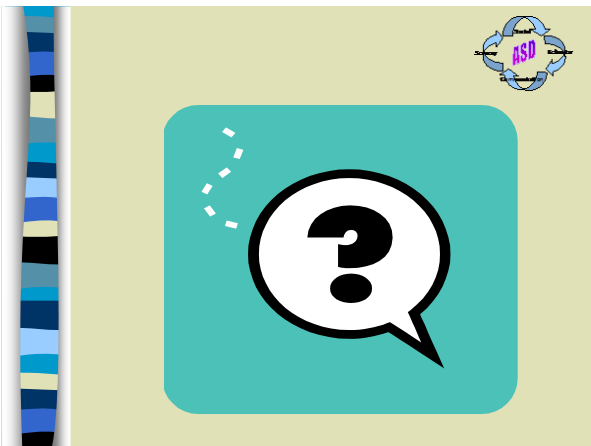
Oversensitive

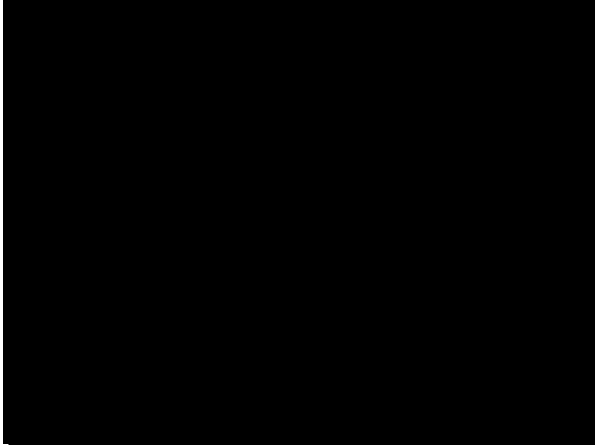
- Fearful of changes of position or gravitationally insecure
- May avoid stairs, bikes, playgrounds, anything that moves or tips
- May easily become sick in cars, elevators or swings

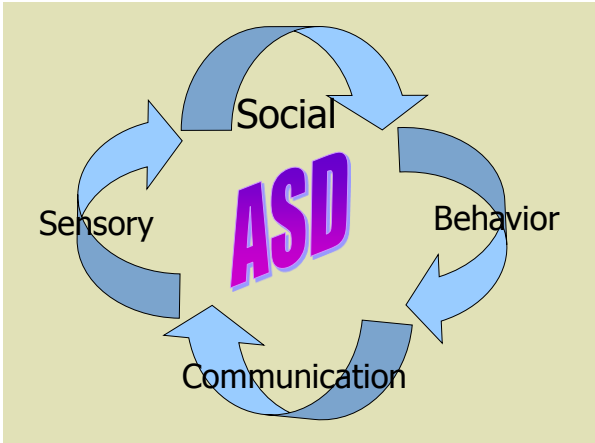
Undersensitive

- Craves movement
- Always on the go
- May require an excessive amount of movement to stay alert
- Attention problems
- Difficulty staying seated for long periods
- Fidgets frequently









Assignments

- Break into your teams to complete the USAPT
- You will also begin your POC

Thank You for Coming!