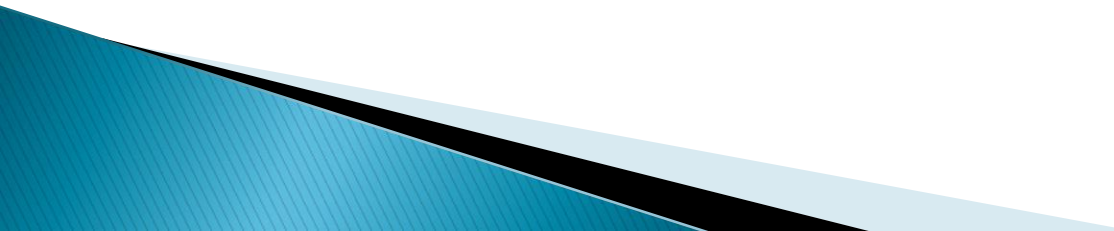




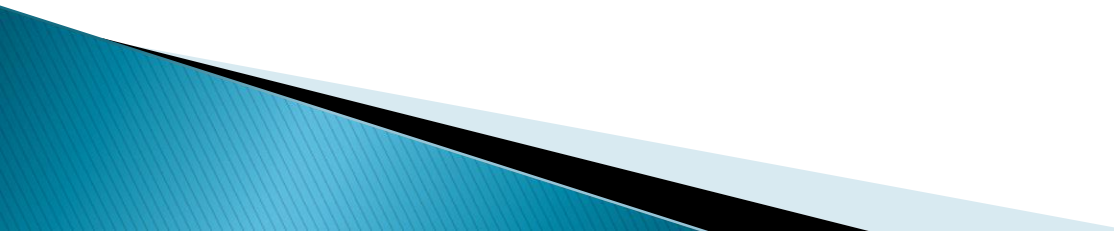
Autism Induction

Lakeside School

Autism Provision

- ▶ There are a 26 ?? students at Lakeside who have a diagnosis of Autistic Spectrum Disorder (ASD).
 - ▶ There are also other students who display autistic traits but do not have an official medical diagnosis.
 - ▶ Students with autism are not taught in a separate unit, but work with their peers in a classroom situation
- 

ASD Team

- ▶ Lakeside has a specialist Autism Team who support staff and students within the classroom. The team comprises:
 - ▶ Lynnette Johnson – Autism Manager
 - ▶ Karen Wake – Autism Support Assistant
- 

What is Autism?

- ▶ Developmental disorder
- ▶ Life long condition
- ▶ Brain is 'wired up' differently
- ▶ Spectrum Disorder
- ▶ The term ASD or ASC now used to describe autism
- ▶ ASD affects people from every type of background
- ▶ 1 person in every 110 have autism.



What is Autism (cont)

- ▶ It affects four times as many boys as girls
- ▶ 75 – 90% of people with ASD have learning disabilities
- ▶ No two people with autism will experience it in the same way.
- ▶ Age of diagnosis – 2–3 years



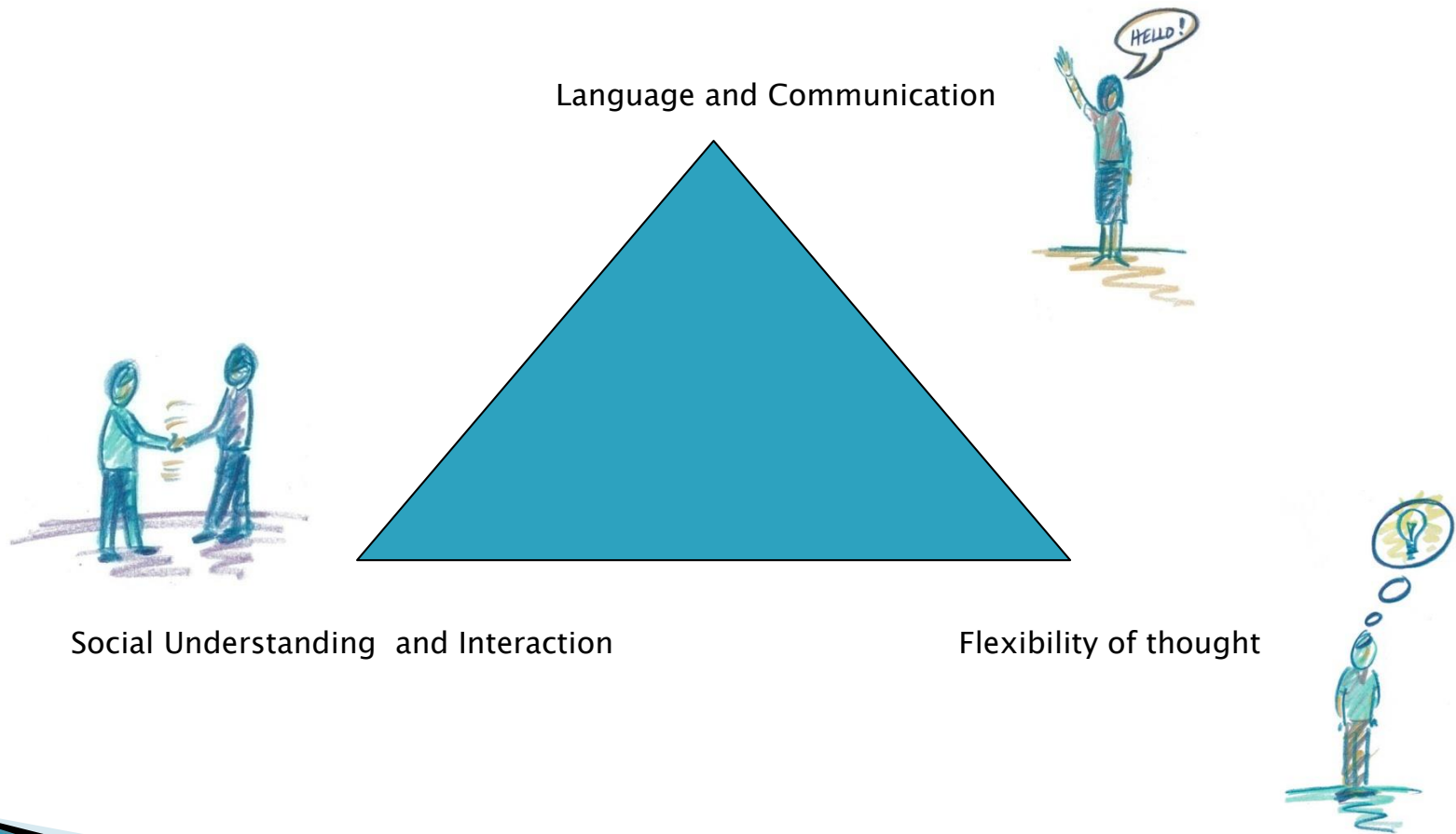
What Autism Isn't!

- ▶ Autism is not an emotional abnormality, personality disorder or mental illness.
- ▶ Behaviour
- ▶ Contagious
 - Autism is not a disease caused by bacteria or a virus.
- ▶ Caused by 'refrigerator parenting'



The Triad of Impairments

People with ASD experience difficulties in 3 developmental areas



Social Understanding and Interaction- Characteristics

- ▶ difficulty in initiating and maintaining interactions
- ▶ difficulty understanding the thoughts + feelings of others
- ▶ lack of empathy
- ▶ difficulty in understanding implicit social rules and expectations
- ▶ high levels of anxiety in social situations



Language and Communication

- ▶ 93% of communication is non verbal and tone of voice
- ▶ Difficulty with verbal and non verbal communication
- ▶ Difficulty of understanding why we communicate
- ▶ Echolalic
 - Difficulty tuning into the rhythmic “give + take” of conversation



Language and Communication cont

- ▶ Difficulty in use of intonation in speech
- ▶ Difficulty in processing and retaining verbal communication
- ▶ Literal interpretation of questions – Do you know what the time is? “Yes!”
- ▶ Lack of understanding of idioms eg. “that rings a bell”
- ▶ Can’t understand sarcasm



Language and Communication – Strategies

- ▶ Use a calm voice
- ▶ Only one individual at a time to try and communicate with a person with ASD
- ▶ Always use the person's name at the start of any request/question etc to gain their attention
- ▶ Give instructions clearly and **concisely**
- ▶ When presenting information, present it in a visual format – e.g. a written explanation.



Language and Communication Strategies cont.

- ▶ Try to use same words each time for an instruction
- ▶ Allow time to process language/information and to respond
- ▶ Avoid open ended questions that an individual may not understand or respond to
- ▶ Give a warning before something happens
- ▶ Be aware that attention may be difficult to switch
- ▶ Use a neutral and unemotional tone with a person who is becoming anxious



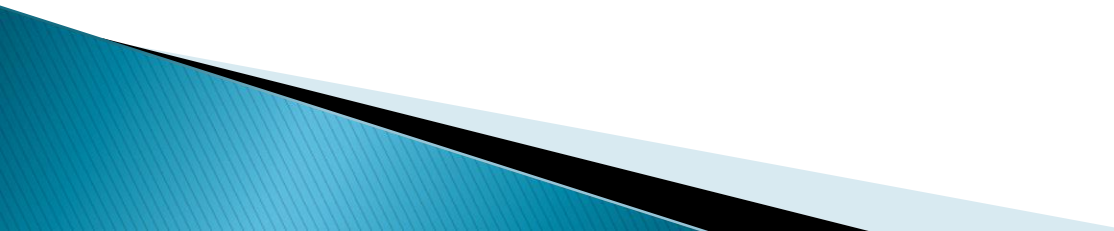
Flexibility of Thought

Rigidity of thought – lack of flexibility.

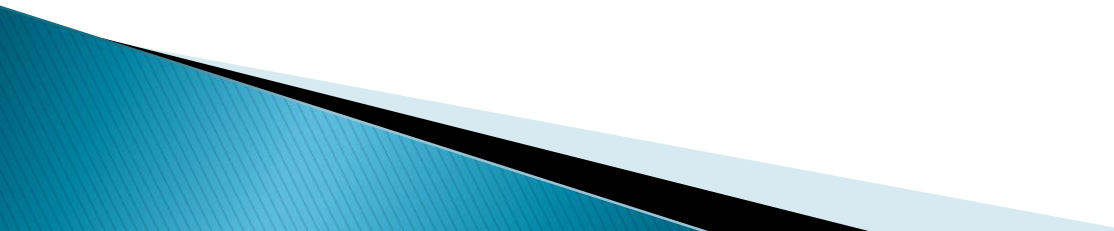
- A dependence on routines
- Need for ‘sameness’
- There is a difficulty for skills, knowledge and/or solutions to be transferred from one problem to another
- Conversation may be limited and repetitive
- Rules are applied to the letter



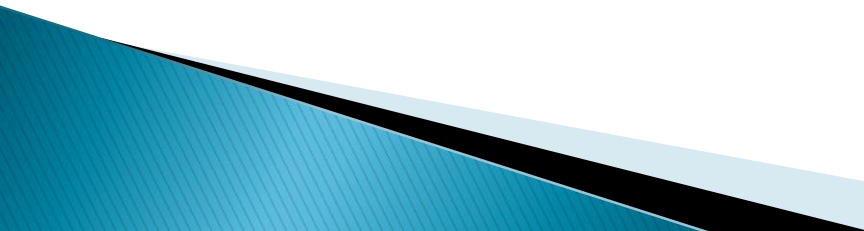
The Senses

- ▶ Recently researchers have become aware of the role of the senses for people with autism.
 - ▶ Sensory issues are now considered to rank alongside the triad of impairments in terms of its relevance for people with ASD.
 - ▶ Olga Bogdashina has written extensively on this subject
- 

Sensory System

- ▶ We make sense of the world through information we gather via our sensory system
 - ▶ If our sensory system is not working properly our view of the world is distorted
 - ▶ We each have seven senses
 - ▶ A person with autism may be hypersensitive or hypo sensitive
- 

The Seven Senses

- ▶ Auditory hearing
 - ▶ Vision sight
 - ▶ Olfactory smell
 - ▶ Tactility touch
 - ▶ Gustation taste
 - ▶ Vestibular balance
 - ▶ Proprioception body awareness
- 

Hypersensitivity and Hyposensitivity

- ▶ Hypersensitivity and hyposensitivity may occur when the sensory integration system is not working properly
- ▶ Hypersensitivity – the sensory channel is too open and it allows too much sensory stimulation into the brain
- ▶ Hyposensitivity – the channel isn't open enough and too little stimulation gets in. The brain is deprived of information
- ▶ People can be hypersensitive in one area and hypo in another.



Characteristics of Hypersensitivity and Hyposensitivity

Sense	Hyper	Hypo
Vision	Distorted vision. Bright lights cause pain Easily distracted by tiny objects, busy wallpaper and wall decorations. Problems with eye contact	Looks intently at objects/people Attracted to light Moves fingers/objects in front of eyes Fascinated by reflections and colours Runs hands around edges – perimeter hugging
Hearing	Noises seem louder Sounds are distorted, Inability to filter out background noises. Difficulty concentrating	May only hear in one ear. Enjoys making own noise. Enjoys particularly noisy places/activities

Characteristics of Hypersensitivity and Hyposensitivity

Sense	Hyper	Hypo
Touch	Light touch may be painful. Clothes may feel uncomfortable especially new clothes/clothing labels. Having hair brushed and washed may be painful	High pain threshold. Squeezes or holds other too tightly. Self-injures. Squeezes into tight spaces or like heavy weights on them.
Smell	Finds certain smells overpowering. Becomes distressed at changes in perfumes, washing powders, etc. May have toileting problems	May have no sense of smell. May not notice strong odours. May be attracted to strong odours leading to problems with smearing, etc. May lick objects.

Characteristics of Hypersensitivity and Hyposensitivity

Sense	Hyper	Hypo
Taste	May only eat bland foods, have problems with texture. May not eat crunchy or lumpy foods.	May eat non-edibles such as soil, cigarette ends, flowers (pica). May like very strong tastes.
Balance	May have problems with physical activities, sports. May have problems stopping, starting and changing direction. May struggle to sit appropriately at a table	May compensate by rocking, spinning, swinging
Body Awareness	Problems with writing, typing, shoe laces, putting socks on doing up buttons, etc	May invade others' space. May bump into people and objects. May lean against others.

Sensory Overload

- ▶ People with ASD are vulnerable to sensory overload
- ▶ May be due to an inability to filter out irrelevant or excessive sensory information
- ▶ Can result in physical pain or challenging behaviour



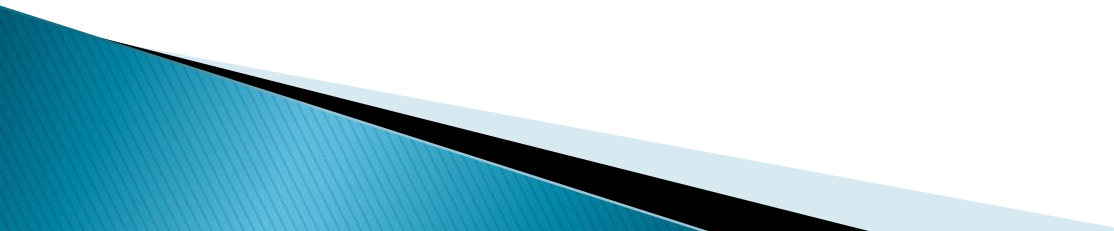
Mono Processing

- ▶ May be a defence against sensory overload
- ▶ The ability to process through only one sensory mode at a time e.g. if looking at something, may not hear anything that is being said



Strategies – Sensory Issues

When communicating with someone with ASD:

- ▶ don't insist they look at you when you are talking to them
 - ▶ don't touch them whilst talking to them
 - ▶ give them space
 - ▶ make sure lights aren't buzzing/fans humming etc
 - ▶ **write down** important information and let them read it away from other people
- 

The Future



- ▶ As our understanding grows, the number of people who are identified as having a form of autism increases.
 - 30 Years ago 1 in 2,500
 - Now 1 in 110
- ▶ Research will increase our understanding of the sensory issues faced by people with autism