

Autism Spectrum Disorders

Autism Seminar

Botswana

June 2018

Amy J. Rose, Ph.D., CCC-SLP
Karena Cooper-Duffy, Ph.D.
Trish Davis, MS, CCC-SLP
Western Carolina University



Introductions

Dumelang



Agenda

1. What is autism?

- Myths
- Causes
- Characteristics

2. Role of parents and community

- Parent
- Special Education Teacher
- Speech-Language Pathologist

3. Workshops - early intervention, behavior, social skills, functional skills, team building



What is autism?

1. Challenges with:

- social skills,
- repetitive behaviors,
- Speech, language, and nonverbal communication

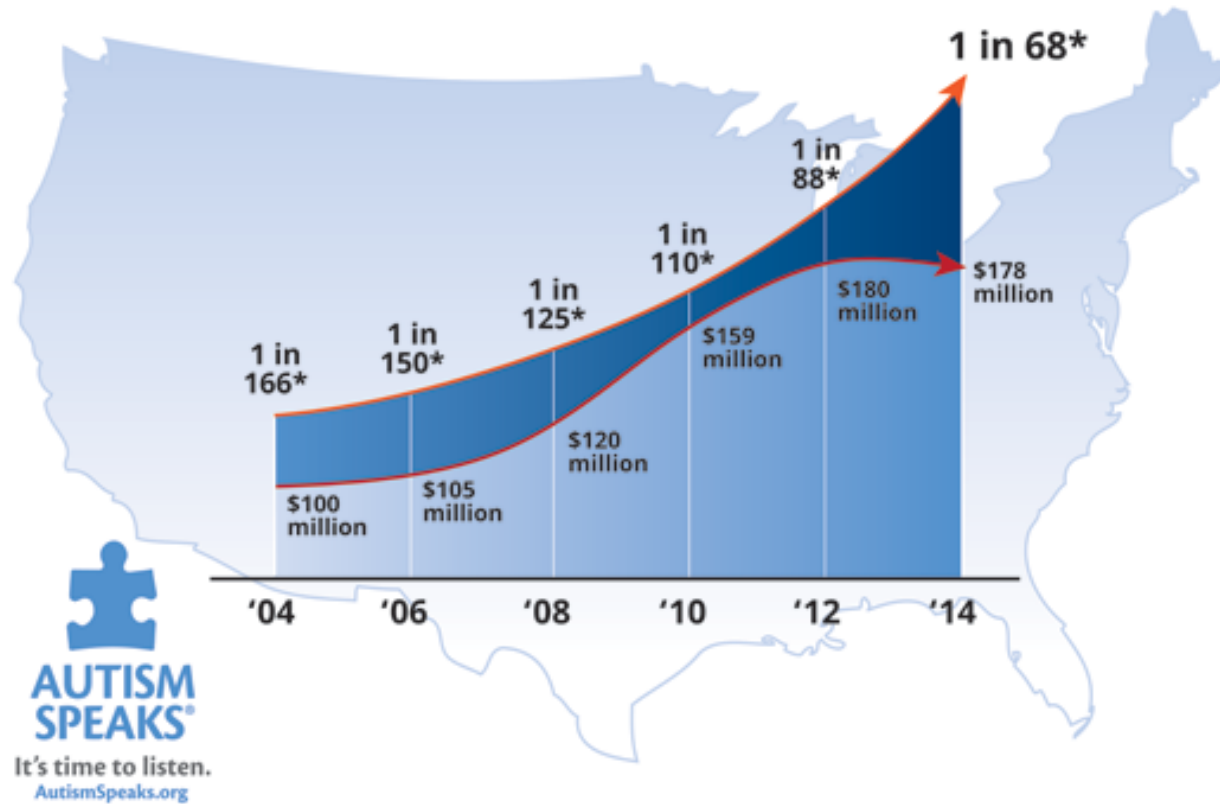
2. **Unique** strengths and differences

3. There is **not one autism** but many types,

4. Caused by a combination of genetic and environmental influences.

Autism on the Rise

Estimated Autism Prevalence and NIH Funding for Autism Research



* CDC prevalence estimates are for 4 years prior to the report date (e.g. 2014 figures are from 2010)

Myths

- People with ASD are all alike
- People with ASD don't have feelings
- All people with autism are savants
- People with autism have no language skills
- Autism is the result of cold and unemotional parents
- People with ASD are unable to build social relationships
- People with ASD are a danger to society



Causes

- Both genetics and environment play a role
- Researchers have identified a number of genes associated with ASD ([autism genome project](#))



What does Autism look like?

Autism Navigator

- Red Flags
- Developmental Milestones
- Screening and Diagnosis
- Treatments



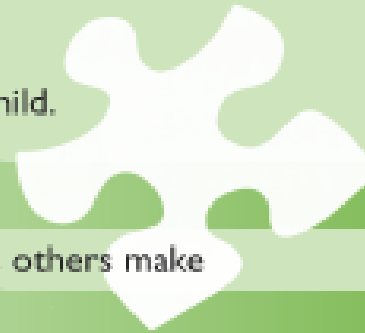
Red Flags!

Early Signs of Autism

What to look for in your 6- to-12-month-old child.

- Rarely smiles when approached by caregivers
- Rarely tries to imitate sounds and movements others make
- Babbling is delayed or infrequent
- Does not respond to his or her name
- Does not use gestures to communicate by 10 months
- Poor eye contact
- Rarely seeks your attention
- Repeatedly stiffens arms, hands and legs or uncommon postures
- Delays in motor development, including rolling over and crawling

Source: Rebecca Landa, director of the Center for Autism and Related Disorders at the Kennedy Krieger Institute in Baltimore



It's a spectrum!



Another representation



Characteristics: Social symptoms

- may avoid or lack eye-contact,
- may not imitate others,
- may not point or use other hand gestures,
- may prefer to be alone, and
- may not understand social cues



Characteristics: Communication

- may be severely language delayed,
- may have unusual or odd speech patterns (repeat words and phrases heard by others, i.e. tv or videos,
- may be unable to initiate or engage in a conversation,
- may be unable to use their imagination during play.



Characteristics: Repetitive behavior/interests

- may be preoccupied with a narrow range of interests
- may insist on sameness
- may line up their toys or objects,
- may flap their hands, or make odd hand and body gestures,
- may spin or like to spin objects,
- may rock themselves,
- may be self-injurious i.e. head banging,
- may anger easily or show aggression,
- may be resistant to change,
- may focus on only a small part of a toy or object.

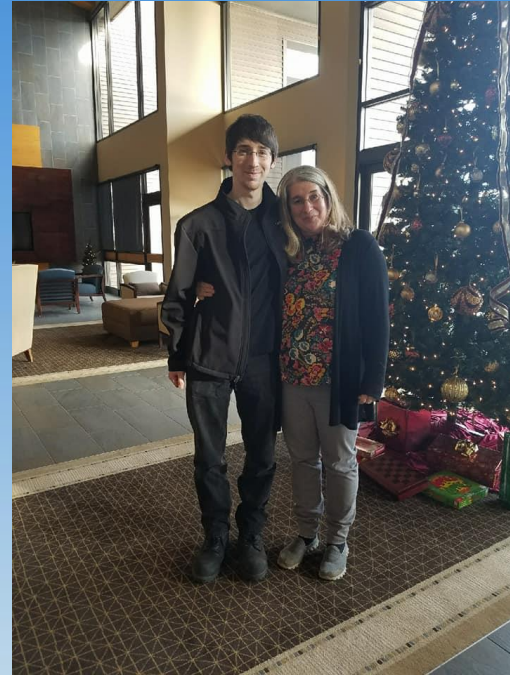


ASD: Parents and Community

- Parent/Caregiver
- Special Education Teacher
- Teacher Assistants
- Speech-Language Pathologist
- Behavior Analyst/Specialist
- Social Worker
- Pediatrician
- Psychologist/Psychiatrist
- Occupational Therapist
- Physical Therapist
- Nutritionist/Dietician
- And many others....



Role of Parents/Caregivers



Parents/Caregivers

- You are the first person to see warning signs or “red flags”
- You are your child’s best advocate
- You are your child’s best teacher (parent training programs)
- Join a parent group
- Educate your friends and family
- Take care of yourself!



Role of the Special Education Teacher

- To work with families and related service professionals to identify goals to teach students.
- Implement person centered plans
- Link families with resources
- Provide families with updates on their child's progress.



Special Education Teacher

- Write clearly stated goals.
- Identify and implement evidence based instruction strategies to teach students needed functional and academic skills.
- Assess learner progress using data collection and make changes to ensure students are making progress.



Special Education Teacher

- Demonstrate respect and dignity for all students.
- Implement positive behavior supports to enhance student communication skills instead of inappropriate behaviors.
- Have reasonable expectations that students can and will learn.



Special Education Teacher

- Video of a science lesson.
- http://mast.ecu.edu/modules/ssid_se/concept/#4



Role of the Speech-Language Pathologist

- Member of an **assessment** team; helps provide diagnosis; identify strengths and needs in communication; develops goals/objectives
- Carries out **treatment** plans; strategies for increasing communication skills
- **Consultation** with teachers, parents, etc.
- Makes **referrals** to other specialists



Speech-Language Pathologist

- Articulation – making speech sounds/intelligibility
- Language skills –putting words together; building vocabulary, following directions
- Augmentative and alternative communication (AAC)
- Literacy
- Social language
- Voice
- Swallowing/feeding



Examples of speech therapy in the home

- <https://www.youtube.com/watch?v=-sF5IJxJps4>
- <https://www.youtube.com/watch?v=c7wp0JOPGV0>
- <https://www.youtube.com/watch?v=1mMmK-FyHds>



Board Certified Behavior Analyst (BCBA)

- Trained to provide and supervise behavior analysis
- Applied Behavior Analysis (ABA) is a well-known and effective treatment
- Uses positive reinforcement
- Intensive
- Increases desirable skills



Occupational Therapy

Evidence-based strategies to address:

- Self-regulation
- Sensory needs
- Adaptive skills
- Motor development
- Daily life skills
- Modifications and accommodations



Workshops

- Early Intervention
- Functional Skills Instruction
- Social Language Skills
- Team Building
- Positive Behavior Support



