

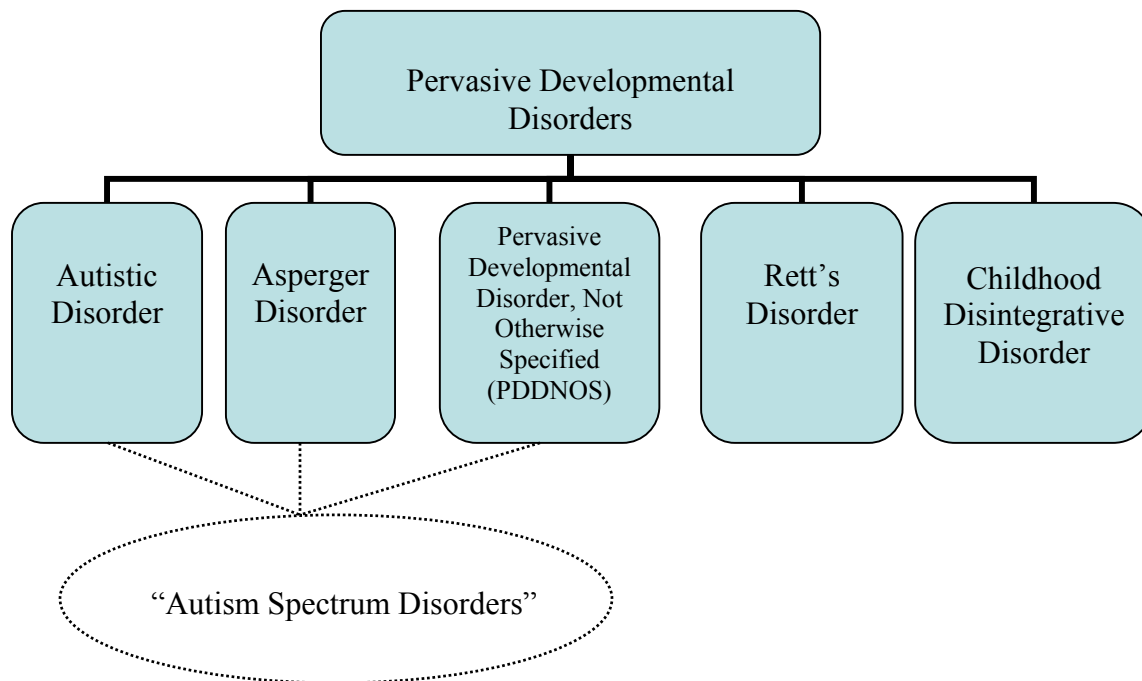
**Autism Spectrum Disorder
In Utah Schools:
A Focus on Eligibility and School Services**

by
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Autism Spectrum Disorder

Pervasive Developmental Disorders (PDD) AUTISM SPECTRUM

1. Rett's Disorder
2. Childhood Disintegrative Disorder
3. Autistic Disorder
4. Asperger Disorder
5. Pervasive Developmental Disorder – Not Otherwise Specified (PDD – NOS)



Miller, 2004

Prevalence

2-5 per 10,000 (DSM-IV)

10 per 10,000 classic (National Institute of Health, 2001)

20 per 10,000 ASD & PDD (NIH, 2001)

50 per 10,000 ASD & PDD & Asperger (NIH, 2001)

15 per 10,000 (Richard, The Source for Autism, 1997)

20 per 10,000 (Fombonne, 1999)

1 per 500 (Newsweek, 2001)

1 per 500 (Experimental Education Unit, EEU Univ. of Washington 2002)

2-7 per 1000 (Center for Disease Control and Prevention CDC, 2004)

1 in 250 (Brick Township, New Jersey, 2004)

- **There is a general feeling that the prevalence is increasing.**
 - **More complete diagnoses**
 - **Broader definition**

Educational Definition

IDEA '97

AUTISM as defined on page 12421 of the Federal Register/Rules and Regulations/
March 12, 1999

300.7 Child with a disability

(a) ...

(b) ...

(c) ...Definitions of disability terms. The terms used in this definition are defined as follows:

(1) (i)Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in paragraph *(b) (4) of this section.

(ii)A child who manifests the characteristics of "autism" after age 3 could be diagnosed as having "autism" if the criteria in paragraph (c) (1) (i) of this section are satisfied.

** (b) (4) Children aged 3-9 experiencing developmental delays. The term "child with a disability" for children aged 3-9 may, at the discretion of the State and LEA and in accordance with 300.313, include a child 1) who is experiencing developmental delays as defined by the State and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development; and 2) who, by reason thereof, needs special education and related services.*

Educational Definition (cont)

Eligibility criteria in USOE SpEd Rules	<p><u>Social Interaction</u>: Impairment in appropriate nonverbal behaviors like eye contact, facial expression, body postures, and other social gestures. Failure to develop peer relationships appropriate to developmental level. A lack of spontaneous initiation to share interests, enjoyment or achievements with other people.</p>
	<p><u>Communication</u>: Delay or lack of spoken language with no attempt to communicate through gesture or mime. When adequate speech is present, an inability to initiate or sustain a conversation. Stereotyped and repetitive use of language or peculiar language. Lack of varied spontaneous make-believe play, or social imitative play, appropriate to developmental level.</p>
	<p><u>Behavior Patterns</u>: Significant restricted, repetitive, and stereotyped patters of behavior, interests, and activities. Atypical focus of intensity of behavior. Rigid adherence to specific nonfunctional routines or rituals. Stereotyped and repetitive motor mannerisms. Persistent preoccupation with people, events, or objects.</p>

Other factors: Generally evident before age 3. Child displays resistance to environmental change and daily routine, and displays unusual responses to sensory experiences.

The Autism Quadrant

...Variables...

	Verbal students ...may exhibit the following characteristics:	Nonverbal students ...may exhibit the following characteristics:
High IQ	<ul style="list-style-type: none"> High functioning Precocious reading skills Strong visual skills Strong ritualistic tendencies Obsessive-compulsive traits Passive or bizarre in social situations High anxiety Aware of their differences 	<ul style="list-style-type: none"> High performance/low verbal...large gaps Hypersensitive to auditory stimuli Strong visual skills Aloof, silent, isolated Tune out easily Manipulative and stubborn
Low IQ	<ul style="list-style-type: none"> Difficult behaviors Screaming and yelling Aggressiveness Rote echolalia & perseveration Non-meaningful speech Self-stimulatory behaviors Poor attention 	<ul style="list-style-type: none"> Use of very few words or signs Mute High interest in mechanical things Hypersensitivity to auditory stimuli Self-stimulation may be socially inappropriate Self-stimulation is often abusive Do not relate to people

(Richard, Gail J. 1997. The Source for Autism. LinguiSystems)

~Range of Functioning~

Core Domains

SOCIAL INTERACTION		
Aloof	↔	Active but Unusual

COMMUNICATION		
Non-verbal	↔	Verbal

BEHAVIOR		
Intense	↔	Mild

Additional Domains

COGNITION		
Severe	↔	Gifted

ACADEMIC		
Low	↔	High

GROSS MOTOR		
Awkward	↔	Agile

FINE MOTOR		
Uncoordinated	↔	Coordinated

SENSORY PROCESSING		
Hyposensitive	↔	Hypersensitive

Sensory Processing

Hyper Reaction +	“Neurotypical” Reaction	Hypo Reaction -
Meltdown, extreme pain, panic, flight/fight/fright, stress, stereotypical behaviors	Tactile Olfactory Visual Vestibular Proprioception Auditory Gustatory	Unaware of another person’s existence, passive, delayed reactions, disregard of pain, seeking sensation, stereotypical behaviors

Asperger Syndrome

Terms that may mean the same thing:

(Miller, 2002)

- **High Functioning Autism**
- **Asperger Disorder / Asperger Syndrome**
- **Pervasive Developmental Disorder, Not Otherwise Specified (PDDNOS)**
- **Mild Autism**
- **Autism Spectrum Disorder (ASD)**

Common Diagnoses

- **Attention Problems (ADHD)**
- **Obsessive Compulsive Disorder (OCD)**
- **Emotional or Behavioral Disorders**
- **Oppositional Defiant Disorder (ODD)**
- **Nonverbal Learning Disorder (NLD)**
- **Schizophrenia**
- **He's different.**

Characteristics that Impact
Functioning in the School Classroom

COGNITION

- **Intelligence** *above average IQ is not a good predictor of success... how does a child with 140 IQ have trouble getting homework home, get anxious over a schedule change, or cannot follow a multistep direction?*
- **Maturity** *Emotional maturity is below peers... often appear clueless or naïve, can't understand subtle interactions of peers... interests may mark them as immature. Obsession with Pokemon, Legos, Fans, copy machines, collections of all kinds mark them as immature.*
- **Rote Memory** *good with quiz bowls and spelling bees...leads to false impression of functioning. Store facts retrieve by a trigger word and unless that word is used, the fact stays buried in memory.*
- **Theory-of-Mind Deficits** *Perspective... don't read a person's reaction to what you are saying... uses the wrong type of greeting, the wrong meal-time conversation. Can't figure out unstated expectations in middle and high schools.*
- **Executive Function** *trouble planning, organizing, shifting attention, and multitasking. Difficulty with systematically approaching a task. Can't find homework.*
- **Problem Solving** *Use one problem solving strategy for everything. May be able to recite several problem-solving strategies, he can't recall any when needed.*
- **Generalization** *unable to apply across settings*
- **Special Interests** *Intense preoccupations. Primary obsessions which are all encompassing or secondary interest that can be a motivator.*

Characteristics that Impact
Function in the School Classroom(cont.)

LANGUAGE and SOCIALIZATION

- **Structural Language Skills**

Good pronunciation, syntax, vocabulary. Poor pragmatic communication that negatively impacts ability to get along with others.

- **Pragmatic Communication**

- **Non verbal cues** *Facial expressions, gestures, proximity, eyecontact*
- **Initiate or maintain conversation** *approach and carry on a conversation is difficult.*
- **Concrete interpretation of words** *very literal could be seen as a smart aleck. “Do you have the time?” “Yes”*
- **Perspectives** *of others must be considered...leads to one-sided monologues without monitoring whether the listener is interested or not. (Embarrassment and lying)*
- **Unstated rules** *differential teasing from bullying, what to say, to whom, how to dress, how to act...*
- **Impact of conversation** *unaware of impact of what you say... That shirt makes you look fat... helpful?*

Characteristics that Impact
Functioning in the School Classroom (cont.)

BEHAVIOR

- **Anxiety and Stress** *high levels of stress “unpredictable tantrums” and meltdowns when stress gets too high... often have an escalation cycle.*
- **Depression** *widespread 70% on antidepressant medications*
- **Distractibility and Inattention** *often distracted by their environment... instead of attending to the lecture, is watching the girl’s hair move... hears the word Nefertiti, plays back the movie in his mind.*
- **Rage, Tantrums, Meltdowns** *not all do but many do. Many causes that range from not having a predictable daily schedule in school or irrational fear of embarrassment or failure.*

MOTOR SKILLS

Fine and gross motor skills are a deficit in many adolescents with AS. Can’t reflect high level of knowledge in a handwritten report or essay test.

Dressing for PE class, activities in PE, last to be selected for a team.

Visual-motors such as needing to watch a chair as he sits down, copying assignments from the board.

Early Identification of Autism

Data analysis of the Deborah Fine study has identified eight key developmental items that seem to be consistently delayed in the very young child (24 months) with autism: Preliminary data suggests good reliability.

- 1) Interest in other children.
- 2) Pretend or make-believe play.
- 3) Point to ask for something.
- 4) Point to indicate interest in something.
- 5) Smile in response to your smile.
- 6) Respond to their name.
- 7) Follow parents' point.
- 8) Understand simple things people say.


General consensus that a diagnosis can be made by age 2.
Some screeners are available for age 12 mos.

Bullying

Bullying Basics

- Frequent targets are children with ASD.
- All age groups are targets...children—adult.
- All environments...home, school, community, workplace.
- Bullying...a national double take.
- Research suggests consequences are much greater than we had imagined.
- The natural victim...poor social savvy/poor street smarts...ASD.
- Bully repeats itself—sequence is predictable. Experts say ignoring it is ineffective.
- Research suggests that interventions can reduce the rate of bullying.
- Reporting vs. tattling.

The Bullying Interaction

	Children in the Social Majority 84%	Children who are targets of bullying Passive/Proactive	Children who bully others 4%
Social Perspective	Possess social insight	Lacks social confidence or social skills	Often defiant & noncompliant, lacks empathy
Social Skills	Able to balance social power	Overwhelmed with or unaware of social cues	Needs to be in control, has to “win”, no empathy
As the Bully	Curious/ Experimental	Learned Unintentional Fight/Flight reaction, sensory reaction	Frequently instigates aggressive interactions

Bullying vs. friendly teasing or conflict situations

- Repeated, intentionally negative actions toward a targeted individual over time;
- An imbalance in the power (physically, verbally, socially) within the interaction;
- Marked, contrasting differences in the affect of the individuals involved as a result of the interaction.

Categories of Bullying

- Verbal & Written
- Physical
- Relational/Social

Common Attributes

- Backhanded bullying—Offers of friendship with the intent to mislead.
- Absurd Information and requests—Directions to engage in inappropriate activities.
- The Bullying Backdraft—Child returns to a situation that other children would avoid.
- Educational Bullying—the bullying may be seen as for the victim's own good. (Look closely at educational programming.)

Bullying Myths

- Bullying is inevitable. Ensure vs. effectively addressed.
- The child is bullied because of peculiar traits. Bullying topic vs. bullying reason.
- The child needs to learn to be less “teasable”. Target coaching vs. teaching social understanding.
- Bullying ends when children mature. Certain point vs. lifelong.
- Increased supervision ends bullying. Increased supervision vs. increased understanding.

~Strategies for Teaching Social Skills~

Discrete Trial – uses a cue, prompt, behavior, and reinforcement. Highly structured and works well for children with limited receptive language ability. See Appendix B

Incidental Teaching – teaches a skill as it is occurring rather than in a structured lesson. Amplify the social environment so student picks up on social cues, rules, others' feelings and perceptions. Explain what is happening while it is happening.

Social Skill Picture Stories – Mini books that depict the steps of various social skills. Use of cartoon strips or digital pictures works well.

Cognitive Picture Rehearsal – Cartoon drawings or pictures on cards combined with positive reinforcement principles. Always include the antecedent, the targeted desired behavior, and a positive reinforcer.

Social Stories – Stories written in the first person to increase students' understanding of problematic situations. Begin with the child's understanding, develop the story by describing what is happening and why, how people feel and think. See Appendix C

Structured Learning – Articulation, modeling, and practicing of skill steps.

Didactic instruction (explain the skill steps)

Modeling the skill steps

Role-playing the skill

Reviewing the skill/providing corrective feedback

Practicing the skills

(Baker, 2003)

“A teacher was my salvation. ...didn’t see my labels. Just the underlying talents. ...he channeled my fixations into constructive projects. He didn’t try to draw me into his world but came instead into my world.”

--Temple Grandin

“Be kind, remember, everyone you meet is fighting a hard battle.”

--Thompson

“Great Spirit, help me never to judge another until I have walked in my brother’s moccasins two weeks.

–Native American Prayer

“The human individual usually lives far within his limits.

–William James

“It is not the mountain we conquer but ourselves.

–Sir Edmund Hillary

“If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured or far away.”

–Henry David Thoreau