Autism

- Neurobehavioral disorder
- Spectrum disorder
- Prevalence
- Causes
- Treatment
Persistent deficits in social communication and social interaction across multiple contexts

Restrictive, repetitive patterns of behavior, interests, or activities as manifested by at least 2 items
Communication and Interaction

- Abnormal social approach
- *Failure of normal back and forth conversation*
- *Reduced sharing of interests, emotions or affect*
- *Failure to initiate or respond to social interactions*
Communication and Interaction

- Deficits in nonverbal communication such as eye contact and body language
- Deficits in using and understanding gestures
- Limited facial expression
Communication and Interaction

- Deficits with social relationships
- Difficulties in imaginative play
- Difficulties in making friends
- Variable interest in peers
Restrictive, repetitive patterns

- Stereotyped or repetitive motor movements, use of objects or speech

- Highly restricted, fixated interests that are abnormal in intensity or focus
Restrictive, repetitive patterns

- **Insistence on sameness**
- **Inflexible adherence to routines**
- **Ritualized patterns of verbal or nonverbal behavior**
Restrictive, repetitive patterns

- Hyper or hyporeactivity to sensory input
- Unusual interest in sensory aspects of the environment
Signs of Potential Sensory Differences

- Vestibular (movement)
- Tactile (touch)
- Auditory
- Oral
- Olfactory (smell)
- Proprioceptive (joints)
Visual Strategies

- Build on strengths
- Permanent vs. transient message
- Individuals on the autism spectrum report that they tend to “think in pictures”
Visual Strategies

- Visual schedules
Schedule

music

story

movement

snack

goodbye
First  ➡️  Then

First: wash hands
Then: snack
Visual Strategies

- Cue Cards and Charts
Rules

- sit on bottom
- feet on the floor
- eyes on me
Story Time Rules

At I do...

- Good looking
- Good listening
- Good sitting
- Quiet mouth
Loudness Chart

How Loud?

- silence
- whisper
- inside voice
- outside voice
Visual Strategies

- Visual Timers
Visual Time Timer
Oil timer
Sand Timer
Visual Strategies

- Task Charts
Visual choice making with objects, pictures, or symbols
Yes No bookmark
Visual Strategies

Physical Environment
Universal Sign for No

boots
Clip Board/Dry Erase Board

1. Wash Hands
2. Eat Snack

Line Up
Go to gym.
Have fun!!
Visual Strategies

- Exaggerated body language and facial expressions
- Sign language
- Objects and pictures
- Video modeling
Social Stories

- Prepares children for new experiences or routines
- Teaches specific social skills
- Teaches appropriate ways of dealing with challenging situations
Looking at Books

- I like to look at books at the library
- I take the books off the shelves that I think I might like to read
- I look at the book that I choose, and if I like it I can read it at the library or check it out to take home.
- When I’m done looking at the book, I will put it on the cart. I will NOT put it back on the shelf.
Everyone at the library should put the books they are done with on the cart so that the librarians can put them back in the right place.

Then other kids will be able to find the books when they look for them.

I will remember to put the books I am done with on the cart.
Successful Social Stories

- Are read BEFORE the activity or situation occurs
- Are read as often as needed
- Are accessible to children
Children are able to perform optimally when they are in a state of calm alertness.

Calm alertness includes emotional well being as well as calm physiological state (heart rate, respiration, pupils).
Calming Strategies:

- Heavy work/deep touch pressure
- Oral Input
- Vestibular (movement)
- Visual
- Auditory
- Tactile
Heavy Work/Deep Pressure

- Snuggle with a blanket
- Weighted sock buddy
- Hugs
- Soda bottle tornado
- Playdough (fun factory)
- Pushing and pulling
Sock Buddy
Sucking through straw or sport bottle
Chewing resistive materials
Blowing games
Blowing toys
Slow breathing
Blowing Toys
Deep Breathing

- smell the flower
- blow out the candles

stop
quiet body
deep breath
count to 5
Movement

- Slow, rhythmical rocking or swaying
- Go for a walk
Soda bottle tornado
Aquarium
Sand or oil timer
Reduce lighting (especially fluorescent lights); use natural light when possible
Auditory

- Quiet music with a steady 60 beats/minute
- White noise
- Tennis ball glides on chair legs to reduce room noise
Tactile

- Playdough
- Stuffed animals
- Fidget toys
Fidgets
Quiet Hands

Hands Down

Quiet Body
1-2-3

Breathe
Consider asking the program or parent about:
- Individual’s area of interest
- Individual’s triggers
- Specific behavioral concerns
- Communication system
- Individual’s routines
Things to Consider

- Provide positive, structured, consistent, predictable programs and staff
- Explicitly and directly teach skills
- Involve peers and others to model desired behaviors
- Teach using multisensory methods
- Utilize special interests
- Consider the individual’s chronological and developmental age
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