

**PA Day  
Resource Collection Template**

<b>Resource Title</b>	Autism Spectrum Disorder
<b>Brief Description of PA Day Activity and Resources</b>	<p style="text-align: center;">Overview of Autism Spectrum Disorder</p> <ul style="list-style-type: none"> <li>• An Autism 101 presentation</li> <li>• Basic information in regards to ASD and the spectrum</li> <li>• Answers to frequently asked questions</li> </ul>
<b>Area of Focus (Please check off all applicable areas)</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Personalization</li> <li><input checked="" type="checkbox"/> Precision</li> <li><input checked="" type="checkbox"/> Knowing Your Students (i.e. student profiles, class profiles)</li> <li><input type="checkbox"/> Assessment and instructional approaches for closing the gap (i.e. Universal Design for Learning, differentiated instruction, the tiered approach, and assessment for learning)</li> <li><input type="checkbox"/> Early and on-going interventions</li> <li><input type="checkbox"/> Transition planning</li> <li><input type="checkbox"/> Individual Education Plan (IEP)</li> <li><input type="checkbox"/> Professional Learning Communities (PLCs)</li> <li><input type="checkbox"/> Other (Please specify):</li> </ul>
<b>Audience (Please check off all applicable audiences)</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Elementary panel</li> <li><input checked="" type="checkbox"/> Secondary panel</li> <li><input checked="" type="checkbox"/> Teachers</li> <li><input checked="" type="checkbox"/> Support staff (e.g. teachers' assistants, paraprofessionals, Child &amp; Youth Workers, professional support staff, etc.)</li> <li><input checked="" type="checkbox"/> Administrators</li> <li><input type="checkbox"/> Parents</li> </ul>
<b>Board Name</b>	Hastings and Prince Edward District School Board
<b>Designated Contact (Contact Name / E-mail / Phone Number)</b>	<p>Lee Prophet Special Education Coordinator 613 966-1170 2114 <a href="mailto:lmahon-prophet@hpedsb.on.ca">lmahon-prophet@hpedsb.on.ca</a></p>

# Autism Spectrum Disorder



**Hastings and Prince Edward  
District School Board**

# What is Autism?

- Autism is a complex developmental disability that typically appears during the first three years of life
- It is a neurological disorder that affects the functioning of the brain



# What is Autism?

- In some cases, aggressive and/or self-injurious behaviour may be present
- Persons with autism may exhibit repeated body movements (hand flapping, rocking), unusual responses to people or attachments to objects and resistance to changes in routines
- Individuals may also experience sensitivities in sight, hearing, touch, smell, and taste



# How Common is Autism?

- Recent studies by Canadian researchers, suggest the prevalence rate of Autism Spectrum Disorder (ASD) is 1 in 165
- In Ontario, there is an estimated 70,000 individuals with ASD
- Many professionals in the medical, educational, and vocational fields, are still unaware of how autism affects people and how to effectively work with individuals with autism



# What is the A.S.D Spectrum?

- "Autism Spectrum Disorders" or ASD – is a general category of disorders which are characterized by severe and pervasive impairment in several areas of development



# ASD

- Although autism is defined by a certain set of behaviours, children and adults can exhibit any combination of the behaviours in any degree of severity
- Two children, both with the same diagnosis, can act very differently from one another and have varying skills



# Autistic Disorder

- Impairments in social interaction, communication, and imaginative play prior to age 3 years
- Stereotypical behaviours, interests and activities





# Rett's Disorder

- A progressive disorder most common in girl found very rarely in boys
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- They have a period of normal development and then loss of previously acquired skills, loss of purposeful use of the hands replaced with repetitive hand movements beginning at the age of 1–4 years



# Childhood Disintegrative Disorder

- Characterized by normal development for at least the first 2 years, followed by significant loss of previously acquired skills

# Pervasive Developmental Disorder – Not Otherwise Specified (PDD–NOS)

- A diagnosis of PDD may be made when a child does not meet the criteria for a specific diagnosis, but there is severe impairment in specified behaviours



# Aspergers Syndrome

- Asperger Syndrome is an Autism Spectrum Disorder (ASD)
- It was first included in the Diagnostic and Statistical Manual (D.S.M) in 1994
- This disorder is named after Hans Asperger who wrote a paper after observing 400 children with "autistic psychopathy"



# What is Aspergers Syndrome?

- Impairments in social interactions and the presence of restricted interests and activities
- No significant general delay in language, and psychological testing is in the range of average to above average intelligence



# Common Traits of Individuals with Asperger Syndrome

## Social/Communication:

- Difficulty in initiating or maintaining close relationships
- Problems reading non-verbal or social cues or understanding/using social rules
- Poor eye contact, atypical use of gestures and flat or inappropriate facial expressions
- One-sided conversations



# Social / Communication

- May appear overly shy or overly extroverted
- Unaware of others' thoughts, feelings or perceptions
- Literal interpretation of communication from others
- Avoidant of social contact or events, and may experience heightened anxiety in social situations



# Behavioural Traits

- May respond poorly to changes, sensory stimuli, transitions, lack of structure, and restrictions
- Repetitive movements and speech
- Inappropriate behaviour given the social situation
- Exaggerated emotional response to situations





# Cognitive Traits

- Average to superior intelligence
- Often have high verbal scores and low performance scores in a cognitive assessment
- Prefer technical/factual information over abstract



# Associated Challenges

- Anxiety and depression
- Attentional difficulties
- Tics or Tourette Syndrome
- Gross and fine motor deficits
- Poor organizational skills



# Strategies for Success

- Use visual organizers and highlight schedule changes
- Designated seating
- Consistent routines
- Emphasize child's strengths
- Prepare student for transitions
- Avoid slang or sarcasm
- Provide clear expectations and rules
- Motivate through rewards program



# Strategies for Success

- Repeat instructions and ensure understanding
- Staff consistency
- Minimize visual distracters
- Use obsessive behaviour as a reward
- Specific teaching of social skills/rules
- Provide sensory breaks when child is over stimulated or as regular routine



# Community Resources

## Aspergers Society of Ontario

- Only agency in Ontario that is solely devoted to serving the AS population
- Improve public and professional awareness
- Provide information and referrals for families and professionals
- Phone number: (416) 651-4037
- [www.aspergers.ca](http://www.aspergers.ca)



# Community Resources

## Counselling Services of Belleville and District

- Behavioural Consulting Services
- Autism Intervention Program
- Family Resource and Support
- (613) 966-7413

## Family Space

- Resource Consultant
- Ontario Early Years
- (613) 966-9427



# Community Resources

## Kerry's Place Autism Services (Kingston)

- Residential Program
- Community Outreach
- Respite Support
- (613) 478-5500

## Links to Learning (Belleville)

- Resource Support
- Advocacy
- (613) 968-8700



# Community Resources

## Autism Ontario Hasting Prince Edward Chapter

- Advocacy and Support
- Research
- Best Practices
- Government Relations
- Public Awareness
- Governance
- [www.autismontario.com](http://www.autismontario.com)

