

Autism Spectrum Disorders

Although much still remains a mystery about Autism Spectrum Disorders (ASD), research has provided information about characteristics and interventions. Students with ASD have difficulty with reading and writing because 35%-45% of these children are non-verbal. Interventions that aid their success in language arts will also greatly increase their progress in other areas. This brochure gives information about the disability, as well as, effective interventions and helpful resources for students, teachers, and families.



Helpful links:

www.autismspeaks.org

www.cec.sped.org

www.webmd.com/brain/autism



RESOURCES

www.webmd.com/brain/autism

www.googleimages.com

Drue, E. N., Wells, J. C., & Segal, L. S. (2011). E-word wall: An interactive vocabulary instruction tool for students with learning disabilities and autism spectrum disorders. *Teaching Exceptional Children, 43*(4), 38-45.

Ganz, J. B., Earles-Vollrath, T. L., & Cook, K. E. (2011). Video modeling: A visually based intervention for children with autism spectrum disorders. *Teaching Exceptional Children, 43*(6), 8-19.

Ryan, J. B., Hughes, E. M., Katsiyannis, A., McDaniel, M., & Sprinkle, C. (2011). Research-based practices for students with autism spectrum disorders. *Teaching Exceptional Children, 43*(3), 56-64.

Autism Spectrum Information and Interventions

Help for students, teachers, and families.



Five sub-types of ASD

Autism Disorder

Students under the Autism Disorder label have more severe impairments in social and language areas. These students also tend to portray the repetitive behaviors. Sometimes, children diagnosed with Autism Disorder also have seizures and may be intellectually disabled.



Asperger's Syndrome

Asperger's Syndrome is the least severe of sub-types of ASD. This type is recognized by an intense interest in one single sub-

ject and impaired social skills. Some children diagnosed with Asperger's are at a higher risk for anxiety and depression disorders.

Rett's Syndrome

Mostly only affecting females, Rett's Syndrome is characterized by habitual movements, loss of language skills, and impaired social interaction. This sub-type is usually caused by genetic mutation and can also lead to difficulty with coordination, requiring physical therapy.

Childhood Disintegrative Disorder (CDD)

This is the most type of ASD, but is also the least common. Characterized by loss of social, language, and intellectual abilities between the ages of 2 and 4, this sub-type does not show promise in recovering the lost functions. Males are affected more by CDD than females.

Pervasive Developmental Disorder Not Otherwise Specified (PDD-NOS)

Students who do not quite meet the requirements for Asperger's Syndrome, but are not severe enough for Autism Disorder are labeled PDD-



Computers provides visual representation of information.

NOS. This children often still suffer from difficulty with social interaction and are developmentally delayed. On the other hand, they tend to have better developed language skills

and fewer behavior problems than other student under the spectrum. Again, these characteristics are generalized for

students under PDD-NOS because there is not a specific criteria for diagnosing this sub-type of ASD.

Effective Interventions

Because students with ASD tend to learn more effectively through visual representations of information, any visual aid will immensely increase their learning and retention of new information.

Computer-assisted technology is also a very effective intervention for students with ASD. Children can usually manage computer programs or lessons independently, and the visual aspect of computer usage helps students learn and retain

the information. Students with ASD may also have a difficult time with handwriting, causing frustration and noncompliance when asked to complete an assignment using pencil and paper. If students are permitted to use a word processor, research has found that students are more likely to write more and complete assignments with little complaint.

Activities such as E-Words Walls, Reader's Theater, Picture Exchange Communication System, video modeling, and visual aids will all help children with ASD perform and learn more easily in a school setting.

Recent Statistics

In 2002 — 97,204 students were being served under IDEA for ASD; increase of 1,708% in ten years

In 2010 — 292,818 students being served for ASD under IDEA

