

Pedagogies 2: Learning to Teach

SEN PRESENTATION - WHAT IS ASD?

Edel Hogan | Semester 1

WHAT IS ASD?

DEFINITION

Autism spectrum disorder (ASD) is the medical name for autism. A blanket term for a group of developmental disorders that affect the brain.

ABOUT THE AUTISM SPECTRUM

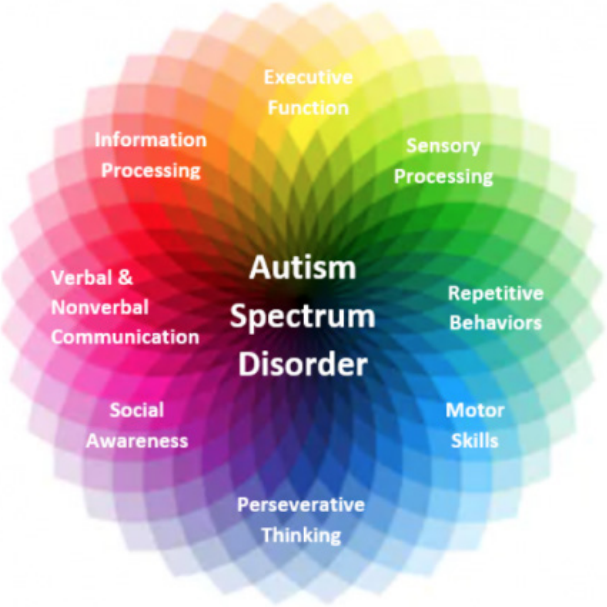
We understand now that autistic people think and communicate differently than neurotypical people and these differences are not wrong. Autistic people are not sick or diseased. People with ASD can also be referred to a neurodivergent.

There is nothing 'wrong' with autistic people. In simple terms, autism simply put is a *neurological difference* that many people are born with. This affects how they experience the world around them and how they communicate with others.

The spectrum is thought of as a neurological development disorder. ASD is a blanket term for many other disorders which also include

- AUTISM - ASPERGERS - RETT'S SYNDROME - ADHD - ADD - PERVASIVE DEVELOPMENT DISORDER (PDD) - CHILDHOOD DISINTEGRATIVE DISORDER -

Children with ASD may have problems with social interaction, communication, processing the everyday and flexibility of thought. ASD often displays with intense interests, repetitive behaviours and differences in social behaviour and communication.



USEFUL LINKS

- https://ncse.ie
- https://autism.ie
- https://www.senteacher.org
- https://www.cdc.gov/ncbddd/autism/signs.html
- https://www.nimh.nih.gov/health/topics/autism-spectrum-disorders-asd

USEFUL READING

- Uniquely Human, *B.M Prizant*
- The Inclusive Classroom, *Sobel & Alston*
- I Wish My Teacher Knew, *K. Schwartz*

USEFUL WEBSITES

www.asiam.ie
www.hse.ie
www.nhs.co.uk
www.cdc.gov
www.sess.ie
www.asdireland.ie
www.autism.ie
www.gov.ie

TRAITS OF AUTISM SPECTRUM DISORDER

SIGNS / TRAITS

Autistic people may act in a different ways to other people due to the makeup of their neurodivergent brains.

PEOPLE WITH AUTISM MAY EXPERIENCE;

- Delayed language skills
- Delayed movement skills
- Delayed cognitive or learning skills
- Hyperactive, impulsive, and/or inattentive behaviour
- Epilepsy or seizure disorder
- Unusual eating and sleeping habits
- Gastrointestinal issues (for example, constipation)
- Unusual mood or emotional reactions

AUTISM IS NOT A MEDICAL CONDITION WITH TREATMENTS OR A CURE
HOWEVER, SOME PEOPLE NEED SUPPORT TO HELP THEM WITH CERTAIN THINGS

Nobody know what causes ASD or if it even has a cause.
It can affect people in the same family so it may be passed onto a child by their parents.

COMMON MISCONCEPTIONS ABOUT ASD CAUSES;

- Vaccines (MMR)
- Diet
- Bad parenting



USEFUL LINKS

- https://www.cdc.gov/ncbddd/autism/hcp-dsm.html
- https://ada.com/signs-of-autism/
- https://thespectrum.org.au/autism-diagnosis/checklist-adults
- https://www.youtube.com/watch?v=bsOXlZEEIsA
- https://www.youtube.com/watch?v=1yva4RZW_s0
- https://www.youtube.com/watch?v=cF2dhWWUyQ4

USEFUL WEBSITES

www.asiam.ie
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www.cdc.gov
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www.asdireland.ie
www.autism.ie
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SENSORY PROCESSING

SENSORY PROCESSING

Sensory processing is our ability to combine and understand information coming in from our senses.

ASD & SENSORY PROCESSING;

Our brain then filters through information in order to decide which information is important to attend to and which isn't. The purpose of this process is to enable us to be able to attend, organise and move our bodies and manage our emotions as efficiently as possible.

WE THINK AUTISTIC PEOPLE MAY NOT HAVE THE SAME ABILITY TO FILTER THROUGH INFORMATION THE BRAIN RECEIVES AS NEUROTYPICAL PEOPLE.

SPM-2 EXPLAINED;

Occupational Therapists (OT) use SPM-2 or The Sensory Processing Measure to evaluate an individual's sensory needs. These measures assess whether an individual's sensory preferences

The SPM-2 questionnaires also provide information on sensory processing difficulties that are interfering with every day activities and behaviour. These assessments are very helpful for teachers/parents/children understanding autism.

SENSORY OVERLOAD;

A Build up of sensory information is referred to as sensory overload. This can feel different for different people. An individual experiencing sensory overload may become irritable, anxious, upset or even completely shut down in their attempt to regulate their sensory environment.



HYPOSENSITIVITY;

Hyposensitive people are less responsive to the sensory input in the environment. They may need to intensify their sensory stimulation rather than reduce or avoid it in order to focus or remain calm.

USEFUL LINKS

- https://asiam.ie/about-autism/autism-and-sensory-processing/

USEFUL WEBSITES

www.asiam.ie
www.hse.ie
www.nhs.co.uk
www.cdc.gov
www.sess.ie
www.asdireland.ie
www.autism.ie
www.gov.ie

ACCOMPANYING CONDITIONS

CO-OCCURING CONDITIONS

Co-occuring conditions can appear at any time during childhood. Some might not appear until later in adolescence or adulthood.

EXAMPLES OF ACCOMPANYING DISORDERS;

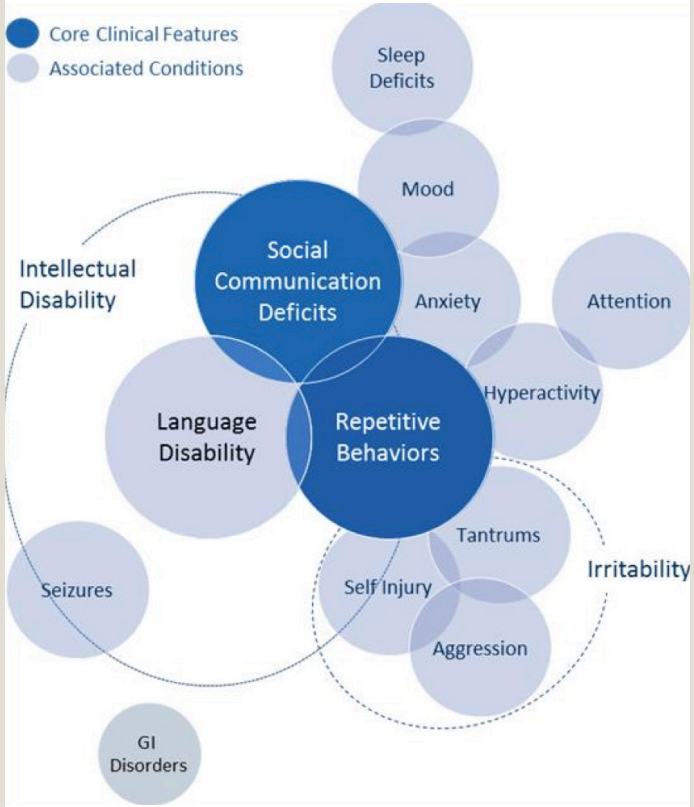
It's important to identify and diagnose the conditions and treat them separately , however they get misdiagnosed more often than not

- ANXIETY - ADHD - ADD- OCD - DESPRESSION - BIPOLAR DISORDER - DISORDERED EATING - GASTROINTESTINAL SYMPTOMS - SPEECH DISORDER - SEIZURES/EPILEPSY - SLEEP PROBLEMS - TOURETTES -

PATHOLOGICAL DEMAND AVOIDANCE;

Pathological Demand Avoidance is also often used as a term to describe how an individual will experience an overwhelming need to avoid or resist demands (anxiety).

Sometimes autistic children will avoid demands with challenging behaviours, but the underlying cause is still anxiety. Understanding the child's individual triggers for anxiety will really aid them in understanding and making their experiences less stressful.



USEFUL LINKS

- https://raisingchildren.net.au/autism/learning-about-autism/about-autism/conditions-that-occur-with-asd
- https://raisingchildren.net.au/guides/a-z-health-reference/ocd
- https://www.nhs.uk/conditions/autism/what-is-autism/
- https://asiam.ie/about-autism/autism-spectrum-related-conditions/

USEFUL WEBSITES

www.asiam.ie
www.hse.ie
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www.cdc.gov
www.sess.ie
www.asdireland.ie
www.autism.ie
www.gov.ie

APPLIED BEHAVIOURAL ANALYSIS (ABA)

WHAT IS IT?

Applied Behavioural Analysis which has a deeply troubling history, and which has been cited by countless autistic people in Ireland and internationally as a source of distress, trauma, and poor mental health.

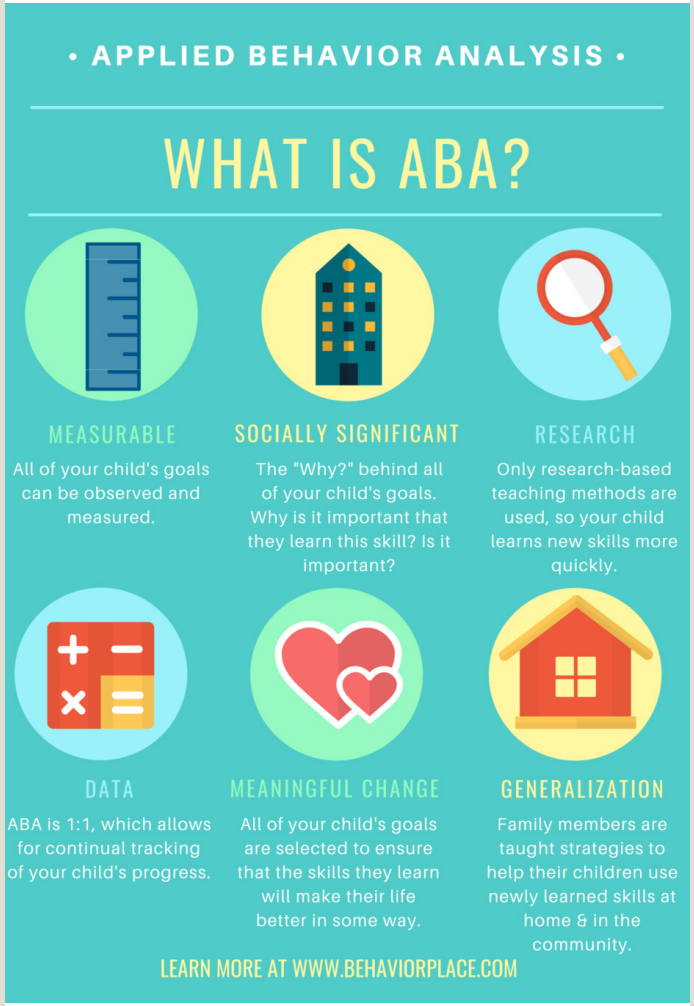
ABA & PEOPLE WITH ASD;

According to this UN, ABA should not be practiced and can have detrimental affects on individuals with ASD.The genral concensus in Ireland and Europe is that ABA principles and practices are not compliant with the UN Convention on the Rights of Persons with Disabilities.

ASD & POSITIVE ANALYSIS;

The aim of any evidence-based therapy should be to empower an autistic person to enjoy autonomy, independence and positive self-esteem within their family and community.

ASD evaluation examples such as DSM-5 & SPM-2 have had a far more positive and have a less controlling/harmful approach on individuals with ASD.



USEFUL LINKS

- https://asiam.ie/about-autism/applied-behavioural-analysis-aba/
- https://www.autismspeaks.org/applied-behavior-analysis
- https://www.spectrumnews.org/features/deep-dive/controversy-autisms-common-therapy/
- https://childmind.org/article/controversy-around-applied-behavior-analysis/
- https://www.childautism.org.uk/about-autism/applied-behaviour-analysis-aba-and-autism/

USEFUL WEBSITES

www.asiam.ie
www.sess.ie
www.asdireland.ie
www.autism.ie
www.gov.ie

Alec Baker & Jess Hanrahan | K00235164 & K00215655

ASD IN EDUCATION

EDUCATION IN IRELAND

The NCSE was set up to improve the delivery of education services to persons with special educational needs, with a particular focus on children in Ireland.

NCSE;

Their service is delivered through a national network of Special Educational Needs Organisers (SENOs), who interact with parents and schools, and liaise with the HSE in providing resources to support children with special educational needs.

ECCE;

September 2016, Early Childhood Care and Education (ECCE) Programme was introduced in RoI. Children are entitled to free early childhood care and education. In order to support children with a disability to access free pre-school, a major new programme of supports, the Access and Inclusion Model (AIM), has also been introduced.

AUTISM IN MAINSTREAM EDUCATION;

Since EPSEN Act, 2004. A growing number of special classes and units for children with Autism in main stream post primary schools. In line with the primary schools, there will be a ratio of approximately 6:1 with two SNA's. For more information visit; https://ncse.ie/special-classes

ADAM, FOUNDER OF AS I AM

Adam is the Founder-Director of AsIAm.ie, Ireland's one-stop-shop of information for those living with Autism, their loved ones and professional supporters.



ASIAM UNDERTAKES A RANGE OF PROGRAMMES AND CAMPAIGNS WHICH WORK TOWARDS THEIR GOAL OF BRINGING ABOUT A MORE INCLUSIVE IRELAND FOR THOSE LIVING WITH AUTISM.

USEFUL LINKS

- https://www.youtube.com/watch?v=MQWTEUS15aQ
- https://autism.ie/information/faq/education/

USEFUL WEBSITES

www.asiam.ie
www.sess.ie
www.asdireland.ie
www.autism.ie
www.gov.ie

INDIVIDUAL EDUCATIONAL NEEDS

WHAT DOES THIS MEAN?

It is important to do an 'Initial diagnostic assessment' to assess each learner's needs. This helps put the learner first and strives for equality of opportunity and inclusiveness.

"WE NEED TO DISCOVER AND THEN MEET INDIVIDUAL NEEDS, AND THIS CAN MAKE THE DIFFERENCE BETWEEN SUCCESS AND FAILURE FOR MANY STUDENTS."

- Teaching Today', G. Petty.

TECHING TODAY: GEOFF PETTY

Using G. Petty's book he provides a fantastic 4-stage process to help special education needs individuals. He explains that each learner is unique and has individual needs. If the needs of our learners are discovered and met, the chances of success are greatly increased.
Putting the right energy and emphasis into understanding students can really improve their overall education experience.

INDIVIDUAL LEARNING ASSESSMENT

1. **Plan** - Decide what knowledge would help you to ensure your learners' success, and to teach them more efficiently.

2. **Assess** - Find this information out. You will need to develop ways of discovering what you need to know, using, for example, references, interviews, questionnaires, tests, etc.

3. **Inform** - You need to tell your students and their teachers what you have found. This includes recording findings in an Individual Learning Plan.

4. **Address** - You and others will need to do something constructive with the information



USEFUL LINKS

- https://ncse.ie/wp-content/uploads/2014/10/final_report.pdf
- https://nda.ie/Publications/Education/Education-Publications-/Individual-Education-Plans-IEP-Report/IEP_Summary_PDF.pdf
- https://www.sess.ie/dyslexia-section/individualised-education-plan
- https://asiam.ie/individual-education-plan-iep-my-child/
- https://www.oireachtas.ie/en/debates/debate/dail/2022-01-25/5/ *(2022 Dáil Éireann debate on IEP)*

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www.asiam.ie
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ADAPTING THE CLASSROM FOR ASD

CALMING STRATEGIES FOR STUDENTS WHO ARE OVER OR HYPERSENSITIVE

- Always prepare the student, using visuals can help make the student feel more secure about what is going to happen now and next
- Sitting or lying under a heavy blanket
- Deep pressure massage
- Giving themselves a hug
- Squeezing a fidget toy/stim toy
- Squeezing and relaxing face or hands
- Perform a heavy lifting task e.g. carrying books
- Student carrying a heavy back pack between classes

ALERTING STRATEGIES FOR STUDENTS WHO ARE UNDER OR HYPOSENSITIVE

- Always prepare the student, using visuals can help make the student feel more secure
- Active movements for a short period e.g. jog
- Drinking a cold drink
- Clapping hands or singing
- Having routine movement breaks before long concentration
- Giving student extra opportunities for movement during class e.g. giving out books
- Incorporating movement within lessons
- Changing light in classroom & using different text colours
- Listening to music during periods of individual study

HOW CAN WE GO ABOUT THIS?

You can optimize learning for your students with special needs. Enhance the learning experience for students with autism by;

- Always prepare the student, using visuals can help make the student feel more secure
- Reducing unnecessary stimuli.
- Pairing autistic students with positive peer role models.
- Maintaining structure and routine.
- Encouraging a calm and positive environment in the classroom
- Encouraging and maintaining a respectful and equal environment.
- Using a stim toy
- Student carrying a heavy back pack between classes
- Giving themselves a hug
- Squeezing and relaxing face or hands
- Retreating to a calm area when needed or at regular set intervals



USEFUL LINKS

- https://ncse.ie/wp-content/uploads/2014/10/final_report.pdf
- https://nda.ie/Publications/Education/Education-Publications-/Individual-Education-Plans-IEP-Report/IEP_Summary_PDF.pdf
- https://www.sess.ie/dyslexia-section/individualised-education-plan
- https://asiam.ie/individual-education-plan-iep-my-child/
- https://www.oireachtas.ie/en/debates/debate/dail/2022-01-25/5/ *(2022 Dáil Éireann debate on IEP)*

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KEY POINTS TO TAKE AWAY

SEN PRESENTATION - WHAT IS ASD?

1_AUTISM IS NOT AN ILLNESS OR DISEASE. NOBODY KNOW WHAT CAUSES ASD OR IF IT EVEN HAS A CAUSE

2_IT IS BELIEVED PEOPLE WITH ASD MAY NOT HAVE THE SAME ABILITY TO FILTER THROUGH INFORMATION THAT THE BRAIN RECEIVES AS NEUROTYPICAL PEOPLE

3_MANY OTHER NEUROLOGICAL DISORDERS OFTEN OCCUR ALONGSIDE AUTISM

4_MANY PEOPLE DISPLAY TRAITS OF ASD BUT THIS DOES NOT MEAN THEY HAVE AUTISM.

5_INDIVIDUALS DIAGNOSED WITH ASD MAY HAVE PROBLEMS WITH SOCIAL INTERACTION, COMMUNICATION, PROCESSING THE EVERDAY AND FLEXIBILTY OF THOUGHT

6_NCSE WAS SET UP TO IMPROVE THE DELIVERY OF EDUCATION SERVICES TO PERSONS WITH SPECIAL EDUCATIONAL NEEDS IN IRELAND

7_SINCE EPSEN ACT, 2004. A GROWING NUMBER OF SPECIAL CLASSES AND UNITS FOR CHILDREN WITH AUTISM IN MAIN STREAM EDUCATION

8_INDIVIDUAL EDUCATIONAL NEEDS REALLY DETERMINE IF AN INDIVIDUAL WITH ASD WILL HAVE A SUCCESSFUL OR UNSUCCESSFUL EXPERIENCE

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BIBLIOGRAPHY

SEN PRESENTATION - WHAT IS ASD?

READING LINKS:

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HTTPS://ASIAM.IE/ABOUT-AUTISM/WHAT-IS-AUTISM/
HTTPS://ASIAM.IE/ABOUT-AUTISM/COMMON-TRAITS/
HTTPS://ASIAM.IE/ABOUT-AUTISM/AUTISM-AND-SENSORY-PROCESSING/
HTTPS://WWW.NHS.UK/CONDITIONS/AUTISM/OTHER-CONDITIONS/
HTTPS://ASIAM.IE/ABOUT-AUTISM/AUTISM-SPECTRUM-RELATED-CONDITIONS/
HTTPS://ASIAM.IE/ABOUT-AUTISM/APPLIED-BEHAVIOURAL-ANALYSIS-ABA/
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HTTPS://SENSORY-PROCESSING.MIDDLETOWNAUTISM.COM/SENSORY-STRATEGIES/PRACTICAL-TIPS-FOR-THE-CLASSROOM/
HTTPS://SENSORY-PROCESSING.MIDDLETOWNAUTISM.COM/WP-CONTENT/UPLOADS/SITES/3/2015/12/37.1-SENSORY-AUDIT-TOOL-FOR-ENVIRONMENTS.PDF
HTTPS://SENSORY-PROCESSING.MIDDLETOWNAUTISM.COM/GENERALSTRATEGIES/SCHOOL-STAFF/
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HTTPS://SENSORY-PROCESSING.MIDDLETOWNAUTISM.COM/
HTTPS://NCSE.IE/SET-OVERVIEW-FOR-POST-PRIMARY-SCHOOLS
'TEACHING TODAY', GEOFF PETTY, CHAPT. 46, PGS. 484 & 485
HTTPS://WWW.YOUTUBE.COM/C/HUNTERHANSENTHELIFEAUTISTIC
HTTPS://WWW.YOUTUBE.COM/WATCH?V=WLPG7PFCATC

BOOKS:

LET ME HEAR YOUR VOICE, MAURICE, CATHERINE, ROBERT HALE, LONDON (1993)
BEHAVIOURAL INTERVENTION FOR YOUNG CHILDREN WITH AUTISM – A MANUAL FOR PARENTS AND PROFESSIONAL, MAURICE, CATHERINE
A WORK IN PROGRESS: BEHAVIOR MANAGEMENT STRATEGIES & A CURRICULUM FOR INTENSIVE BEHAVIORAL TREATMENT OF AUTISM , RON, PH.D. LEAF, JOHN, MCEACHIN,JAISOM D. HARSH
TEACHING INDIVIDUALS WITH DEVELOPMENTAL DELAYS: BASIC INTERVENTION TECHNIQUES, LOVAAS, O IVAR
TEACH ME LANGUAGE, A MANUAL FOR CHILDREN WITH AUTISM, ASPERGERS SYNDROME AND RELATED DEVELOPMENTAL DISORDERS, BY FREEMAN, SABRINA AND DAKE, LORELEI
STEPS TO INDEPENDENCE, TEACHING EVERYDAY SKILLS TO CHILDREN WITH SPECIAL NEEDS, BAKER, BRUCE & BRIGHTMAN
TEACHING CHILDREN WITH AUTISM: STRATEGIES FOR INITIATING POSITIVE INTERACTIONS AND IMPROVING LEARNING OPPORTUNITIES, KOEGEL, ROBERT & KOEGEL, LYNN KERN
SPECIAL EDUCATION AND GENERAL EDUCATION – COORDINATED OR SEPARATED? A STUDY OF CURRICULUM PLANNING FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS - SVEN NELSIN, 2016
MANAGING INDIVIDUAL EDUCATION PLANS: REDUCING THE LOAD OF THE SPECIAL EDUCATIONAL NEEDS COORDINATOR - CAROL FRANKL, 2005
STUDENTS WITH SPECIAL EDUCATIONAL NEEDS IN THE INCLUSIVE CLASSROOM: SOCIAL INTEGRATION AND SELF-CONCEPT - CAMBRA & SILESTRE, 2010
FROM EXCLUSION TO INCLUSION: WAYS OF RESPONDING IN SCHOOLS TO STUDENTS WITH SPECIAL EDUCATIONAL NEEDS - WEINER & DYSON 2013