

Chapter 1 : How to Be Successful if You're Autistic (with Pictures) - wikiHow

*Succeeding with Autism: Hear my Voice [Judith Cohen] on calendrierdelascience.com *FREE* shipping on qualifying offers. Michael is a young man who has succeeded in managing his autism and is experiencing success in life despite a diagnosis that might have predicted only disability and despair.*

It appears that decisions and practices for students are often influenced by the philosophical beliefs of a specific school district, the geographical location of the student, administrative issues, and the skills of those involved rather than on the educational needs of students. This variability in services highlights the need to not only identify those factors which are critical for student success, but to prepare those involved in implementing these procedures. In , family members and professionals of middle school-aged students were surveyed to examine the various educational services, instructional strategies, and administrative supports which were in place to assist teachers in educating students with autism. For example, educators were asked to rank their access to collaboration, paraprofessional support, planning time, external professional consultants, training, and administrative support for inclusion. The study took place in two parts, with the administration of parent surveys preceding those of the teacher surveys. The roles and views of parents have been an under represented aspect of the literature on educational programming for students with autism and therefore, was a major focus of the study. The second article will examine responses from the educator survey. Teamwork and collaborative planning are considered essential for successful inclusion Simpson, These team meetings allow each member to share their expertise and to voice any concerns. A feature which can either greatly hinder or promote successful teamwork is the quality of the relationship between parents and school staff. A positive relationship and ongoing communication between staff and family members plays a central role in the educational success of all students. For students with autism, it takes on an even greater importance. Participants Twenty-one parents of middle school-aged children with autism participated in the study. Students ranged in age from and all resided in the state of Indiana. A majority of the students in the sample were placed in a combination of general and special education classrooms during the school day. Therefore, for purposes of this study, students with autism were placed into one of two groups: Those in the integrated group were included in structured academic classes e. Those in the segregated group were either not included at all in general education settings, or only participated in non-structured activities e. Final group distribution broke down to 10 in the integrated group and 11 in the segregated group. Summary of Results The first step in analyzing the data was to examine differences between the responses of parents with children in the integrated setting and the responses of parents with children in the segregated setting. The results show that parents of children in integrated settings were: The next step in analyzing parent responses was to examine factors which influenced parent satisfaction with the academic progress of their child. Only slight differences in parent satisfaction with behavioral progress were observed. These parents also rated the school staff as more committed to the education of their child and better able to communicate with parents. In summary, the results support the importance of a positive parent- professional relationship, and highlight the role of collaboration and teamwork in the educational programming of students with autism. School systems that exclude parents from key decision-making, and fail to promote a sense of teamwork between themselves and parents are significantly limiting their chances for successfully delivering services to students with autism. Parents have proven to be vital resources for professionals working with children. Nobody knows the child better than the parent. The results of this study suggest that parents and professionals who work collaboratively as a team increase their chances of delivering effective services to students with autism, and promote educational success. Children and youth with autism in an age of reform: A perspective on current issues. Behavioral Disorders, 21, Individualized education programs for students with autism: Including parents in the process. Focus on Autistic Behavior, 10, Promoting the educational success of students with autism; The role of the parent staff relationship. The Reporter, 33, , 5. Bloomington, IN irca indiana.

Chapter 2 : 5 Autism Success Stories | Applied Behavioral Analysis

Succeeding with Autism. 61 likes · 1 talking about this. My name is Marc Pulver. At 54 I was diagnosed with Autism. I want to help other people like.

Although many reports are technically inconclusive due to the lack of a comprehensive history, many of them have significant evidence to at least point towards a person on the Autistic Spectrum. Albert Einstein had difficulty with social interactions, had tactile sensitivity, was very intelligent yet found his language difficult at times, and had difficulty learning in school. It may have been that Einstein had such a hard time with learning in school because he did not have the accommodations and different teaching styles that many autistic children need. Because of this, it makes perfect sense that someone so intelligent and full of ideas about the world could fall behind in school. It also makes sense that, because of his social interactions with others, he found it difficult to get a job despite his intelligence. However, Einstein did not care what he ate and completed his meals with no complaints. Many other autistics were very specific about the kinds, colors, textures, and smells of foods if they had any aversion to food at all. His carelessness for the time or necessity of food rather than persistence on what the food he ate is slightly different than most autistics. However, all autistics are different, and therefore it is indeterminate whether this should be classified as an autistic trait or not. Einstein had a relationship with a woman whom he eventually married and had three children with. This, sounds very characteristic of an autistic. It is important to realize that Einstein was very different and it was his difference that made him develop ideas that made him famous. Therefore, his differences made him the celebrated individual he is today. This should give us a second look at those who we consider different, and make us realize that being different is not a bad thing. It is instead, something to be celebrated and accepted. Other reports indicate that he was excessively active. Mozart was unable to carry on an intellectual conversation and existed in a careless and reckless way with impolite and frequent mood changes. It is reported that one day, Mozart was particularly bored and jumped up and hurdled over tables and chairs, meowed like a cat and did somersaults. These characteristics indicate that Mozart could have been on the autistic spectrum. He was extraordinarily focused on his work and had a hard time breaking away. He was often so focused that he forgot to eat during these times of intense focus. This is a trait very commonly found in autistics and this extreme focus often blocks out other things that would likely capture an individual's attention. Newton also relied strongly upon routines. Charles Darwin Prof Michael Fitzgerald conducted research on Charles Darwin, and supplied numerous facts supporting his theory that Darwin was autistic. Fitzgerald stated that Darwin was a solitary child, and even as he grew to be an adult, avoided interaction with people as much as he could. He wrote letters often, but did not often partake in face-to-face communication. This is similar to other autistics who adopt other ways to communicate that vary from direct speaking. Darwin collected many things and was very intrigued by chemistry and gadgets. This fixation on certain topics and objects is another characteristic often seen in autistic people. He was a very visual thinker, as many autistic people think spatially and visually. Together, these characteristics seem to point to the conclusion that Darwin most likely had some form of autism. Norm Ledgin, author of Diagnosing Jefferson, indicates that Jefferson was shy, had an inability to relate to others, had difficulties in public speaking and was sensitive to loud noises. Also, similarly to Einstein, Jefferson had a difficulty with his finances. Although he kept an accurate record of all of his transactions, he died in debt. He also had an obsession for remodeling his home and was very eccentric. This mock bird may have been an effort to keep him calm during social interactions. Therefore, it is difficult to determine whether he may have had delayed speech or display any earlier signs of autism. Michelangelo was also obsessive and followed repetitive routines.

Chapter 3 : 'Autism doesn't hold me back. I'm moving up the career ladder' | Society | The Guardian

For many parents with kids newly diagnosed with autism spectrum disorder, it can feel good to learn that it's completely possible for people on the spectrum to have full and meaningful lives. Of course, this doesn't necessarily mean hitting the big time or being a titan of industry but it couldn't hurt.

Non-subscribers [Click here](#) to see your options for becoming a subscriber. And during Easter egg hunts, while his preschool classmates scrambled to fill their buckets, he preferred walking along the fence. Other atypical behaviors surfaced as well. Then came the diagnosis. But Austin, now a student at Cookeville High School, has come a long way since then. He enjoys history — even though it can be challenging at times grasping such concepts as the Constitution or the Great Depression. Math also keeps him on his toes. Austin also likes to write, a skill that has proven useful through the years. I have the opportunity to go in every building in our district and work with students. But symptoms lie on a broad spectrum — from relatively mild for someone on the high-functioning end to severe for those with behaviors and communication barriers that interfere with everyday life. Wheeler expects the numbers to continue to climb with improved diagnosis and awareness of the condition, which, according to the U. Centers for Disease Control and Prevention, affects one in 68 American children and is four to five times more common among boys. One way she is striving to make sure Putnam County is prepared is through a special three-week summer camp called Social Skills Academy, which she envisioned and sought state grant funding for to make it happen. The camp is held every June for students with autism, along with typically developing peers. During camp, students receive social skills instruction and enjoy fun activities that help them put those skills into action. You just stop trying. His twin sister, Sydney, has also attended as a peer. But in their home base they can learn some breathing and other techniques to help them deal with that. We want to get them pulled into that play. The same grant that funds Social Skills Academy also covers the work of Jamie Gillis, who serves as an executive functioning coach in the school system.

Chapter 4 : Academic Success - Autism Society

Jason Heye had a learning disability from an early age on, but he wasn't diagnosed with autism until last year, when he was already enrolled in grad school.

He showed sympathy for me when he knew I really felt pain. He was the best behaved youngster in the camp setting! Even without the structure that he typically needs, he handled the unruly behavior of the other campers without engaging in negative behavior. The other day, after we faded prompts within session, he picked up the spoon, got some yogurt and ate it by himself! All this progress in 20 minutes! He will try to show me his favorite toy of the moment or pull me into the room to play a game with him, but he does not say hi, make eye contact, or follow prompts to vocally greet me. She is now doing so well has near zero episodes of aggression that we never needed to implement a formal behavior plan! Her school teacher even contacted me to say what a difference she has noticed in this child. When I observed him in baseline he played catch with one of the staff on the sidelines the entire time the group was playing structured games together. The next day he stayed with the group almost the entire time, only taking two breaks! They are amazing, and I love my team! This family is wonderful, and my client is great. It has been amazing to watch him grow and learn. Transitions for him and myself were a bit hard, as I took over for 2 CTMs. However, he and I quickly paired nicely and have a great relationship. He is doing awesome in so many areas, and watching him flourish as he is is exactly why I do what I do. What an amazing and rewarding job! He walked the entire time, picked out only the number of items he was allowed to, and even reminded his sisters of the rules. Post Supervision Intern, AHSS Since starting the toileting program with my clients, who are three-year-old twins, both clients are consistently going potty in the toilet each day. The clients stay seated on the toilet for approximately 5 minutes with a minute limit to avoid resistance to sitting. Both kiddos are maintaining dry diapers on a more regular basis. Both twins also will go through the toileting program with their parents, and the parents are seeing the same result that we therapists see. One of the twins started the program in early April and the other started towards the end of April – both are approaching mastery criteria for going potty in the toilet each day! Post Supervision Intern, AHSS The child has been with the company since she was two and half, and she is now turning five in a couple of weeks. She is going to be one of the recovery stories! Her language and academic skills are age appropriate, and she is just working on some minor problem behaviors and social skills currently. This was all possible because she started therapy at such a young age! Thank you for all the great work, team! Now, he is able to use appropriate and functional communication to communicate his needs, wants, and nonpreferred. He is also able to recall events and has greatly expanded his vocabulary. S is a different child and I believe that this is just the beginning. Even now writing this email, tears are coming down because I am really happy to see that I made the best decision at this time. I believe the program will open a lot of doors for more kids. Thank you so much for all your help and support. I believe that persons like you is what make other parents stronger. Former Client, Mother of 3 and a half year old girl Unsolicited developing verbal capabilities, motor skills, social interactions, toileting, North Chicago Last night was his awards show for their bible school called Awanas and my client walked on stage to get his ribbon with minimal help from me. I just held his hand. AHSS I sneezed during an overlap and my three-year-old client got up from the table, walked over to the tissue box, grabbed one and handed it to me, then went back to the table and continued working. She struggled a lot with attending to her environment and noticing nonverbal cues. This week as I was getting ready to leave for the last time before transitioning the team to another BCBA, I picked up my jacket and keys and she turned to me. This was a completely new and untaught skill. Dad and I were both in shock and it was the best possible goodbye I could have gotten. I am so thankful to work in an environment that is so client-centered where professionals can come together to best meet the needs of our families. It takes effort, communication, and ego-check to openly and honestly discuss how best to approach one particular case from sometimes differing points of view. We began reviewing a social story with toileting expectations with a client, one week before intense potty training. Previously this client was not willing to sit on the toilet. Day one, intense toilet training, he engaged in play so nicely we were nervous to interrupt the play with the

demand to go to the toilet” so the CTM asked him to read his social story to me. He read the title page aloud, stood up, and went straight to the toilet with no issues sitting on the toilet. This was so great to see! He wanted to go to the grocery store to get cookies! Today we saw an immediate connection between C and [another student] J! C joined our circle willingly as he sat with J. We could see that he was paying attention more to what was going on during this large group time. C did not cry or scream when J made suggestions during free play. Transitions were a little smoother. It was amazing to us that J was able to reach C so easily having never even met him. He literally rocked back and forth looking away from me on all fours and made a crying noise the entire assessment. ABA has opened the world for this child. This is why I love my job and will be working in this field forever. He still struggles verbally but with time and hard work, we will make progress in this area as well. She and my client point at their eye, then cross their hearts, and then point at each other. I think I see his mom tear up when this happens as well. One kid asked E if they could be friends and E said yes! The two of them talked and played at the table for the remaining five minutes of snack! AHSS provided training to buddies at our church and helped to develop individualized accommodation plans for several students. The AHSS services were excellent. AHSS provided Jessie Carson, a gifted therapist, to work with our buddies, and, in order to better understand our needs and those of other churches, several AHSS staff members attended an educational program sponsored by Grace Church for the surrounding community. We are blessed to know that AHSS is a resource to us as we continue in this important ministry. The stylist came to the house. E was able to sit at the table and tolerated even seemed to enjoy her haircut. Not only that but E sat at the table and interacted with me for the better part of her two-hour session. When we started with E she could barely sit and attend for a few minutes. This is a tremendous amount of improvement and I know that it is because of the hard work and dedication of her team and family. Keep up the fabulous work team! Nights like tonight are why we do what we do! He has been in the same preschool last year and this year. When he started in the fall this year, the teacher let mom know that he was like a different kiddo! He was advocating for himself in class, using full sentences, and following directions like a pro! About 3 weeks ago we started working on staying together while walking. This past Thursday, mom went for a 1-hour walk with her son during the session and he stayed with her the entire time, remained calm, and followed directions to stop when she told him to stop. Mom reported that she is now able to go for walks with her son on her own, which she is very happy about!! When I started working with her, she had an extremely limited food repertoire goldfish and apple sauce. She would engage in problem behaviors any time a non-preferred food was presented. She is now trying almost everything presented to her at school during snack and lunch—even foods that are non-preferred! Yesterday she ate blueberry yogurt for a snack! She has increased her food repertoire drastically, and we have also been able to generalize this in-home with mom and dad! He sometimes likes to engage in headbutting or rough play without realizing that he might be hurting others. On Memorial Day his parents got a bounce house” such an event would usually result in many meltdowns and physical altercations but not this time! Fingers crossed this continues! They were not comfortable letting him go without pullups until just this week, and his family has noted that he goes on the toilet a lot more at home where he just wears underwear than when he is in pullups which makes sense. He is now in underwear-only during therapy hours! He recently got a new iPhone and parents report that he is texting appropriately and using sarcasm with his friends. He even had his first ever group sleepover the other day and stayed up until 2am! The other day, I had a back-and-forth conversation with him with very little prompting. His conversation skills were right on key, as well as his expressions as to what he was saying and what I was telling him. This was so amazing to see as we have been working so hard on this! I observed mom, dad, brother, and client navigate Target with zero issues! She earned a new Lego movie for doing so well in the store and parents were able to purchase what they needed within 30 minutes. Two sessions ago he took my letter magnets and threw them all over the house and it took approximately five minutes before he returned them to me and followed my prompt to ask to play tag.

Chapter 5 : Motivating Students Who Have Autism Spectrum Disorders

"The way autism impacts one individual can be completely different in another individual." Putnam County has at least pre-kindergarten through 12th grade students with an autism diagnosis.

Share via Email This article is over 5 years old Jonathan Young has big plans for his career. The business analyst at Goldman Sachs is on the autistic spectrum. But this, he says, is not something he allows to hold him back. My ambition is to maintain this momentum. In 10 years, I want to be someone fairly big. Diagnosed early, this generation have been educated to expect not just a job when they leave school but a career on a par with their "neuro-typical" contemporaries. The confidence and determination of these graduates – some of whom are educated to PhD level – are forcing the pace of change in organisations previously inaccessible to those with autism. Businesses, from City law firms and banks to global healthcare companies, have begun to open their doors to young people once thought able only to do lowly jobs. His time at the investment bank was such a success that the two-month internship swiftly became a full-time, permanent post. Prospects has placed young people with autism in companies including Thomson Reuters, the law firms Clifford Chance and Ashurst, the technology and business consultant Cartesian, and John Lewis. Penny Andrews got her job as a library graduate trainee at Leeds Metropolitan University in August without any help from a charity or specialist employment agency. Having beaten applicants to the job, she believes she has proved herself to be the best candidate. Libraries are one of my autistic specialities and I harness that at work. More than a quarter of graduates with autism are unemployed, the highest rate of any disability group. Nevertheless, employers are increasingly coming round to the arguments from disability advocates that employing those on the spectrum is not about charity or social responsibility – but the empirical benefit of taking on people with unique skills. Tom Madders is head of campaigns at the society and responsible for its Undiscovered Workforce campaign to get young people with autism into employment. He talks of a "vast pool of untapped talent" among those with autism. In addition, those with autism have very specialist areas of exhaustive interest which, if these can coincide with the job in hand, can be extremely useful. Graeme Robertson for the Guardian William Thanh is a student at the TreeHouse school, a non-maintained special school founded by Ambitious About Autism , a charity set up in by parents of children with autism. Thanh has such severe autism that he can only communicate through his iPad. But his work at the Paul bakery in London is of such high quality that the manager, Salina Gani, is keen to increase his hours. We would gladly take them on full-time and increase the numbers of people with autism working for us across all our outlets. Of the 20 or so interns who completed the scheme, four have jobs at the hospital. The third cohort of about 16 young people to begin this year will be twice as large as that in the first year. Staynton Brown, associate director of equality and diversity at the hospital, dismisses any suggestion of the initiative being a philanthropic one. For a start, this hospital serves a very diverse population and we want to do that to the best of our ability, which is more likely to happen if our workforce is used to working alongside a diverse group of colleagues. It just takes a good manager who is prepared to give some time to bring that person on, an approach which will be of benefit to every new employee. Some of the improvements can be traced to government policies. The Autism Act – a response to poor employment rates for people with autism – was the first disability-specific legislation to be passed by the government. But David Perkins, manager of Prospects at Nas, said the government had done as much harm as it had good. But these figures, said Perkins, are down on the three years before. Often "good communication skills" are described as a prerequisite in a job specification, even when the role does not directly require them – which can discourage people with autism from applying.

Chapter 6 : Autism success stories: Learning to talk at 9 years old - CNN

Succeeding with Autism Michael is a young man who has succeeded in managing his autism and is experiencing success in life despite a diagnosis that might have predicted only disability and despair. He did not talk in early childhood and displayed the classic traits of a severely autistic child, but he has broken out of his silence to help.

All people within this spectrum, however, have varying degrees of difficulty in three main areas: While behaviours associated with severe autism are typically superficially evident, those on the lower end of the spectrum do not necessarily have immediately identifiable symptoms. The latter may find life even more difficult, with their symptomatic behaviours misunderstood as bad behaviour or aloofness. People with high-functioning autism often have an average or above-average IQ. Most of the celebrities on this list fall under that category, with relatively mild symptoms, though not all. High-functioning autism is often associated with high levels of creativity and thinking outside the box; it also endows the individual with high levels of focus, often verging on obsessive behaviour. Although that word generally has negative connotations, obsession within a creative realm can be what makes some people stand out and excel over their peers. The main difficulties for people on the autism spectrum are social. They might stand too close, without realising that an interlocutor is uncomfortable. They may not be comfortable with eye contact, or understand how important it is. People on the autism spectrum may tend to be very literal, and often misunderstand sarcasm. Thus, those with autism are too often misunderstood and even bullied. The following ten people, though, admirably overcame the challenges their disorder presented and are an inspiration to many. Who are some of the most famous celebrities with autism spectrum disorder? Some may truly surprise you! Older brother Patrick, also an actor, was a success story: When the Labyorteaux adopted him as a baby, he had been diagnosed as having schizophrenia. With patience and love, Patrick was symptom-free within just a few years. Originally he could not be touched and slept standing in his crib, but after a lot of love and consistent care, autism became a part of who he was rather than the thing that defined him. Although he did not walk until age three nor talk till age 5, Matthew has been in several movies and co-founded a charitable organization to help troubled youth. Many sources refer to him as an autistic savant. Savants show extreme proficiency in one area, in excess of what is considered normal. Savage was a Jazz child prodigy, teaching himself to read piano music at the age of six and performing for Jazz master Dave Brubeck by age 8. The year-old, who has been on several major late-night talk shows and who has traveled the world extensively performing for important people such as heads of state, has already released over nine albums. Because he stood out, he has been able to make a career in music since his time on the show. This is remarkable for anyone, but especially so for someone who, according to Durbin himself, was diagnosed at the age of 10 with both Tourette and Asperger syndromes. Durbin was bullied a lot in childhood, because of traits related to both disorders. He says when he is on stage he is at his most comfortable, that he is fully himself and unselfconscious. Pip, as she was called growing up, had many childhood health issues including allergies and various illnesses. She recounts listening to music non-stop as a child, an obsession which developed into a successful career. On the one hand, her voice is incredible; no one can dispute that. On the other, there have been headlines like: In an interview published in papers across the world, she expressed relief at having a more specific diagnosis, and one with less stigma. She rocked to self-soothe, and admits she still does. Although acting was akin to a magical land for her, she never got used to being the center of attention and refused to give interviews or attend her own movie premieres. She ultimately left the limelight, and though still dabbles in acting, works as a career environmentalist who has been arrested several times after protests. Hannah lives in a one-room house using solar energy and well water, and drives a truck fueled on french-fry grease. She had a troubled home life, travelling back and forth between families and getting kicked out of various schools.

Chapter 7 : Famous Autistic People | Autism MythBusters

The 6 Steps to Success: Autism Spectrum Disorder. Your classroom is already a diverse place. With the rising inclusion of students with autism in general education settings, the challenges associated with managing a classroom will grow.

Where can I get more information? What is autism spectrum disorder? Autism spectrum disorder ASD refers to a group of complex neurodevelopment disorders characterized by repetitive and characteristic patterns of behavior and difficulties with social communication and interaction. The symptoms are present from early childhood and affect daily functioning. Some children and adults with ASD are fully able to perform all activities of daily living while others require substantial support to perform basic activities. A diagnosis of ASD includes an assessment of intellectual disability and language impairment. ASD occurs in every racial and ethnic group, and across all socioeconomic levels. However, boys are significantly more likely to develop ASD than girls. Even as infants, children with ASD may seem different, especially when compared to other children their own age. They may become overly focused on certain objects, rarely make eye contact, and fail to engage in typical babbling with their parents. In other cases, children may develop normally until the second or even third year of life, but then start to withdraw and become indifferent to social engagement. The severity of ASD can vary greatly and is based on the degree to which social communication, insistence of sameness of activities and surroundings, and repetitive patterns of behavior affect the daily functioning of the individual. Social impairment and communication difficulties Many people with ASD find social interactions difficult. The mutual give-and-take nature of typical communication and interaction is often particularly challenging. Children with ASD may fail to respond to their names, avoid eye contact with other people, and only interact with others to achieve specific goals. Often children with ASD do not understand how to play or engage with other children and may prefer to be alone. People with ASD may have very different verbal abilities ranging from no speech at all to speech that is fluent, but awkward and inappropriate. Some children with ASD may have delayed speech and language skills, may repeat phrases, and give unrelated answers to questions. In addition, people with ASD can have a hard time using and understanding non-verbal cues such as gestures, body language, or tone of voice. For example, young children with ASD might not understand what it means to wave goodbye. People with ASD may also speak in flat, robot-like or a sing-song voice about a narrow range of favorite topics, with little regard for the interests of the person to whom they are speaking. Repetitive and characteristic behaviors Many children with ASD engage in repetitive movements or unusual behaviors such as flapping their arms, rocking from side to side, or twirling. They may become preoccupied with parts of objects like the wheels on a toy truck. Children may also become obsessively interested in a particular topic such as airplanes or memorizing train schedules. Many people with ASD seem to thrive so much on routine that changes to the daily patterns of life “ like an unexpected stop on the way home from school “ can be very challenging. Some children may even get angry or have emotional outbursts, especially when placed in a new or overly stimulating environment. Certain known genetic disorders are associated with an increased risk for autism, including Fragile X syndrome which causes intellectual disability and tuberous sclerosis which causes benign tumors to grow in the brain and other vital organs “ each of which results from a mutation in a single, but different, gene. Recently, researchers have discovered other genetic mutations in children diagnosed with autism, including some that have not yet been designated as named syndromes. While each of these disorders is rare, in aggregate, they may account for 20 percent or more of all autism cases. People with ASD also have a higher than average risk of having epilepsy. Children whose language skills regress early in life “ before age 3 “ appear to have a risk of developing epilepsy or seizure-like brain activity. About 20 to 30 percent of children with ASD develop epilepsy by the time they reach adulthood. Additionally, people with both ASD and intellectual disability have the greatest risk of developing seizure disorder. ASD symptoms can vary greatly from person to person depending on the severity of the disorder. Symptoms may even go unrecognized for young children who have mild ASD or less debilitating handicaps. Autism spectrum disorder is diagnosed by clinicians based on symptoms, signs, and testing according to the Diagnostic and Statistical Manual of Mental Disorders-V, a guide created by the American

Psychiatric Association used to diagnose mental disorders. Children should be screened for developmental delays during periodic checkups and specifically for autism at and month well-child visits. Very early indicators that require evaluation by an expert include: A comprehensive evaluation requires a multidisciplinary team, including a psychologist, neurologist, psychiatrist, speech therapist, and other professionals who diagnose and treat children with ASD. The team members will conduct a thorough neurological assessment and in-depth cognitive and language testing. Because hearing problems can cause behaviors that could be mistaken for ASD, children with delayed speech development should also have their hearing tested. Scientists believe that both genetics and environment likely play a role in ASD. There is great concern that rates of autism have been increasing in recent decades without full explanation as to why. Researchers have identified a number of genes associated with the disorder. Imaging studies of people with ASD have found differences in the development of several regions of the brain. Studies suggest that ASD could be a result of disruptions in normal brain growth very early in development. These disruptions may be the result of defects in genes that control brain development and regulate how brain cells communicate with each other. Autism is more common in children born prematurely. Environmental factors may also play a role in gene function and development, but no specific environmental causes have yet been identified. The theory that parental practices are responsible for ASD has long been disproved. Multiple studies have shown that vaccination to prevent childhood infectious diseases does not increase the risk of autism in the population. Twin and family studies strongly suggest that some people have a genetic predisposition to autism. Identical twin studies show that if one twin is affected, then the other will be affected between 36 to 95 percent of the time. There are a number of studies in progress to determine the specific genetic factors associated with the development of ASD. In families with one child with ASD, the risk of having a second child with the disorder also increases. Many of the genes found to be associated with autism are involved in the function of the chemical connections between brain neurons synapses. Researchers are looking for clues about which genes contribute to increased susceptibility. In some cases, parents and other relatives of a child with ASD show mild impairments in social communication skills or engage in repetitive behaviors. Evidence also suggests that emotional disorders such as bipolar disorder and schizophrenia occur more frequently than average in the families of people with ASD. The mutation then occurs in each cell as the fertilized egg divides. These mutations may affect single genes or they may be changes called copy number variations, in which stretches of DNA containing multiple genes are deleted or duplicated. Autism risk also increases in children born to older parents. There is still much research to be done to determine the potential role of environmental factors on spontaneous mutations and how that influences ASD risk. For many children, symptoms improve with age and behavioral treatment. During adolescence, some children with ASD may become depressed or experience behavioral problems, and their treatment may need some modification as they transition to adulthood. People with ASD usually continue to need services and supports as they get older, but depending on severity of the disorder, people with ASD may be able to work successfully and live independently or within a supportive environment. There is no cure for ASD. Therapies and behavioral interventions are designed to remedy specific symptoms and can substantially improve those symptoms. The ideal treatment plan coordinates therapies and interventions that meet the specific needs of the individual. Most health care professionals agree that the earlier the intervention, the better. In these interventions therapists use highly structured and intensive skill-oriented training sessions to help children develop social and language skills, such as applied behavioral analysis, which encourages positive behaviors and discourages negative ones. In addition, family counseling for the parents and siblings of children with ASD often helps families cope with the particular challenges of living with a child with ASD. Antipsychotic medications are used to treat severe behavioral problems. Seizures can be treated with one or more anticonvulsant drugs. Medication used to treat people with attention deficit disorder can be used effectively to help decrease impulsivity and hyperactivity in people with ASD. Parents, caregivers, and people with autism should use caution before adopting any unproven treatments. The mission of the National Institute of Neurological Disorders and Stroke NINDS is to seek fundamental knowledge about the brain and nervous system and to use that knowledge to reduce the burden of neurological disease. Department of Health and Human Services agencies, the Department of Education, and other

governmental organizations, as well as public members, including individuals with ASD and representatives of patient advocacy organizations. Such biomarkers could aid in understanding how and why ASD occurs in some children but not others, and help to identify patients who might benefit from early intervention. Other ACE centers and networks are investigating early brain development and functioning; genetic and non-genetic risk factors, including neurological, physical, behavioral, and environmental factors present in the prenatal period and early infancy; and potential therapies. NINDS funds additional research aimed at better understanding the factors that lead to ASD, including other studies on genetic disorders associated with ASD, such as TSC, Fragile X Syndrome, Phelan-McDermid syndrome which features such autism-like symptoms as intellectual disability, developmental delays, and problems with developing functional language, and Rett syndrome a disorder that almost exclusively affects girls and is characterized by slowing development, intellectual disability, and loss of functional use of the hands. Many of these studies use animal models to determine how specific known mutations affect cellular and developmental processes in the brain, yielding insights relevant to understanding ASD due to other causes and discovering new targets for treatments. For example, NINDS-funded researchers are investigating the formation and function of neuronal synapses, the sites of communication between neurons, which may not properly operate in ASD and neurodevelopmental disorders. Other studies use brain imaging in people with and without ASD to identify differences in brain connectivity and activity patterns associated with features of ASD. Researchers hope that understanding these alterations can help identify new opportunities for therapeutic interventions. The goals of the consortium are to understand shared mechanisms across these syndromes, which may suggest common approaches to their treatment. NINDS supports autism spectrum disorder research through clinical trials at medical centers across the United States to better our knowledge about ASD treatment and care. Additional studies can be found at www.ninds.nih.gov. People should talk to their doctor before enrolling in a clinical trial.

Chapter 8 : 11 Famous People With Autism | Babble

Successful autistic people are everywhere, and there is a wide range of abilities on the spectrum. High functioning autism can interfere with a person's ability to interact with others appropriately and sensory problems are a common issue throughout the spectrum.

Motivating Students Who Have Autism Spectrum Disorders Contributed by Rozella Stewart

Motivating individuals who have autism spectrum disorder is an essential but often difficult challenge. It is essential because, by definition, they have restricted repertoires of interests and skills needed for community living and coping. Without planned, positive experiences, these individuals often become increasingly victimized by their autism as they age. With successful experiences, each can become a victor who lives, works, and plays in the community. It is difficult, at least in part, because people who have autism are particularly vulnerable to key factors which impact motivation. In general, tasks and activities which learners associate with past success tend to stimulate interest. Challenges which trigger memories of past anxieties and failures tend to stimulate avoidance reactions and self-preservation responses. Although occasional failure is often seen as a challenge by learners who are highly motivated to learn through problem solving, repeated failure fosters feelings of futility and frustration in fragile learners who lack self-confidence and may lack competencies for task-related problem solving. When diligently applied, proactive strategies often prove successful in eventually eliciting positive, productive responses and pride in personal accomplishment. The following are just a few success-oriented strategies that support motivation for individuals who have autism spectrum disorder: Include preoccupations and fascinations that may be considered "bizarre" or strange. Note tasks or activities which create frustration and heightened anxiety for the individual. Attention to these factors can result in avoiding episodes which perpetuate insecurity, erode confidence, foster distrust in the environment, and generally result in avoidance behaviors. Give the individual time to respond. Vary types of cues given when movement disturbances are suspected. Structure a supportive environment. Both the social and physical milieu should encourage and support successful task performance. Teach in natural environments that contain the cues and reinforcement which prompt and maintain learned behaviors whenever possible. Be sure that everyone involved encourages and supports independent effort whenever possible. Willingness to try to perform independently as opposed to remaining dependent on others results when the individual attributes successful performance to his own efforts rather than to external factors. Plan optimally stimulating neither too stimulating nor too nonstimulating tasks and activities. Plan ways to decrease the impact of environmental distractors that interfere with task initiation and completion. Use instructional strategies which support successful outcomes. Assemble materials, or teach the learner to assemble materials, in task- appropriate sequences. Teach new tasks by providing examples or modeling so the learner has a clear vision of task sequences and expected outcomes. Incorporate learning tasks into preferred topics and activities. Plan tasks and activities that result in meaningful outcomes from the perspective of the learner. Vary tasks and activities frequently as opposed to requiring boring repetition. Conversely, capture opportunities to expand learning when interest is high. Plan and present tasks and activities at an appropriate level of difficulty for the individual involved. Provide instructions or information visually as opposed to verbally to decrease distraction and to make information more user friendly for the person. This provides a familiar link to subsequent school experiences. This familiarization process is sometimes referred to as "teaching pivotal behaviors. Assign specific models for the individual to observe and imitate when in group activities such as circle time or group exercises. When in more fluid group situations, assign or help the individual to select a specific role which he or she can perform. Teach the individual how to perform selected roles. Plan for successful outcomes that can be achieved "here and now" rather than at some more distant time. Rather than pushing for a perfect response, reinforce all goal-directed attempts. Structure short, successful experiences with less preferred activities and longer, equilibrium restoring experiences with more preferred, easier-to-tolerate activities. This strategy works particularly well for very hesitant learners who have extremely restricted repertoires of interests. For learners with broader repertoires of interests and skills, build motivational momentum by beginning with highly

preferred, success- guaranteed tasks and alternating such tasks and activities with less preferred, more challenging tasks throughout the day. This strategy also works for individuals who are so highly aroused by anticipated preferred events that they can not focus on other tasks until the highly stimulating need has been addressed. Focus on errorless learning. Teach perhaps by modeling or having a peer model the person to do the task right the first time. Avoid having the learner undo or disassemble products which he or she perceives as finished. Erasing work or taking apart finished products often makes no sense to the learner and may result in a "Why do it? Plan ways to correct or repeat work that do not involve undoing what has been done. Offer attention-getting choices which stimulate personal involvement. In general, accentuate the positive; disempower the negative. Finally, remember that failure, sarcasm, ridicule, and apparent lack of confidence on the part of those who live and work with people with autism spectrum disorders decrease motivation and perpetuate cycles of learned helplessness. Increased motivation results from experiences which teach people how to interact with both social and physical environments in ways that result in positive outcomes. While always most secure with the familiar, resistance to the unfamiliar decreases and inclinations to try gradually increases as people with autism spectrum disorders learn that they will be okay and that they might even enjoy a new experience. References and for further reading: Cognitive education of young children with autism. Using aberrant behaviors as reinforcers for autistic children. Journal of Applied Behavior Analysis, 23, Effects of choice making on the serious problem behaviors of students with severe handicaps. Social-communication skills in higher functioning children with autism. Strategies for initiating positive interactions and improving learning opportunities pp. Emerging interventions for children with autism: Longitudinal and lifestyle implications. Parent education and parenting stress. A guide to successful employment for individuals with autism. Motivating students who have autism spectrum disorders. The Reporter, 13, Bloomington, IN circa Indiana.

Chapter 9 : 10 Celebrities With Autism | TheRichest

How to Be Successful if You're Autistic. If you're autistic, that doesn't mean you can't be successful. While autism causes delays in development, those delays don't mean you'll never acquire the skills you need to succeed.

Stephen Wiltshire – Acclaimed Artist Stephen Wiltshire was born in London in and quickly showed many of the typical symptoms of ASD—he was mute and appeared to live almost entirely in his own world, obsessing over esoteric subjects like American automobiles. He was diagnosed at age three, and remained unable to speak until he was eight. But one thing he could do was draw. He began to sketch the buildings of London and the drawings were extraordinarily detailed—accurate down to the finest architectural detail, even after only a glance. He sold his first drawing at eight, and the Prime Minister commissioned him to draw Salisbury Cathedral.

Justin Hansen – Football Star Justin hated football at first. Hated that his dad made him start playing in grade school. Hated being around the other players. But he was good at it. Being bullied, even though he was the biggest kid on his block, resulted in a lot of pent-up emotions – easy to take out in a game, exploding across the line, unleashing himself on some unsuspecting offensive lineman or running back. But life in the locker room changed that. He landed a Division I scholarship at Colorado State university, became part of the team, one of the guys. Along the way, he learned to socialize. Teammates took him along to hang out. He learned to laugh, make small-talk. Today Justin dreams of landing a roster spot in the National Football League.

Not only has she contributed groundbreaking work to the field of animal science, she moonlights as a speaker and advocate for people on the autism spectrum. But the science came first—although Grandin showed all the classic signs of high-functioning autism at a young age, she was not formally diagnosed with ASD until she was 64, already with a long and distinguished career behind her. She was an early proponent of the humane treatment of livestock and has published more than sixty papers on livestock handling. Many variations of the hug machine are now widely available, from off-the-shelf inflatable products for kids and wearable items, to commercial squeeze machines for clinical use.

Susan Boyle – Singer Susan Boyle was 47 when her singing career was launched, but she made up for the late start with a big splash. But the fact that she struggled with Aspergers Syndrome her whole life might have had something to do with it. Press reports of erratic behavior in the wake of her televised appearance on BGT surfaced almost immediately, and rumors she was committed for a time to a psychiatric hospital swirled. After being officially diagnosed with Aspergers at 51, she went on to continue her career and receive the help and understanding she needed to cope with the demands of stardom.

Cottle had fallen in love with cooking in high school during a culinary demonstration. With the stereotypical obsessiveness of someone with ASD, he thought about baking all the time. He thought about it through six years of working at the grocery store. He thought about it during multiple attempts at entering culinary school, even though he was rejected every time because of issues stemming from his autism. Finally, Cottle decided to make his own way and do for himself what no one would help him with. He found a pastry chef willing to give him one-on-one lessons, and in time he refined his craft, bringing a new level of mastery and creativity to the art of baking. Then he made the big leap toward realizing his dream and opened his own bakery. He called it the Stuttering King Bakery.