High Functioning Autism and Asperger Syndrome

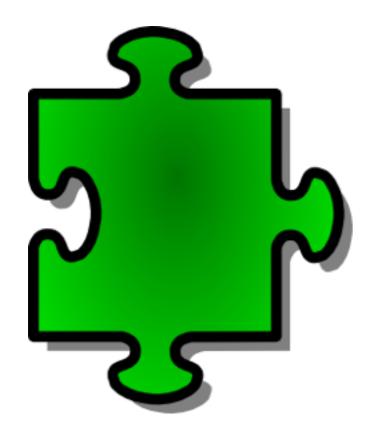
### Essentials for Educators

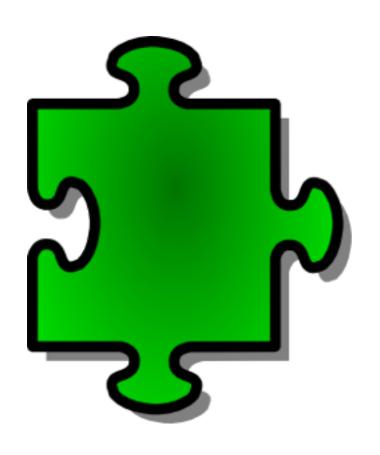


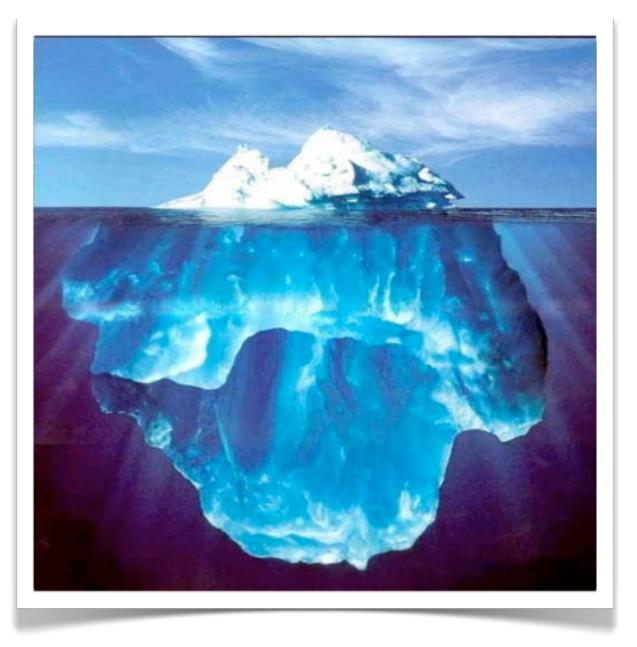
# Incidence of Autism

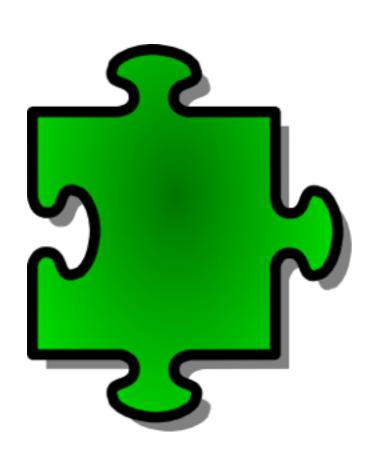
- 1970 1:10,000
- 2007 CDC 1:155
- 2007 Utah 1:133
- 2010 Utah 1:85

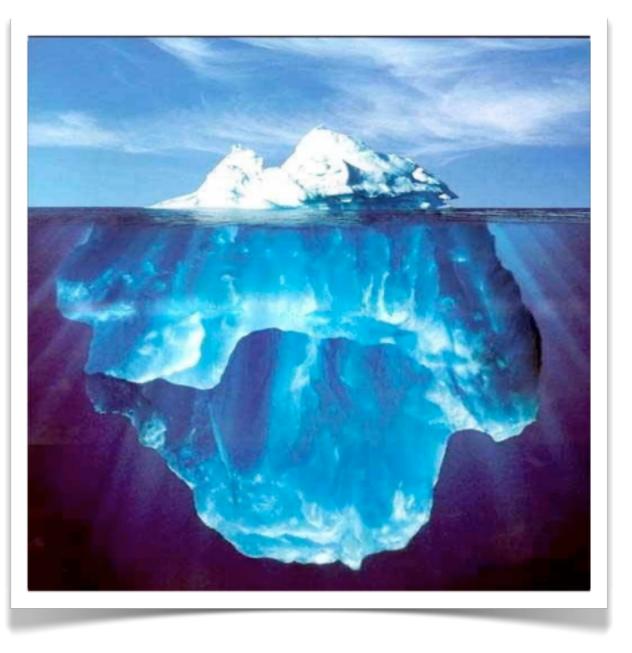








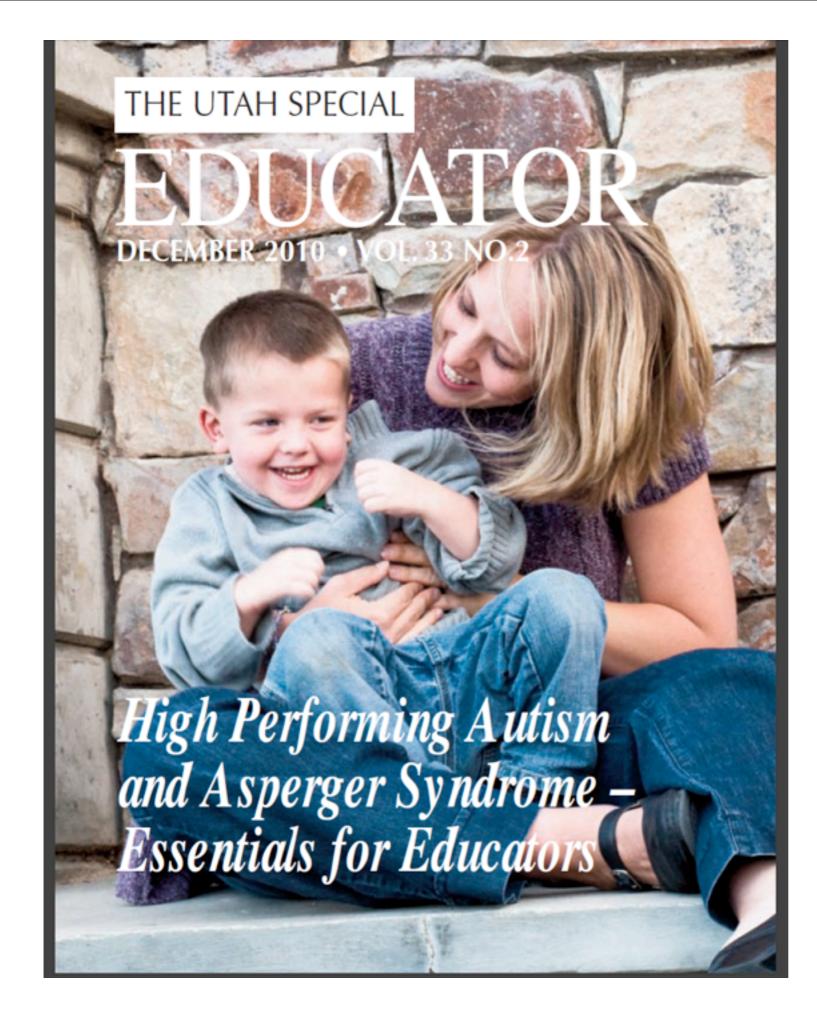




### **False Attribution**

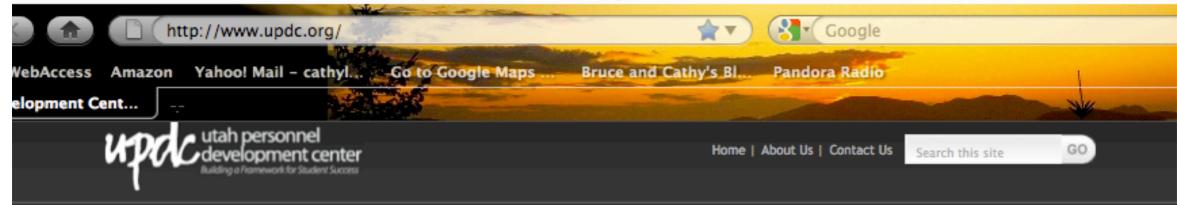








Utah Personnel Development Center | Building a Framework for Student Success | Home







Directors' Dashboard Specifically for Utah Special Education Directors to access PD activity information specific for their districts.



Latest News Just updated: More Additions to the UPDC 2.0 website. (updated March 3, 2010) Learn More >>



#### **Counting Objects**

Educating Students with Significant Disabilities: It is a program for teaching one-to-one correspondence and counting objects in random order.

Learn More >>



#### Autism Eligibility

Utah Public Schools

Jocelyn Taylor MS CCC 8LP Education Specialist



#### Joint Attention Assessment

Developed by Murray School District more >> Jocelyn Taylor, USOE This is the Wimba Archive of a presentation given at the Utah Charter Roundtable.

Autism Eligibility Presentation by

9-8-2010

more >>



#### Autism: Essentials for Educators

An introduction to autism for teachers who work with students with high functioning autism and Asperger Syndrome. These materials may be used in two one-hour sessions and include pre-session reading assignments, video, facilitator's guide, and participants' handouts.

more >>

#### Resources By Topic

- PD Library Assessment Assistive Technology Autism Behavior Coaching Early Childhood English Language Learners Instruction/Interventions Leadership

Literacy

Numeracy

Paraeducators

Problem Solving/RTI

Significant Disabilities

Specific Learning Disabilities

Transition

Professional Development Who We Are

Utah Special Educator Journal

🖸 Old UPDC Site

Directors' Dashboard

Latest News

D Modules Callery

#### What's New:

New Dec 2010 Issues of the Utah Special Educator. Click Here!

Mark Shinn just visited Utah, check out his materials and video clips: Click Here!

See the NEW online home of the Utah Special Educator: EssentialEducator.org

Subscribe to NEW Customized Essential Educator Newsletters. Subscribe Now!

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An introduction to autism for teachers who work with students with high functioning autism and Asperger Syndrome. These materials may be used in two one-hour sessions and include pre-session reading assignments, video, facilitator's guide, and participants' handouts.





#### The Underside of the Iceberg

This is a pre-session reading assignment for participants attending "Session I - Characteristics of Autism." Article Written by Cathy Longstroth, UPDC Specialist. Includes video examples.



#### High Functioning Autism & Asperger Syndrome - Video

Essentials for Educators: Presented by Utah parents, teachers, professionals in the field of autism spectrum disorders (ASD), this Video explains underlying differences in individuals with ASD and suggest strategies for increasing their success in the school setting. (.m4v) 460mb

more >>

#### High Functioning Autism & Asperaer, Syndrome

Asperger Syndrome

#### Facilitator's Guide

Essentials for Educators: High Functioning Autism & Asperger Syndrome Facilitator's Guide. (.pdf) 451kb

#### more >>



#### Participants' Pages

Essentials for Educators: High Functioning Autism & Asperger Syndrome Participants' Pages for Sections 1 & 2. (.pdf) 143kb

more >>

# Underlying Characteristics

UCC-HF<sup>©</sup> Participant Pages Essential Educator Article "The Underside of the Iceberg"

### Neurodevelopmental Disorder

### Underlying Characteristics

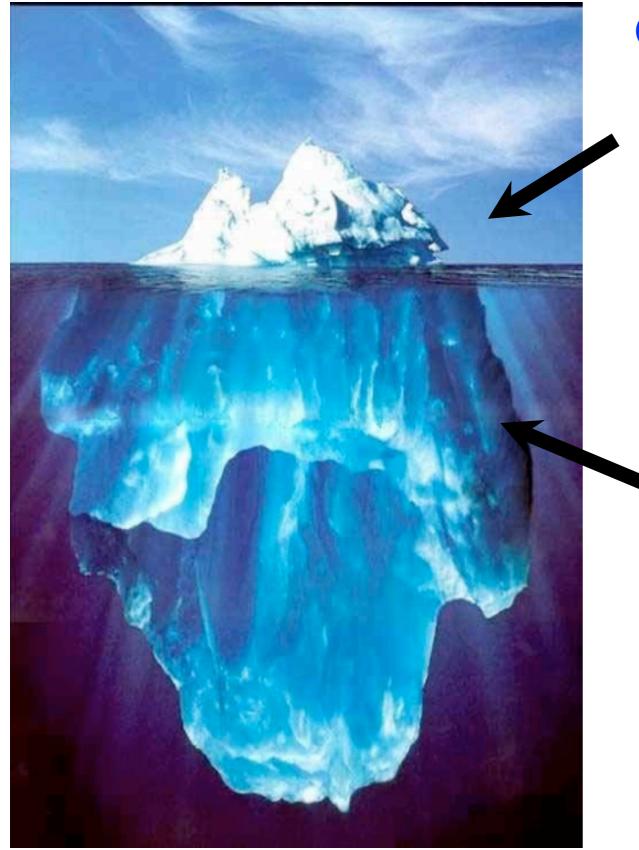
Identify behaviors that may be linked to autism

# Video Session I Activity I "Two Children"

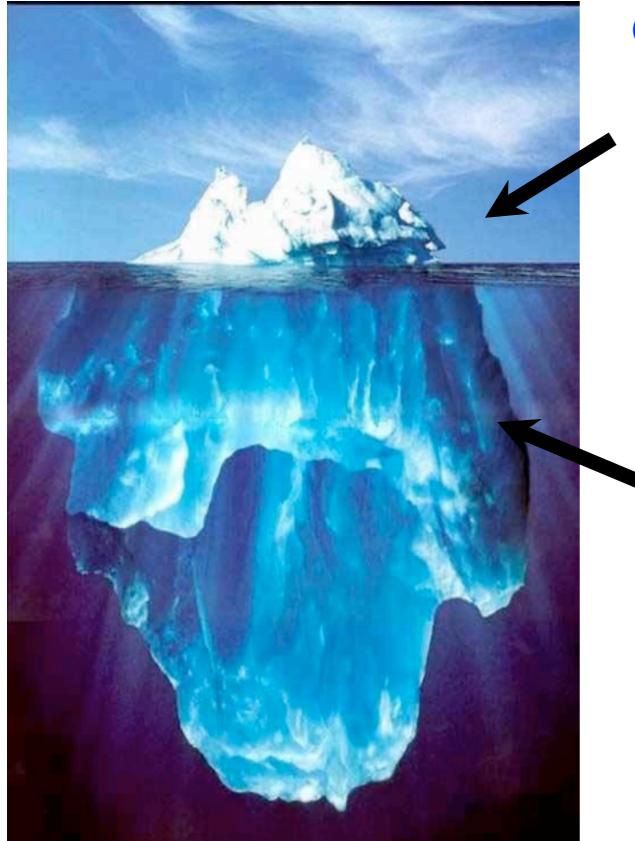
### Neurodevelopmental Disorder

### Underlying Characteristics

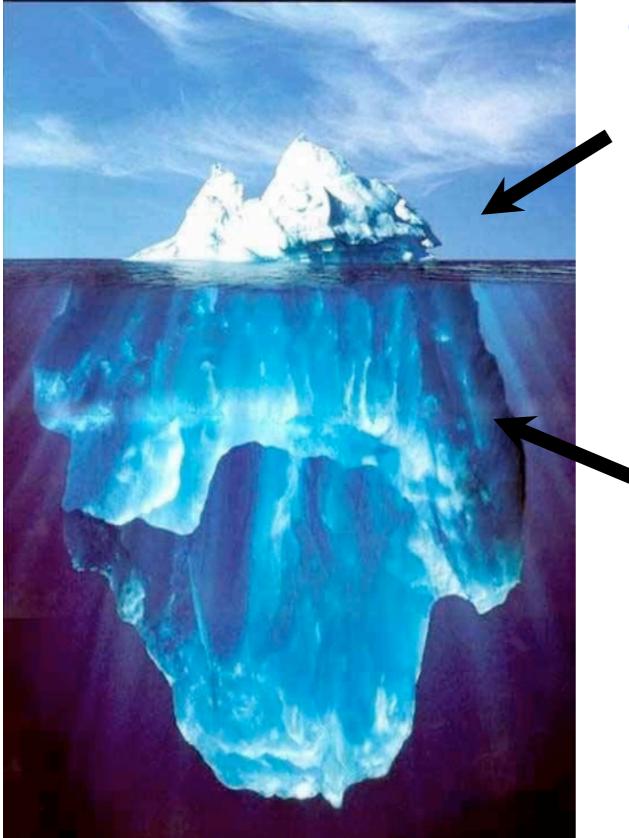
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Communication Issues Behavioral Issues Social Issues

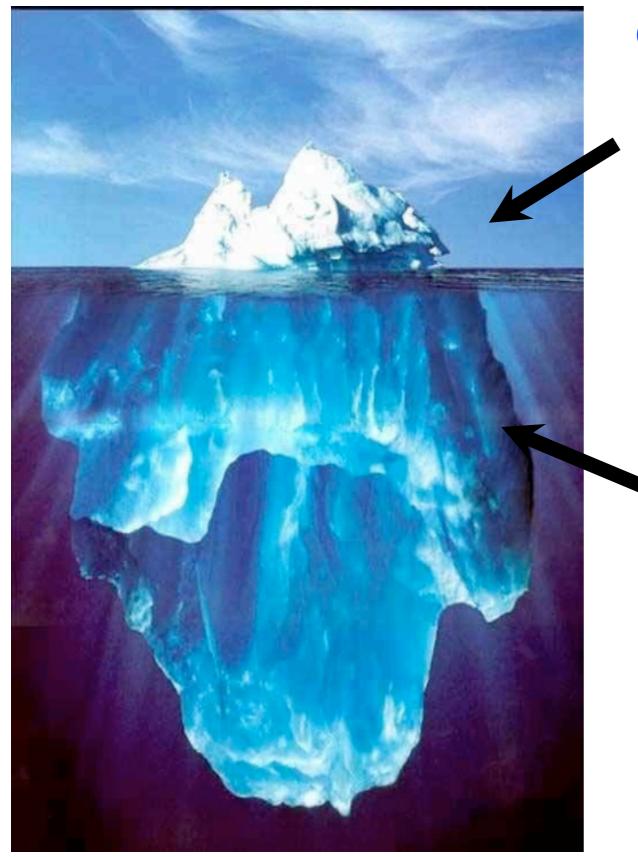


Communication Issues Behavioral Issues Social Issues Impaired theory of mind



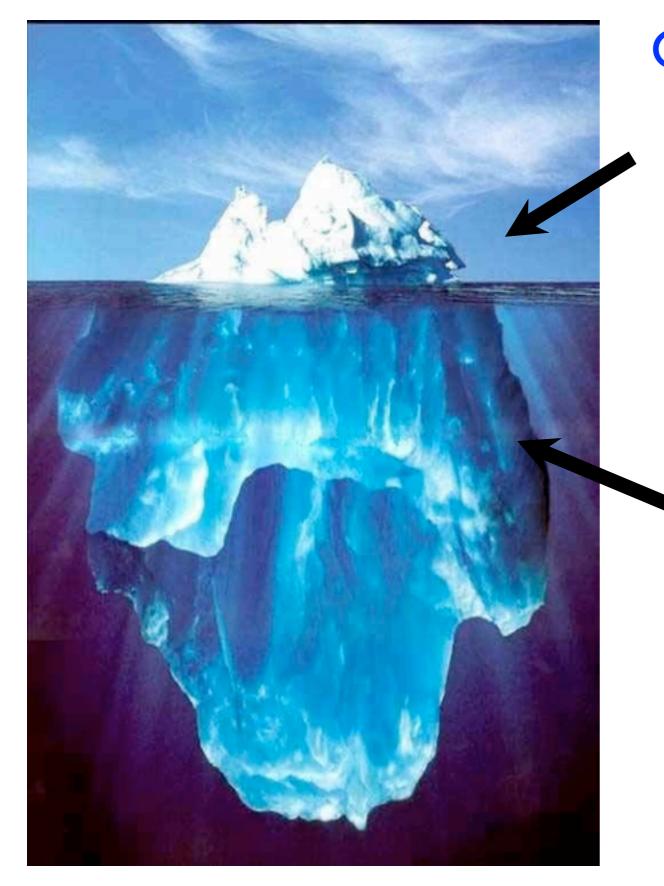
Communication Issues Behavioral Issues Social Issues

Impaired theory of mind Sensory differences

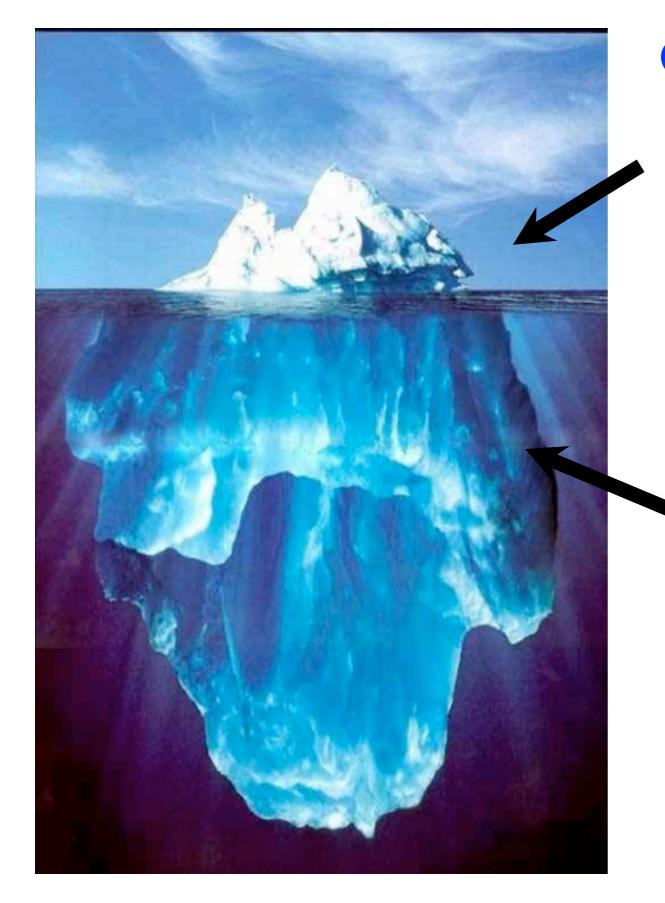


Communication Issues Behavioral Issues Social Issues Impaired theory of mind Sensory differences

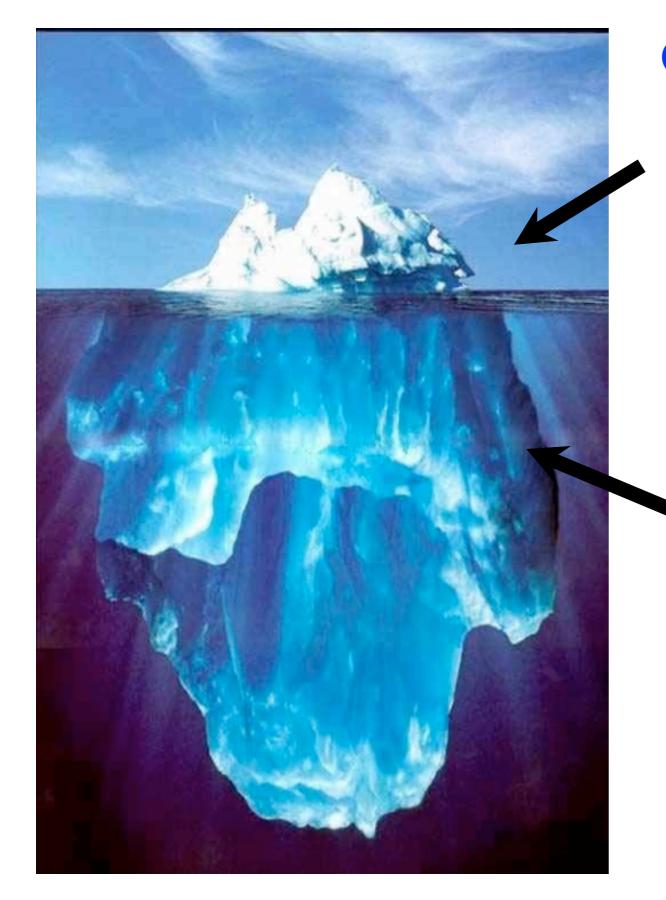
Weak Central Coherence



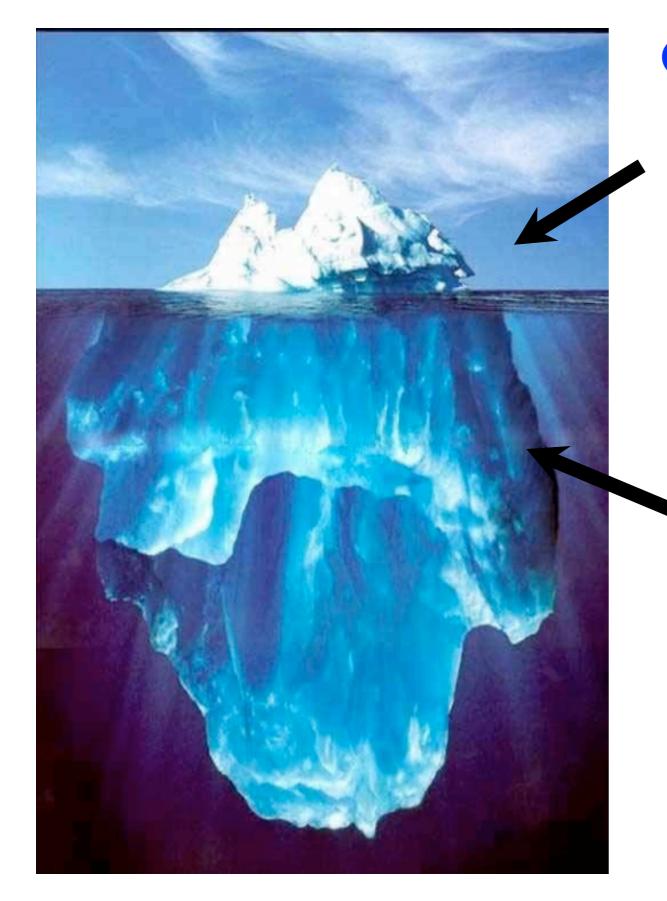
Communication Issues Behavioral Issues Social Issues Impaired theory of mind Sensory differences Weak Central Coherence Executive Dysfunction



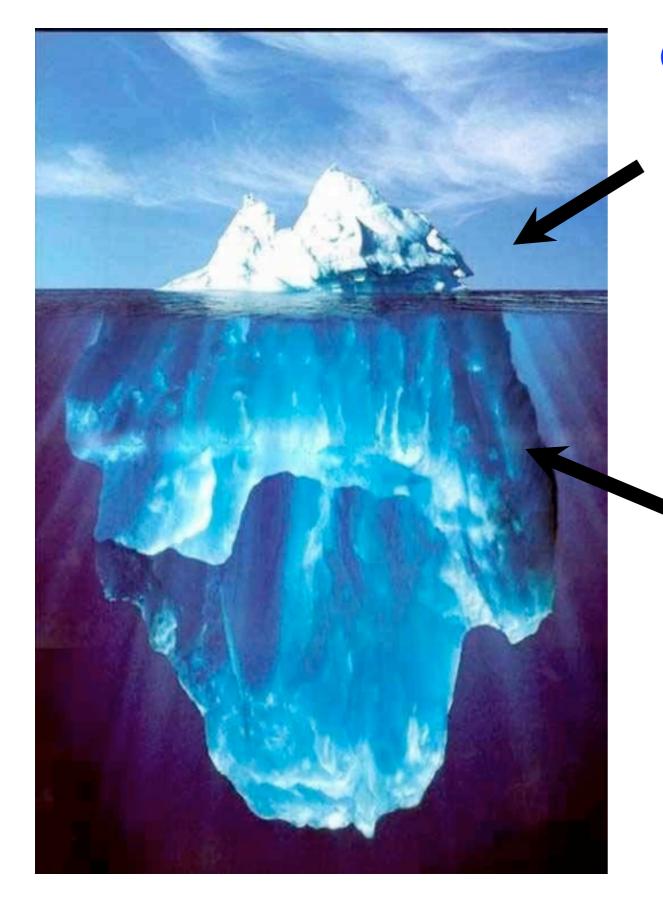
**Communication** Issues **Behavioral Issues** Social Issues Impaired theory of mind Sensory differences Weak Central Coherence **Executive Dysfunction** Difficulty with non-verbal communication



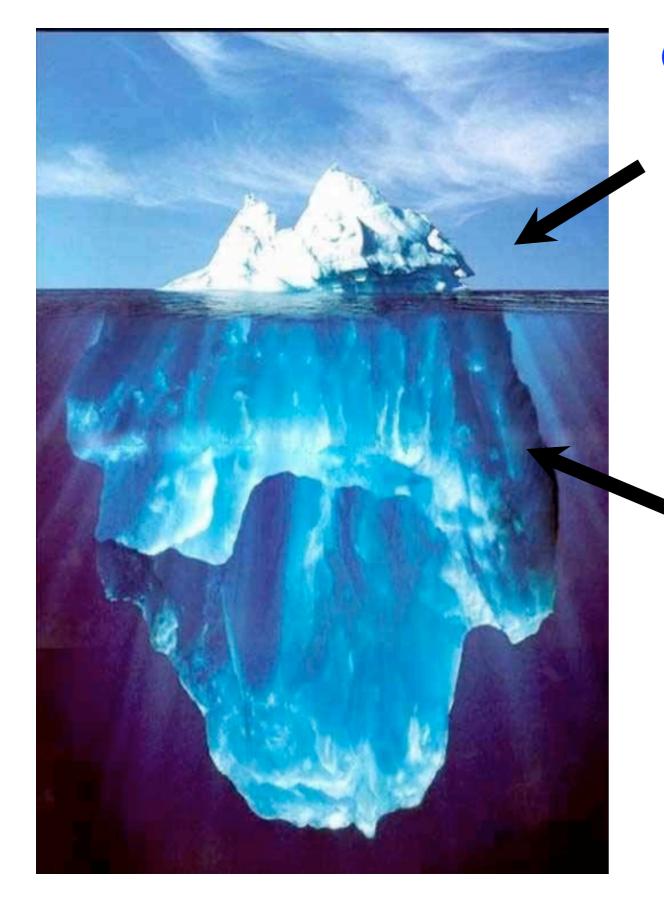
**Communication** Issues **Behavioral Issues** Social Issues Impaired theory of mind Sensory differences Weak Central Coherence **Executive Dysfunction** Difficulty with non-verbal communication Poor auditory processing



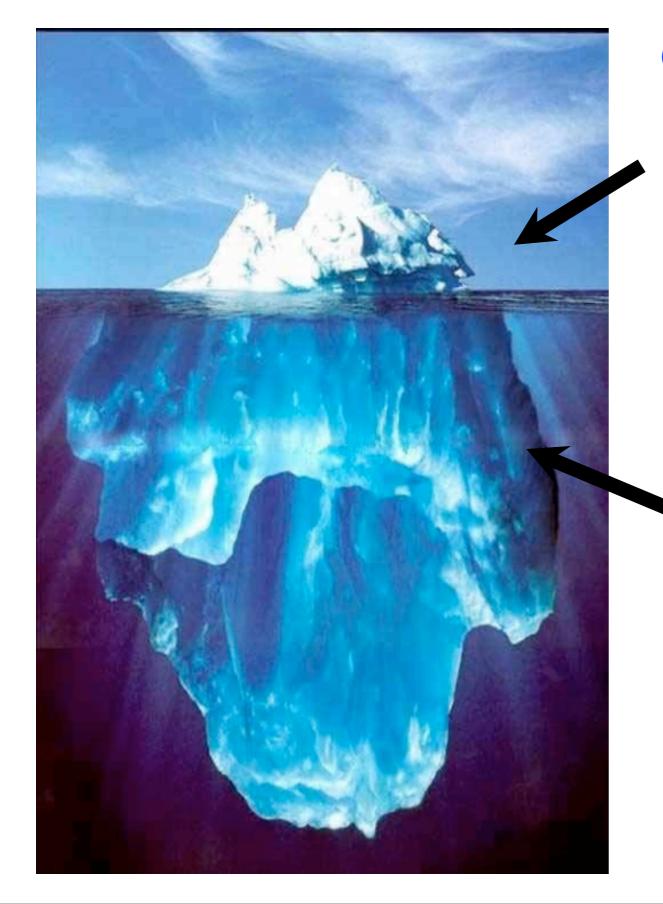
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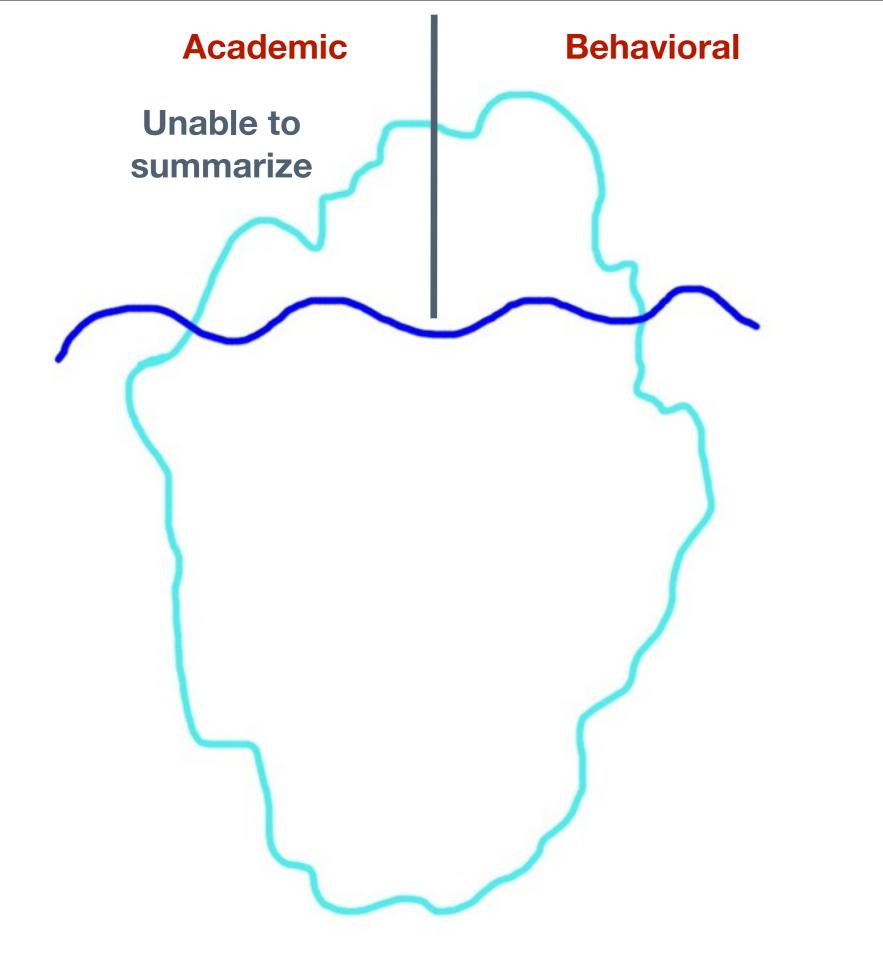
**Communication** Issues **Behavioral Issues** Social Issues Impaired theory of mind Sensory differences Weak Central Coherence **Executive Dysfunction** Difficulty with non-verbal communication Poor auditory processing Areas of intense interest Gross and fine motor deficits

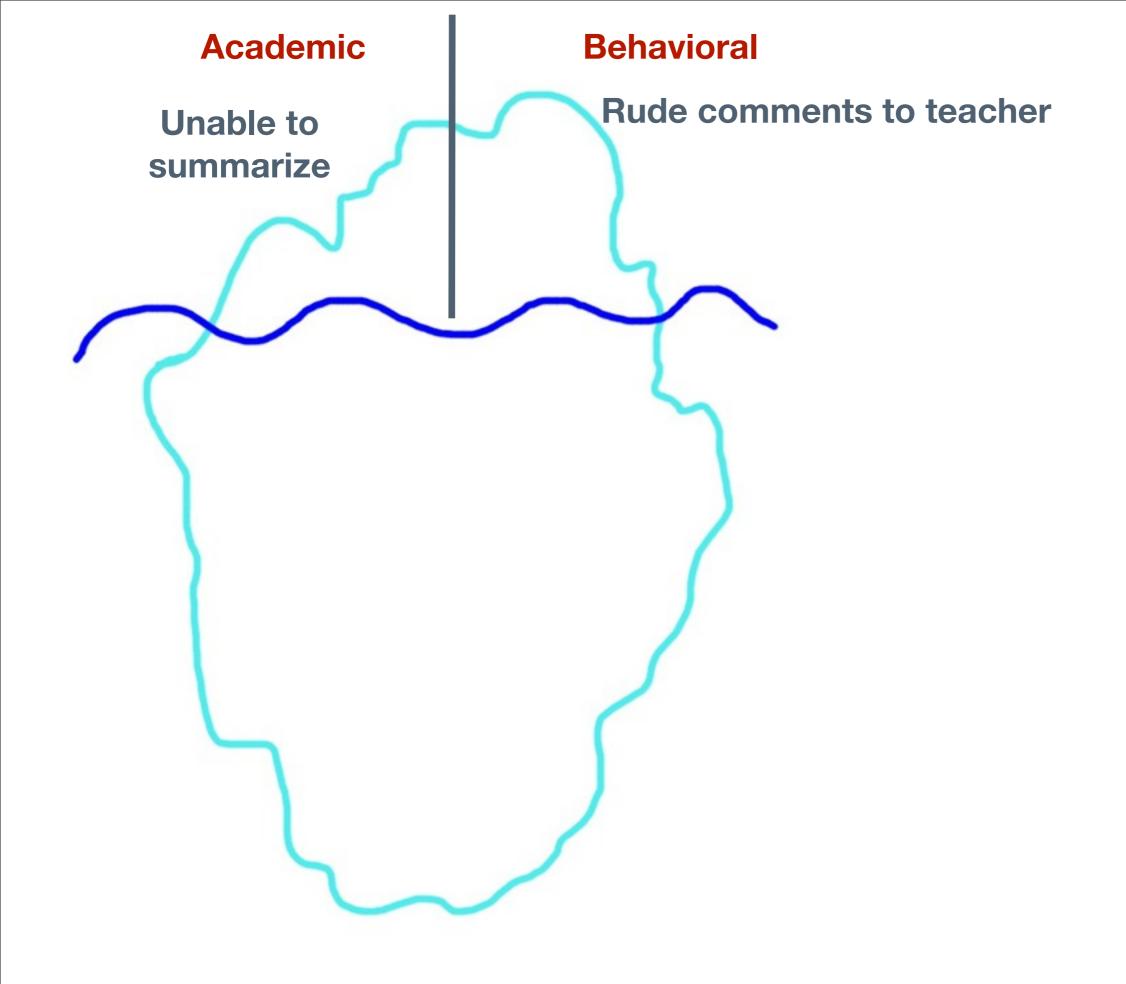


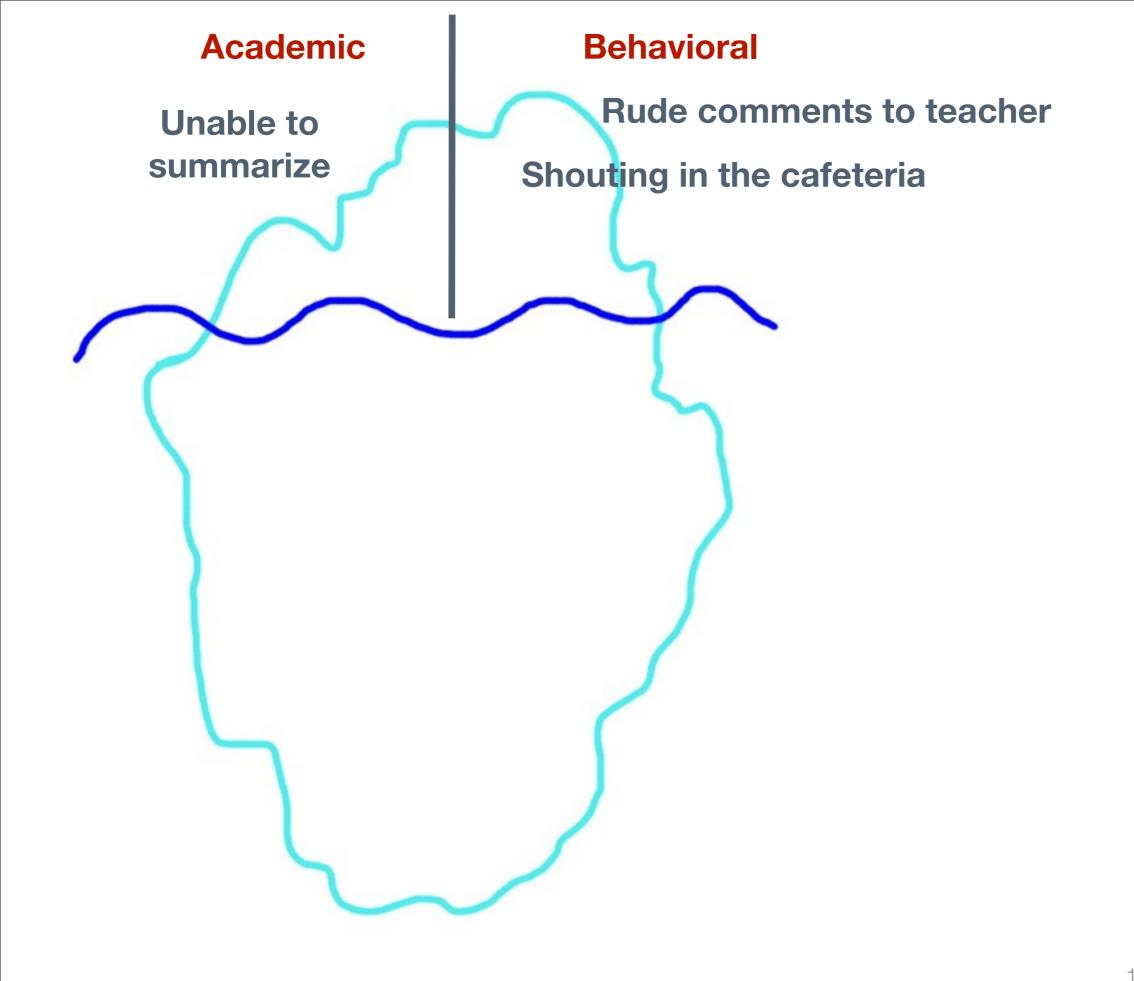
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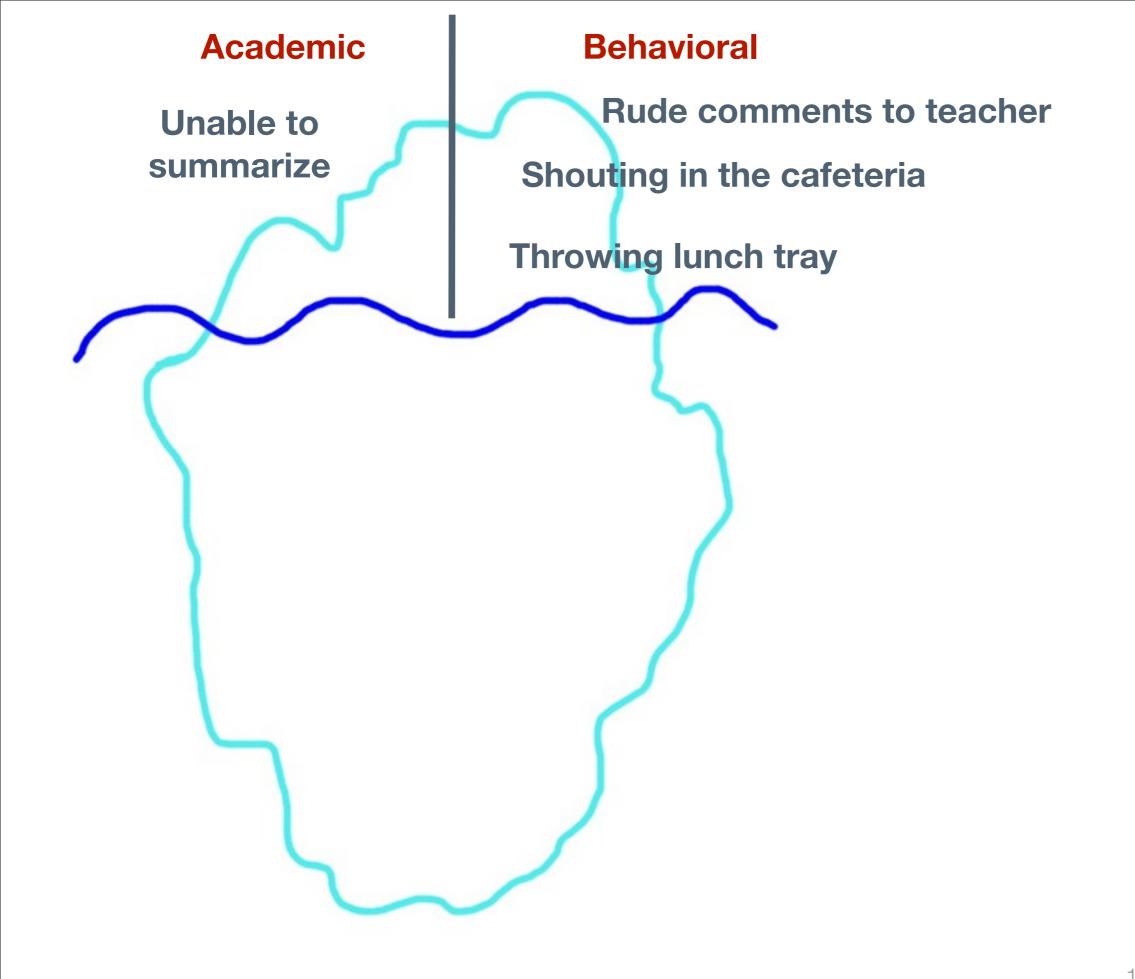


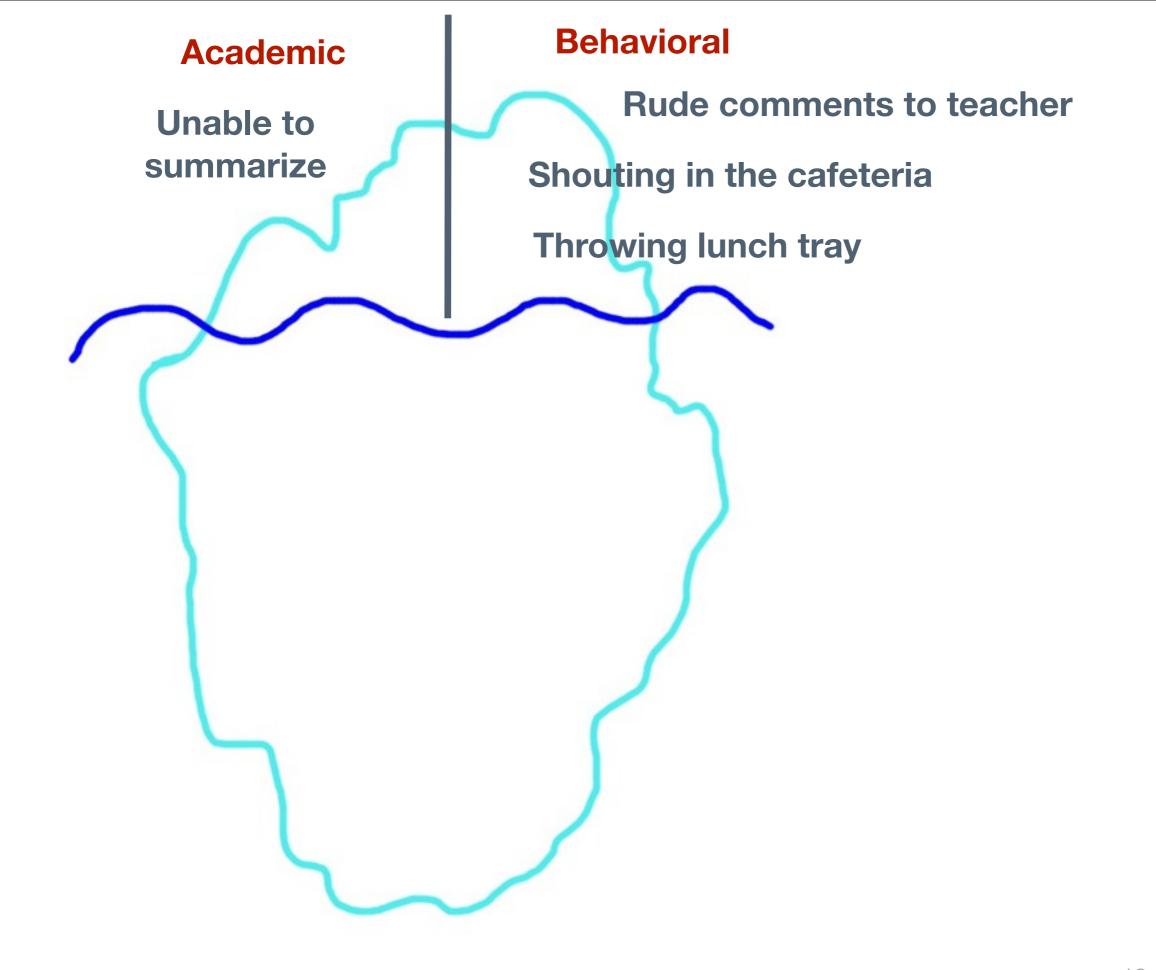
**Communication** Issues **Behavioral Issues Social Issues** Impaired theory of mind Sensory differences Weak Central Coherence **Executive Dysfunction** Difficulty with non-verbal communication Poor auditory processing Areas of intense interest Gross and fine motor deficits Fear, anxiety, and depression Strengths and advantages

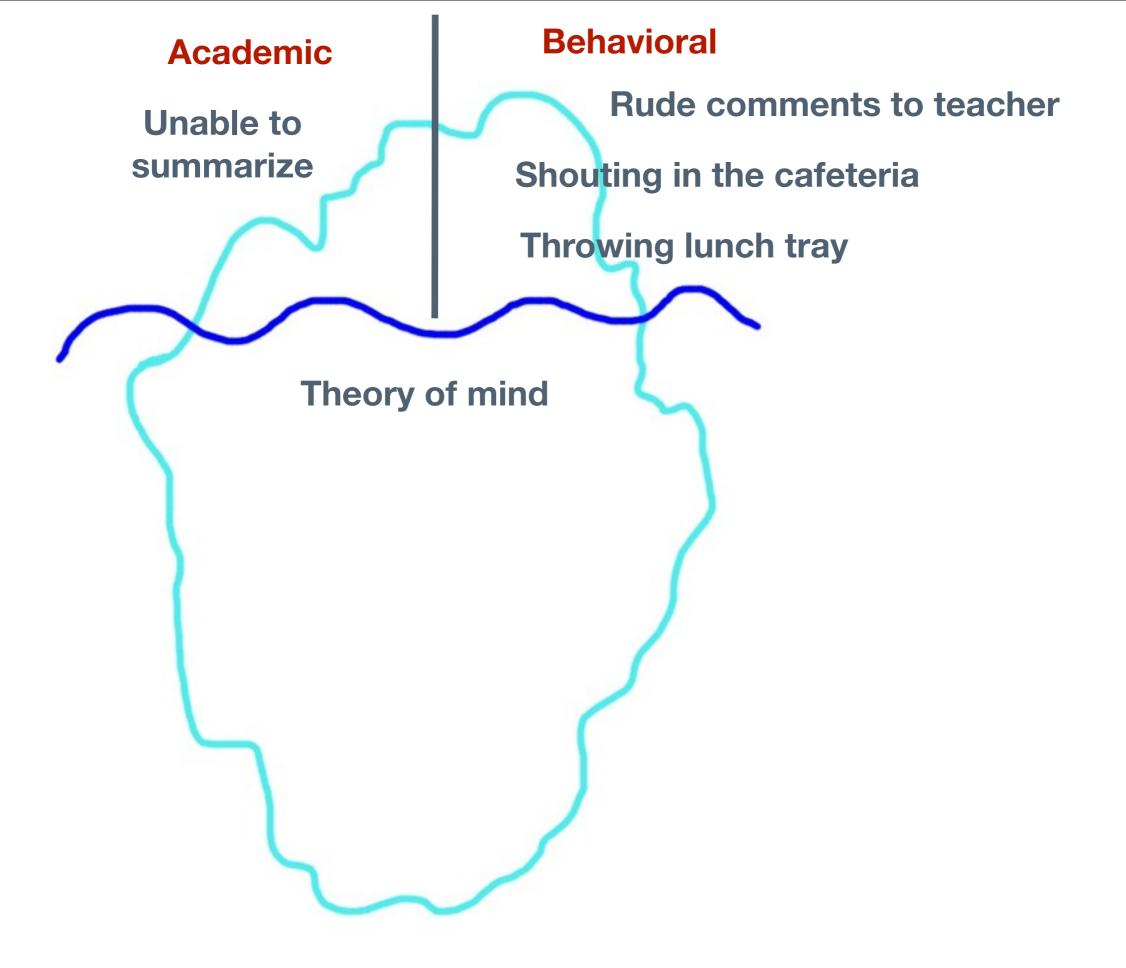


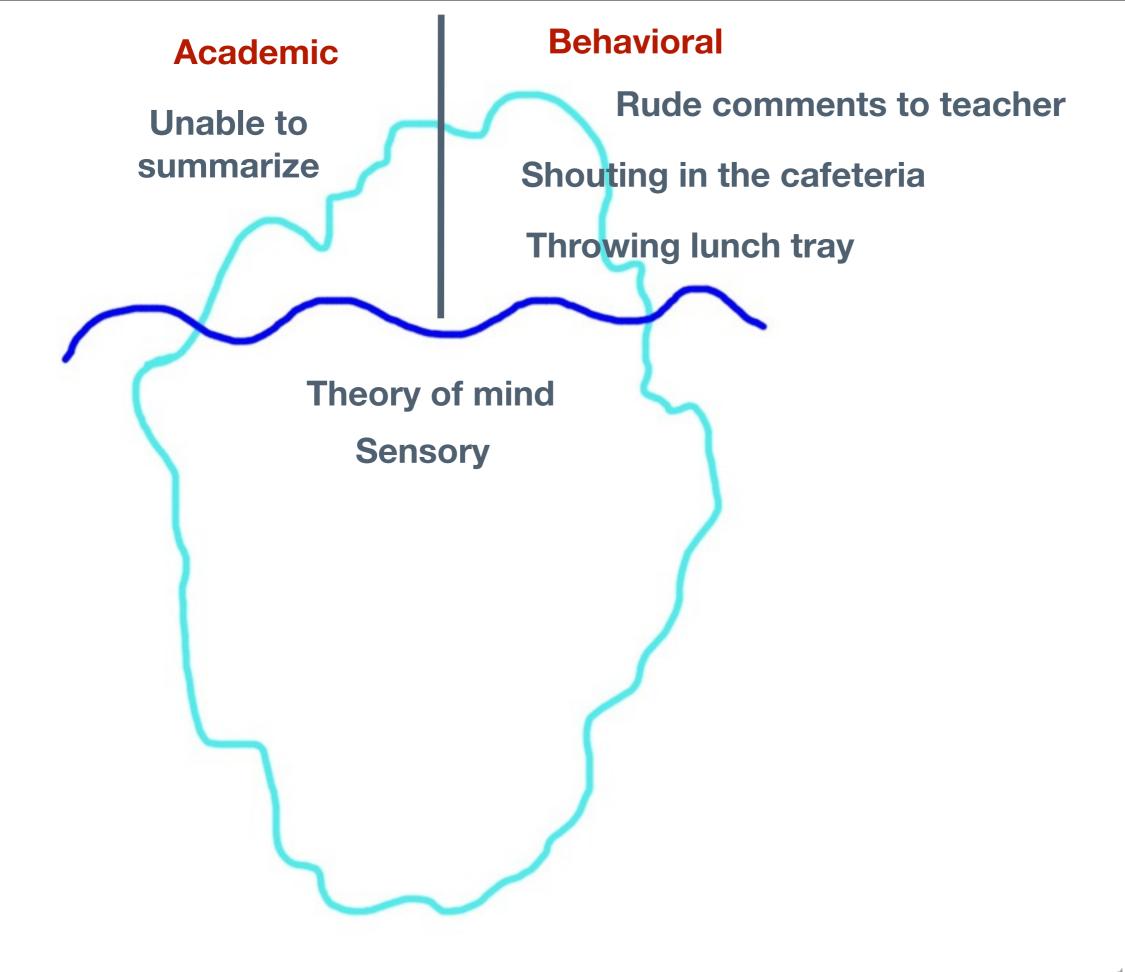


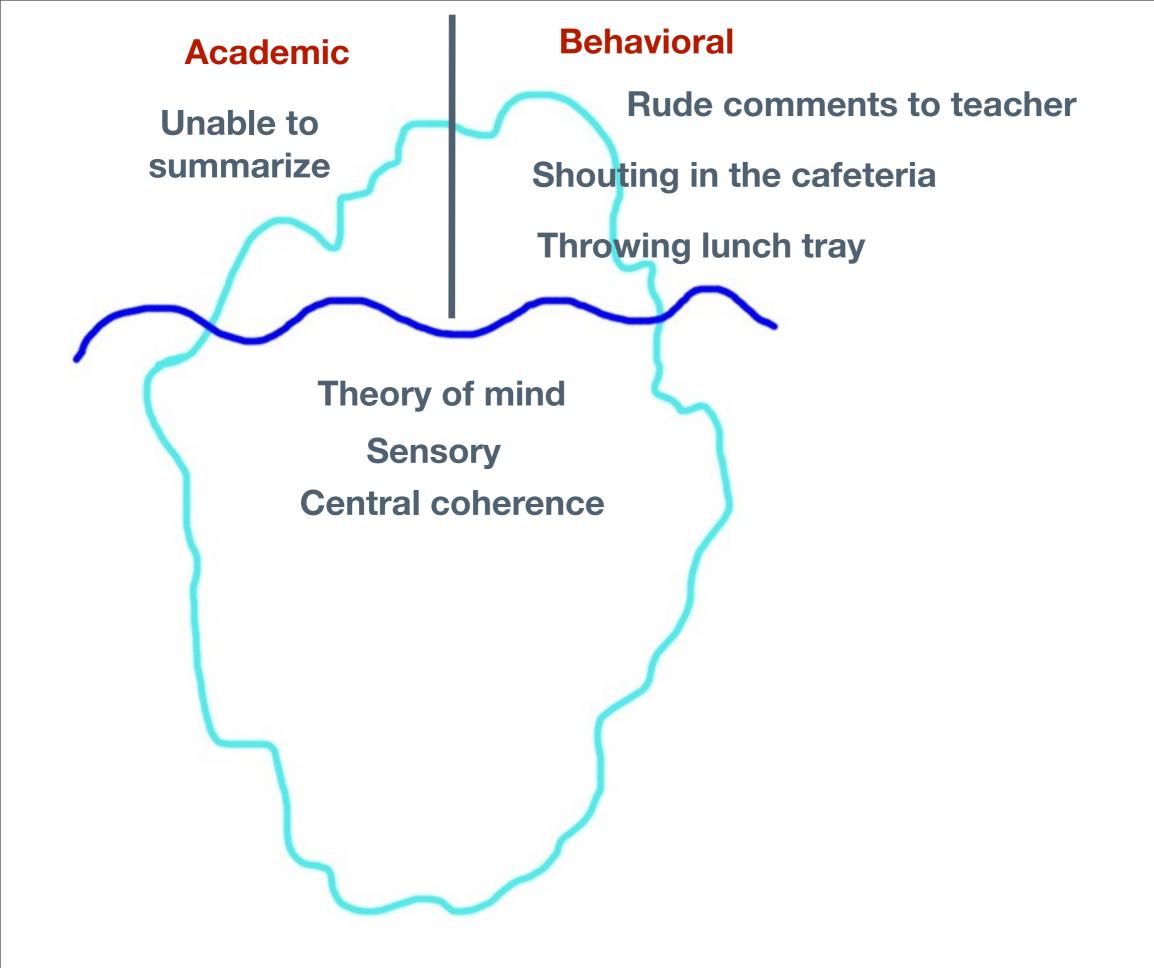












Unable to summarize

#### **Behavioral**

Rude comments to teacher

Shouting in the cafeteria

Throwing lunch tray

Theory of mind Sensory Central coherence

**Executive dysfunction** 

Unable to summarize

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Non-verbal communication

Unable to summarize

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Non-verbal communication

Fear and anxiety

### Neurodevelopmental Disorder

### Underlying Characteristics

Identify behaviors that may be linked to autism

# Temple's UCC-HF<sup>©</sup>

4, 5, 9, 14, 41, 43, 63, 72, 78, 79, 80, 87, 89

# Strategies

### Three Types of Strategies

### Collaboration

Use Readily Available Resources

Unable to summarize

#### **Behavioral**

Rude comments to teacher

Shouting in the cafeteria

Throwing lunch tray

Theory of mind Sensory Central coherence

**Executive dysfunction** 

**Non-verbal communication** 

Fear and anxiety

Compensate

# **Different Means**

**Directly Teach** 

"No original concept ever comes out of company men in a company lab. Those men are joiners; they'd rather be around men who think the same way they do. Given those terms, a company lab can only perfect what has already been conceived and pretty much developed. Original ideas and early development come out of loners." John Coleman Purves

