Autism Spectrum Disorder

A Guide For Teachers

HOW CAN YOU RECOGNIZE IT ?

- Deficites in social communication and interaction
  ex: no eye contact, lack of nonverbal communication, no interest in playing with others, no initiating conversations or difficulty maintaing one
- Repetitive movements, **ex:** hand flapping, clapping
- Difficulty with change, **ex**: distress at changes in schedule or daily routine
- Restricted interests, **ex:** fixation on a historical figure
- Oversensitization to stimuli, **ex:** distress with loud noises
- Learning Difficulties, some children with autism on the lower functioning end of the spectrum may have learning difficulties as well

HOW CAN YOU SUPPORT A CHILD WITH ASD ?

- Provide pictograms for communications
- Sound cancelling headphones
- Schedules for the day where they check off tasks or have "before-after" cards to know what is required of them
- Extra support when learning difficulties are present, perharps adapted curriculum if necessary

Ex: AAC core boards, see http://www.project-core.com/communication-systems/

Ex: TEACCH program, see https://teacch.com/

SOME HELPFUL TIPS AND RESOURCES !

- Autism is on a spectrum, so children can be of lower or higher functioning
- This means each child with autism is unique! So have patience and find what works for them.

For further resources, see https://autismawarenesscentre.com/

By Meghane Phillips, 2023. Licensed under CC BY-SA 4.0