**Systematic Instruction 1**

**Introduction to Autism Spectrum Disorders**

**What is Autism?**

 Developmental:

 Neurobiological:

 Lifelong:

**DSM 5 Definition:**

1. Persistent deficits in social communication and social interaction across multiple contexts, as manifested by the following, currently or by history:
	1. Social Emotional Reciprocity
	2. Nonverbal communication behaviors (deficits)
	3. Developing, maintaining, and understanding relationships
2. Restricted, repetitive patterns of behavior, interests, or activities:
	1. Stereotyped or repetitive:
	2. Insistence on sameness, inflexible adherence to routines, or ritualized patterns of verbal or nonverbal behavior:
	3. Highly restricted, fixated interests that are abnormal in:
		1. Intensity
		2. Focus

Examples:

* 1. Hyper- or hypo- reactivity to sensory input or unusual interest in sensory aspects of the environment
		1. Hyper:
		2. Hypo:

**Incidence**:

**Causes:**

In the presence of a **genetic predisposition to autism**, a number of **non-genetic or environmental influences** increase a child’s risk (Epigentics).

 Increased Risk:

 Decreased Risk:

 No effect on Risk:

**Possible Co-morbidities with ASD:**

Genetic Conditions:

 Other Exceptionalities:

 Other Mental Health:

 Medical Conditions:

Notes:

**Learning**:

1.

2.

3.

4.

**Possible Learning Strengths**:

 1.

 2.

 3.

 4.

 5.

 6.

 7.

 8.

9.

 10.

 11.

 12.

**Possible Learning Difficulties:**

1.

 2.

 3.

 4.

 5.

 6.

Notes:

**Priorities**:

“**Education [intervention],** both directly of children, and of parents and teachers, is currently the primary form of treatment for autistic spectrum disorders.” (Committee on Educational Interventions for Children with Autism, National Research Council, 2001)

**Priority Interventions**:

 1.

 2.

 3.

 4.

 5.

 6.

Notes:

**Reflection**

Things I learned from this module:

Questions I have:

Things I would like to learn more about:

**Putting it into Practice**

* 1. Is there a student in your classroom who has an education eligibility of ASD? Does that student(s) also have a medical diagnosis?
	+ Read more about it. <https://www.carautismroadmap.org/medical-diagnosis-vs-educational-eligibility-for-special-services-important-distinctions-for-those-with-asd/>
1. What characteristics indicate Social communication deficits?
2.
3.
4.
5.
6. What characteristics indicate Restricted repetitive patterns of behavior, interests or activities?
	1.
	2.
	3.
	4.
	5.

2) What possible learning strengths may help your student?

* 1.
	2.
	3.
1. What learning characteristics (& or related issues) do you think have significant impact on your student?
	1.
	2.
	3.
	4.

1. For at least one student; look at the IEP goals and objectives. Which ones align with the recommendations of the National Research Council?
	1.
	2.
	3.
	4.
2. As you think about improving this IEP, what goal areas might you include?
	1.
	2.
	3.
	4.
3. Are there goal areas that need significant revision in order to be socially significant? ***Socially significant behaviors****are****behaviors****that have immediate and long term benefits for the person engaging in them.*
	1.
	2.
	3.
* **For questions regarding content and practice, contact:**
* School Services
* Autism and Other Developmental Disabilities Program
* Center for Development and Disability
* University of New Mexico
* *CDD-SchoolServices*@salud.unm.edu
* 505.272.1852 or 1.800.270.1861