



Level 1 ASD-CI scenario

ASD

Level of severity



Potential reactions children with Autism Spectrum Disorders (ASD) can experience according to their gender

Boys	Girls
<p>Introverted types of reactions</p> <ul style="list-style-type: none">• Greater difficulty in expressing and feeling their emotions.• Closed in on themselves.	<p>Extraverted types of reactions</p> <ul style="list-style-type: none">• More open in expressing their emotions (i.e. : I am sad, I don't like you anymore, etc.)• Their reactions are very much verbalized.
<p>At times, they are more isolated from others.</p>	<p>They can integrate but are more submissive in a group setting. They don't exercise their leadership.</p>
<p>At times, their reactions will be associated to acts of physical aggression such as for example throwing objects, biting, pushing, hitting others, etc.)</p>	<p>At times, their reactions will be associated to disruptions such as for example yelling, crying, insulting, being opposed to things, etc.)</p>
<p>In both cases, children will experience a considerable amount of anxiety, but will express it differently depending on their capacity to manage anxiety.</p>	

Note More boys receive an ASD diagnostic compared to girls because girls learn better how to integrate into a group.

Challenging Behaviours

There are six categories of challenging behaviour that are recorded.

1. Agression : Hitting, pushing, pinching, biting, etc.;
2. Self-mutilation: Hitting own head, pulling own hair, biting etc.;
3. Destruction: Breaking or throwing objets;
4. Disruptions: Yelling, running away, being opposed to things, threatening etc.;
5. Stereotyping/self-stimulation: Repeating words, swaying, claping hands, etc.;
6. Diet: Stealing food, being hyperselective for food, self-induced vomiting Pica syndrom etc.

CADS Level 1 : Procedure for the scenario #5:

- 1st Leader reads the scenario to the group (5 min)
- 2nd CC takes lead or their group and goes through the ODD explanation. (10 min)
- 3rd CC asks CI to answer question # 1 and gives a copy of : (1-2min)
 - The Scenario,
 - Student Medical Sheet
- 4th CC works toward bringing all CI to conclude on steps to take regarding Question #1 (15-20 min)
- 5th CC asks ALL CI to answer the 2nd question (10 min)
- 6th CC summarise CI group answers and highlight strategy. (5 min)

Scenario # 5:

Student living with ASD, level 1 with a light Opposition Behaviour

Kim is a 14yrs old boy with ASD level 1, verbal and High functioning. He has a very good visual memory and already knows 4 different languages. He often says no to everything and needs to be motivated... but when he is, move out of the way... He likes computers, music and dogs.

This morning you are about to give a ski/ snowboard lesson to Kim and the ski area where the meeting has been planned is overcrowded and lot's of activities are going on at the base of the mountain. This is the first of 8 lesson plan with Kim. From the very beginning, Kim does not look at you, seems not interested of you nor to what you have to say or propose. You ask Kim if today's plan is OK and he says a big NO without looking at you. He stays near you but still not showing any signs of interest.

In the attempt of getting his attention, you grab his arm and pull it towards you. He physically respond by pulling his arm off your grip and looks at you with a strange look. No aggression associated but big question marks in his eyes. When looking at you, you quickly use the opportunity to ask another question while you have his attention. Come with me to the chairlift, we are going up. Without saying Yes, Kim starts to move towards the lift and you immediately follow. While riding up, you keep talking of the plan going down... no answers, he's looking everywhere and ignore you. At the top, when unloading he says NO, and stays on the lift. You argue and finally, have him unload the chairlift. When it is time to go, he says no again.

Scenario #5 : CADS Course Conductor - Notes 1/5

What is ODD ?

- ODD is a condition in which a child displays an ongoing pattern of an angry or irritable mood, defiant or argumentative behavior, and vindictiveness toward people in authority. The child's behavior often disrupts the child's normal daily activities, including activities within the family and at school.
- What about our Scenario ?... Is Kim showing ODD or something else.

Symptoms are :

- Throwing repeated temper tantrums
- Excessively arguing with adults, especially those with authority
- Actively refusing to comply with requests and rules
- Deliberately trying to annoy or upset others, or being easily annoyed by others
- Blaming others for your mistakes
- Having frequent outbursts of anger and resentment
- Being spiteful and seeking revenge
- Swearing or using obscene language
- Saying mean and hateful things when upset

Scenario #5 : CADS Course Conductor - Notes 2/5

ODD can vary in severity:

- **Mild.** Symptoms occur only in one setting, such as only at home, school, work, specific activities or with peers.
- **Moderate.** Some symptoms occur in at least two settings.
- **Severe.** Some symptoms occur in three or more settings

Scenario #5 : CADS Course Conductor - Notes 3/5

CC ask 1st question for the scenario: What can you put in place to encourage your student to continue skiing down that slope?

Help your Candidate Instructor to reach the 4 steps describe below as a response of question #1.

Step 1: Validate the presence of danger

Step 2: Become aware of what you know about your student

Step 3: Become aware of what is a Opposition.

Step 4: Become aware of possible interventions/solutions:

Scenario #5 : CADS Course Conductor – Notes 4/5

CC is asking now the 2nd question for this scenario : If you could go back in time, what would you do differently?

- ✓ Instead of using the chair-lift, choose to go on the beginners hill using magic carpet.
- ✓ Offers to Kim choices from which he would find motivation.
- ✓ Followed the ABAs strategy
- ✓ Cut the lesson plan in micro steps
- ✓ Uses what the family is using (strategy) to get Kim's attention.