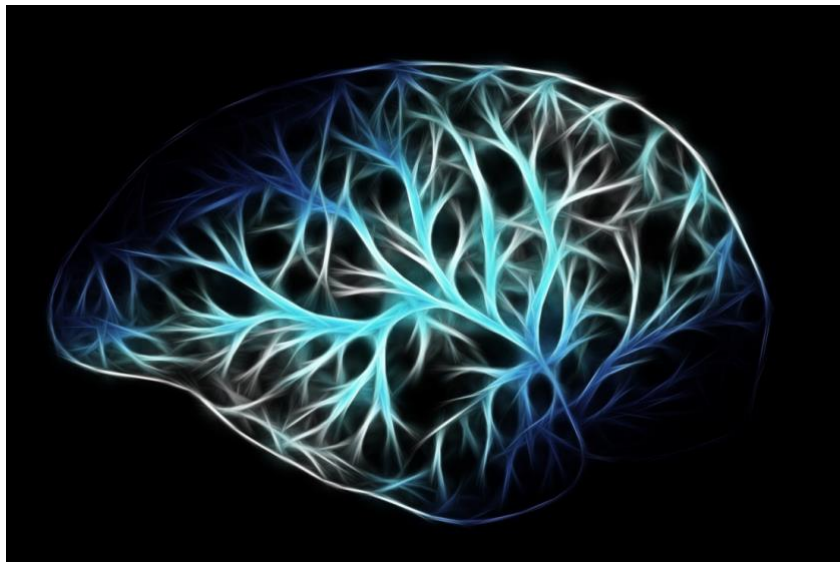




Level 1 ASD/CI:

Teaching People with
Cognitive Impairments and
Autism Spectrum Disorder

Candidate Learning Support



Acknowledgements

The creation of the updated ASD/CI materials was a collaborative effort which accessed knowledge and expertise from CADS Technical Committee members, CADS course conductors, specialists in learning for people with autism and experts in Adult Learning methodologies. We welcome any and all feedback.

We would like to thank the Canucks Autism Network for their contribution and support in developing resources.



Learning Objectives

Understanding Cognitive Impairments and ASD

Teaching Strategies (Fill your toolbox)

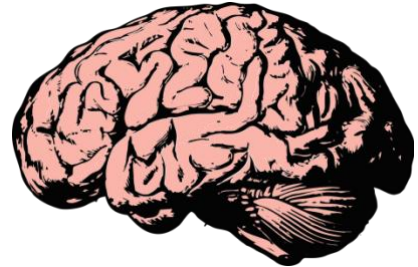
- Assessment of Abilities
- Communication
- Behaviour/Motivation
- Kinesthetic Learning



UNDERSTANDING ASD

ASD affects the Brain

Researchers have found visible differences between brain scans of people with ASD and brain scans of people without ASD in specific parts of the brain. Brain activity is actually different for people with ASD. What might look like “BAD BEHAVIOUR” is often just the brain processing information differently and creating atypical reactions and behaviours.



ASD Quick Facts

- Autism Spectrum Disorder – ASD
- ASD is a Neurodevelopmental disorder
- It affects:
 - 1 in 68 children (CDC)
 - 1 in 42 boys
 - 1 in 189 girls
- Nearly 5 x as many boys have ASD
- Across the spectrum there is a variability of intellectual functioning
- People with ASD are all unique and all have individual strengths and challenges.
- ASD occurs across ALL ethnic, racial and socio-economic groups



DSM 5 Diagnostic criteria

From the Diagnostic Statistics Manual 5. - This is the diagnostic criteria used by psychologists and psychiatrists to evaluate individuals.

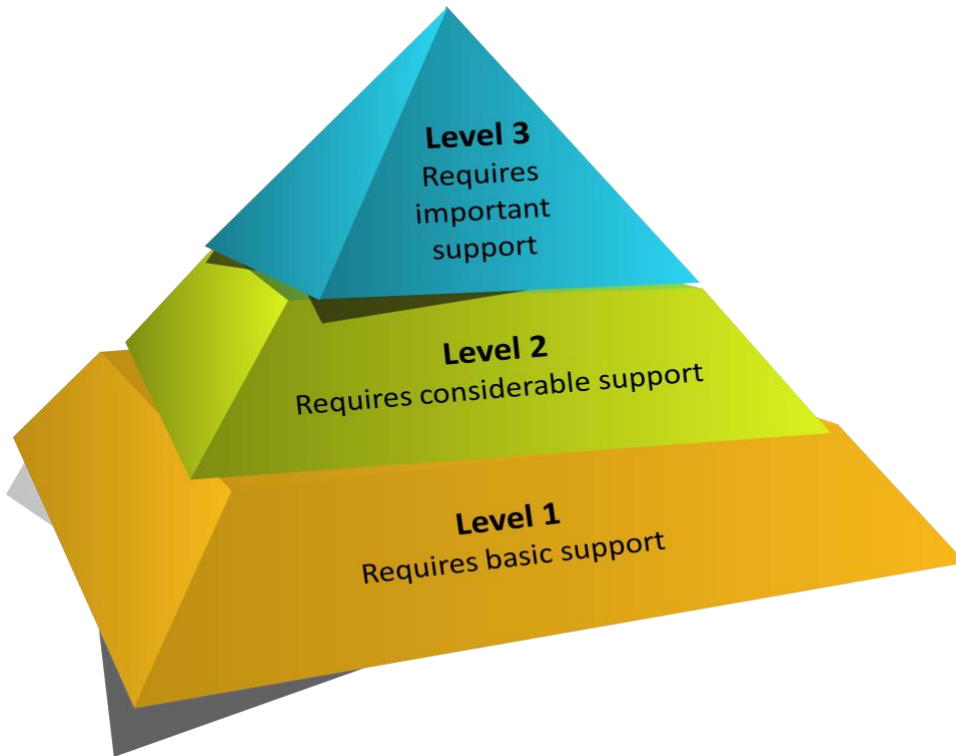
- A. Persistent deficits in social communication and social interaction across contexts
- B. Restricted, repetitive patterns of behaviour, interests or activities
- C. Symptoms must be present in early childhood
- D. Symptoms together limit and impair everyday functioning.

Continue your Learning

ASD Levels of Severity

These are the diagnosis levels in accordance with the DSM 5.

The severity code is a guideline to indicate the amount of support needed for an individual:



ASD – The Diagnosis Umbrella

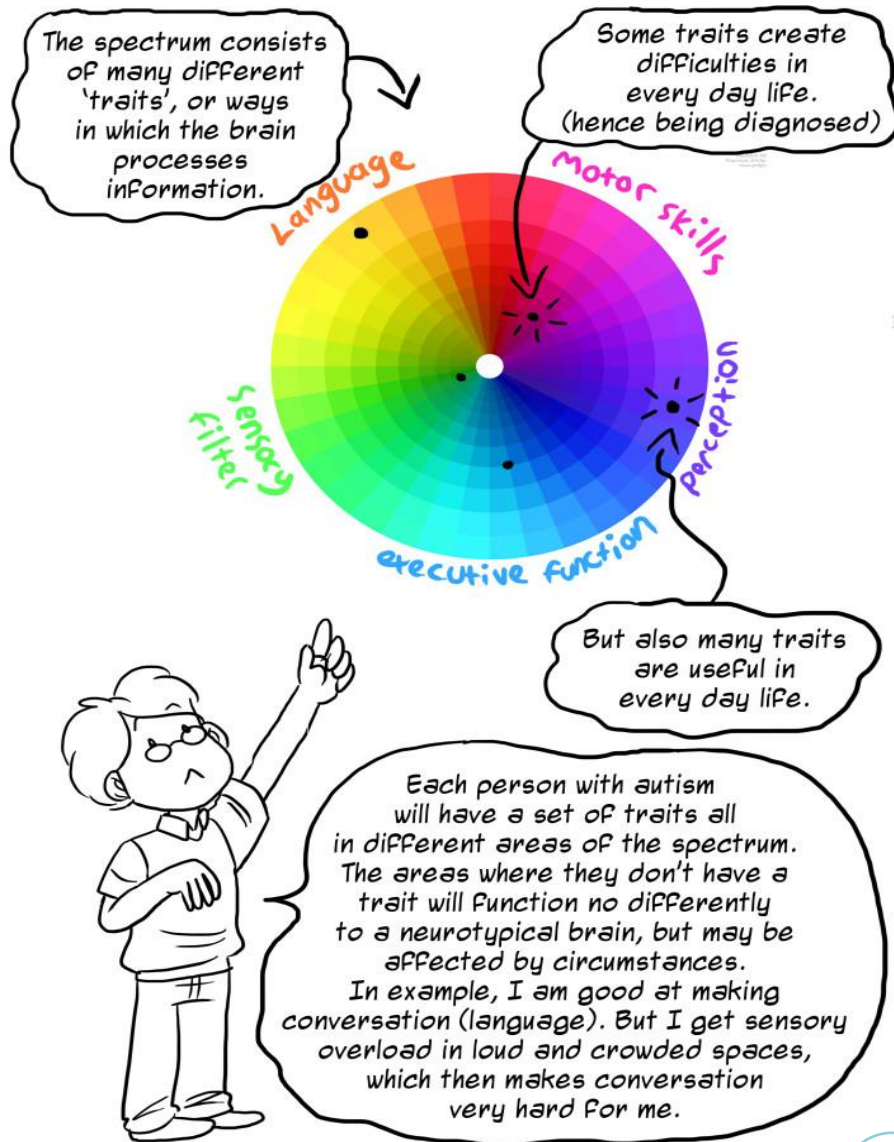
Previous diagnoses are all under the umbrella of the Autism Spectrum Disorder (ASD) diagnosis.

- Asperger's syndrome
- PDD-NOS: Pervasive Developmental Disorder Not Otherwise Specified
- Autistic disorder
- Childhood Disintegrative Disorder



Prior to the release of the Diagnostic Statistics Manual 5 in 2013, there were a number of different diagnoses that no longer exist which now fall under the umbrella of the ASD Diagnosis. These labels are no longer in use, but it is possible you may come across someone who still uses or identifies with one of these labels.

Understanding the Spectrum – A Comic Strip Explanation



“[Stereotyping leads to] underestimating the skills of autistic people or not believing someone [who is on the spectrum].”

Rebecca Burgess
(Understanding the Spectrum – Freelance Comic Artist)



Although it is often assumed that individuals with ASD prefer isolation and low social contact, many people with ASD are intensely aware of their social disconnectedness and appear to wish it could somehow be different (Attwood, Tony, 2000)

- Many people with ASD or CI also experience:**
- Stereotypes
 - Negative perceptions
 - Discrimination
 - Anxiety/Depression

Children and young people with Learning Disabilities are more likely to experience mental health than the general population (FPLD, 2002; Emerson, 2003; Allington-Smith, 2006)

Glossary of Terms

The ski and snowboard manual both have an extensive glossary of terms related to disability. The following are some additional definitions not included in the manuals.

Adaptive Behaviour/Adaptive Development

Adaptive development is the development of a set of adaptive behaviours or adaptive skills, sometimes referred to as life skills. These are the skills and behaviours needed to perform everyday tasks and get along in the world with the greatest amount of success and least amount of conflict. These skills are what allow adults to live independently in their communities. They include basic living skills such as bathing, cooking, cleaning; using transportation or technological devices; understanding concepts of money and time; understanding interpersonal skills, safety and social responsibility; and how to follow rules, laws, routines and schedules.

Aspergers Syndrome

A diagnosis no longer in use. People with average or above average IQs who have social skills challenges, communication challenges and restricted and repetitive interests.

Atlanto Axial Instability:

A congenital spinal defect in the top two cervical bones, which can only be identified by x-ray. It causes excessive movement between the cervical bones, which can lead to damage of the spinal cord and in extreme cases death. Occurs in approximately 10-25% of individuals with Down Syndrome. Medical clearance is required for students with Down Syndrome before they participate in a high impact sport like skiing or snowboarding to ensure they do not have Atlanto Axial Instability.

Brain Tumor

Collection or mass of abnormal cells in or close to your brain. Many different kinds. May be cancerous or noncancerous. Can disrupt proper brain function and lead to brain damage or be life threatening. May affect everyone differently.

Childhood Disintegrative Disorder

Normal development occurs for the first 3 years of life, then regression happens and there is the presence of features associated with ASD and a severe functional impairment.

Joint hypermobility

Joint hypermobility or loose joints refers to increased flexibility in the joints. This may look like elbows or knees bending backwards or wrists and finger joints bending further than usual.

Low Muscle Tone

Someone with low muscle tone may have fine and gross motor challenges, poor posture and difficulty remaining attentive. To move their muscles requires more energy, so they may tire quickly and give up easily. Many people with low muscle tone also have joint hypermobility.

Meningitis

An infection which causes inflammation of the membranes surrounding the brain and spinal cord. There are several different types which can be mild or severe and life threatening.

PDD-NOS Pervasive Developmental Disorder – Not otherwise specified

A diagnosis no longer in use. Presents like Autism but not as severe an impairment.

Stereotyped Movements

These are physical movements that are repetitive, rhythmic, and may be ritualistic. Examples include body rocking, hand-flapping or prolonged staring at objects, hands or fingers.

Resources

Here are some important and interesting resources to increase your understanding.

- Dear Future mom, world Down Syndrome Day: VIDEO
<https://www.youtube.com/watch?v=Ju-q4OnBtNU>
- Not Special needs, World Down Syndrome Day: VIDEO
<https://www.youtube.com/watch?v=kNMJaXuFuWQ>
- I CAN share My Story Trailer - Canucks Autism Network: VIDEO
<https://www.youtube.com/watch?v=7c4CkwTPMVk>
- What is autism? Scottish Autism: VIDEO
<https://www.youtube.com/watch?v=K7JbMEyPxHs>
- Canucks Autism Network: WEBSITE
<https://www.canucksautism.ca/>
- Understanding the Spectrum - a comic strip explanation (in full): COMIC
<http://the-art-of-autism.com/understanding-the-spectrum-a-comic-strip-explanation/>
- Fact Sheet 17 – Autism and Anxiety: FACTSHEET
http://www.positivepartnerships.com.au/sites/default/files/images/fact-sheet/fact_sheet_17_autism_and_anxiety_feb2017.pdf
- Canucks Autism Network – resources page – visual supports
<https://www.canucksautism.ca/awareness-training/helpful-resources/>