



IPA 2

MODULE 1

**Basic and
advanced
knowledge
on autism**

INDEX

Social communication

Limited stereotypical interests

Heterogeneity

Co-occurring conditions

Developmental changes

DEFICITS IN DEVELOPING, MAINTAINING AND UNDERSTANDING RELATIONSHIPS (EXAMPLES)

Adjusting one's own behavior
to various social contexts

No interest in peers or difficulties in
maintaining friendships

Difficulties in sharing imaginative play

Difficulties in developing and
maintaining romantic relationships

**RESTRICTIVE
REPETITIVE
PATTERNS
OF BEHAVIOR,
INTERESTS,
OR ACTIVITIES**

Stereotyped or repetitive movements,
use of objects, or speech

Adherence to routines and rituals

Highly restricted interests

Hyper- or hyporeactivity
to sensory input

STEREOTYPED OR REPETITIVE MOVEMENTS, USE OF OBJECTS, OR SPEECH (EXAMPLES)

Simple body movements (e.g. body rocking, repetitive jumping, hand flapping, and finger-wiggling, whirling ...)

Complex autistic mannerisms

Stereotyped use of objects (e.g. arranging objects in a precisely determined order, rotating, touching or tapping objects...)

Stereotyped speech (e.g. immediate and delayed echolalia, use of idiosyncratic phrases, repetitive questioning, verbal perseverations...)

**FACTORS
INFLUENCING
THE OCCURRENCE
OF MOTOR
STEREOTYPES:**

Age (younger children have more stereotyped movements than older ones)

Intellectual disability

Level of support

INFLEXIBLE ADHERENCE TO ROUTINES, OR RITUALS (EXAMPLES)

- Insistence on sameness (an individual on the spectrum may insist to eat same food, to wear the same clothes, to go same way to school and back etc.)
- Extreme distress at small changes (e.g. resistance to change a classroom, a teacher, an activity etc.)
- Ritualized behavior (e.g. keeping favorite objects in a specific place, greeting rituals etc.)

WHAT IS THE PURPOSE OF RITUALIZED BEHAVIOR?

- Individuals on the spectrum may perform rituals in times of anxiety and discomfort.
- Stereotypical behaviors, routines, and rituals usually help a person with autism to cope with unpredictable and uncontrolled sensory inputs.



**HIGHLY
RESTRICTED,
FIXATED INTERESTS
(EXAMPLES)**

Atypical in focus

- Fascination by objects spinning
- Unusual interest in shadows, tree twigs, washing-machine drum, and the like

Atypical in intensity

- Circumcribed interests in animals, flags, scientific disciplines...



WHAT TO DO IF AN INDIVIDUAL ON THE SPECTRUM HAVE RESTRICTED INTERESTS?

- Restricted interests that are atypical in focus could be paired with neutral stimuli in order to enhance motivation.
- If a student with autism exhibits atypical interests in one area, consideration should be given to how they can be used to study other subjects and develop social interests.
- Atypical interests should not be interrupted.
- In rare situations, limited interests are of such a nature as to violate legal norms, in which case they should be redirected with the support of autism experts.

HYPER- OR HYPO- REACTIVITY TO SENSORY INPUT (EXAMPLES)

- Fascination with texture, sound, smell, vibration, and other sensory aspects of toys
- Avoiding clothing and food of a certain texture, oversensitivity to household appliances, vehicles, and environmental noise
- Reduced sensitivity to heat, cold, or pain.

KEY FACTS YOU NEED TO KNOW

- Sensory issues covers the entire autism spectrum and are present in all age groups.
- Different people with autism may react to sensory overload in completely different ways.
- The most usual ways to cope with inadequate sensory stimulations are: “shutting-down”, self-stimulating and repetitive behavior, focusing attention only to certain stimuli etc.

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