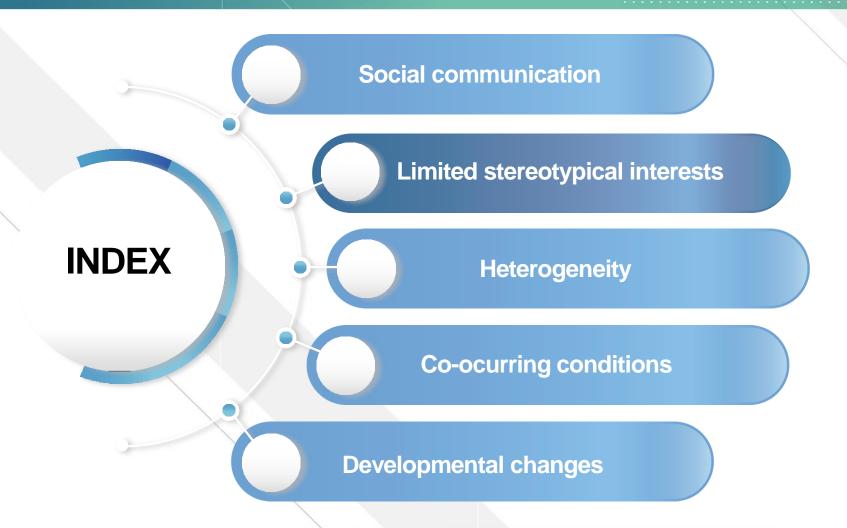


# **MODULE 1**

Basic and advanced knowledge on autism









DEFICITS
IN DEVELOPING,
MAINTAINING AND
UNDERSTANDING
RELATIONSHIPS
(EXAMPLES)

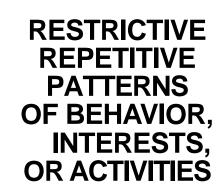
No interest in peers or difficulties in maintaining friendships

Difficulties in sharing imaginative play

Difficulties in developing and maintaining romantic relationships







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. immidiate and delayed echolalia, use of idiosyncratic phrases, repetitive questioning, verbal perseverations...)







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.)







- 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 sadows,tree twigs, washing-mashine 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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