



# Management of Autism

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## Autism

- Developmental disorder
- Lifelong disability
- Spectrum disorder
- Impairment in three major areas
- Language and Communication
- Social Skills
- Flexibility of thinking
- Sensory issues

## Autism

- Sound theoretical knowledge of autism
- Assessment functional, focus on assessing the strengths of a child
- Adaptation of the environment to the handicap 'Braille for the autistic'

## Autism

- Functionality application of skills in everyday life versus
- Manner of training and education adapted to autism merely simplification as for the mentally retarded will not do

## Management of Autism

- Educational intervention
- Behavioral Intervention
- Communication Intervention
- Sensory integration Therapy
- Medical Issues
- Vitamins and Nutritional Supplements
- Dietary Intervention

## Different Teaching Methods

Which is the best or the most appropriate method of teaching or teaching programme?

- TEACCH
- Applied Behaviour Analysis
- Verbal Behaviour Analysis
- Floortime
- Relationship Development Intervention
- SIT
- Music Therapy
- Yoga



## Teaching Methods

- Educational Intervention
- Very important things about the learning styles of autistic children: -
  - Visual learners
  - Difficulty in generalization
  - Too many new concepts introduced at the same time can be confusing
  - Learn well in a structured environment

## Teaching Methods

- Teachers and Parents need to be very clear about their goals. Achievements will be more if expectations are practical and realistic

## Teaching Methods

- Be completely prepared before you start working
- Use non-social / concrete reinforcers if required
- Make self reinforcing
- Use the child's interest
- Determine length of session

## Teaching Methods

- Analyze the task
  - Plan ahead
- Work on well acquired skills, then introduce new one gradually
- Introduce the work with a lot of excitement

## Behavior Management

### Behavioral Intervention

- ABC of behaviour
- Reinforcement- at first concrete reinforcers, fade to social reinforcers
- Catch the child being good
- Focus on the positive rather than saying no

## Communication

### Communication

- Teach communication in the natural environment
- Communication is multi modal
- Speech therapy alone is not enough. It is not only speech but communication that is affected



## Communication

### Communication

- Communication therapy includes a variety of communication systems to allow the person to express needs, feelings, and thoughts and share information in different settings.

## Communication

- It is a training or learning for both the communicator and the partner.
- Self- initiated and spontaneous communication needs to be taught

## Alternative and Augmentative Communication

- Not only replaces but also supplements and facilitates verbalization in an effective and consistent manner.
- AAC strategies are planned keeping the individual needs in mind.

## AAC Systems

### Different types of AAC Systems

- Sign language
- PECS
- Finger choices
- Objects for communicative Exchange

## Communication

- Picture point systems
- Computers
- Facilitated Communication
- Voice Output Communication Aids (VOCA)

## Communication

### Enhancing Communication

- Build eye contact
- Build joint attention
- Develop communicative intent
- Reduce auditory processing difficulties
- Increase usage of non verbal modes of communication

## Communication

- Increase understanding of the process of communication
- Encourage the child to carry messages to another person

## Communication

### Enhancing Language

- Speak from the child's perspective
- Label the environment and whatever the child is doing
- Accompany comments or requests with gestures or props
- Treat all verbalizations as having social consequences



## Communication

- Create opportunities for the child to speak
- Avoid sarcasm and abstract speech
- Identify toys explain their functions
- Use action songs and fingerplays
- Encourage imitation

## Communication

- Place favourite toy in/out/over/beside in front of
- Use simple social stories
- Laminate pictures of family members, pets, routines, etc
- Use echolalia

## Social Skills Training

### Social Skill Training

- Teaching emotions
- Social Stories
- Teaching play both with toys as well as social play
- Role play
- Turn taking

## Sensory Issues

Are you bothered by your child's jumping, hand flapping, rocking, spinning, pacing back and forth, or making clucking sounds?

These behaviors may be fulfilling a very special need

## Sensory Issues

Some general guidelines:

- Set up specific times during the day for a structured sequence such as after breakfast, after school and before bedtime.
- Let the child know that he will get time to do the activities that he wants

## Sensory Issues

- Let the child direct the play
- Use in between times constructively
- Sometimes children "stim" in their free time the behaviour does not occur while they are working we do not want to pay undue attention to that behaviour

Every child is a child first and then a child with autism

Enjoy the child

Energy. Enthusiasm. Excitement