



## *Parent Education for Exceptional Children*

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### *Autism Spectrum Disorder (ASD)*

### *Pervasive Developmental Disorders (PDD)*

Autism is a Complex Neurodevelopmental Disorder that affects the individual's ability to Communicate and interact with people and the Environment.

#### *Characteristics associate with (ASD)*

Difficulties in social settings, social interactions, Communication.

Present, restricted, and stereotypical repetitive patten of Behaviors.

Repetitive Motor Movements or use of Objects

Excessive adherences to routines.

Excessive resistance to changes in routine.

Hyper or Hypo reactivity to sensory input or overly interest in sensory environment.

Non-Verbal communication impairments

Abnormal eye movement, posture, facial expressions, gestures, tone of voice and repetitive verbal sounds.

Challenges maintaining or engaging social interaction.

Symptoms vary from Mild to quite Severe.

#### *\*National Institute of Neurological Disorders Autism Spectrum Disorder definitions*

#### *(ASD) Autistic Disorder Asperges Syndrome*

Asperger syndrome (AS) is a developmental disorder. It is an autism spectrum disorder (ASD), one of a distinct group of neurological conditions characterized by a greater or lesser degree of impairment in language and communication skills, as well as repetitive or restrictive patterns of thought and behavior. Other ASDs include classic autism, Rett syndrome, childhood disintegrative disorder, and pervasive developmental disorder not otherwise specified (usually referred to as PDD-NOS). Unlike children with autism, children with AS retain their early

language skills. The most distinguishing symptom of AS is a child's obsessive interest in a single object or topic to the exclusion of any other.

### **Rett's Syndrome**

Rett syndrome is a neurodevelopmental disorder that affects girls almost exclusively. It is characterized by normal early growth and development followed by a slowing of development, loss of purposeful use of the hands, distinctive hand movements, slowed brain and head growth, problems with walking, seizures, and intellectual disability

### **Childhood Disintegrative Disorder (CDD)**

Children with Childhood Disintegrative Disorder (CDD) develop normally until age 3 or 4 when they start to lose previously acquired social, language and motor skills. This can happen over a period of months. CDD is sometimes called Heller Syndrome and is part of the larger category Autistic Spectrum Disorders.

### ***IDEA definition***

Sec. 300.8 (c) (1)

[Statute/Regs Main](#) » [Regulations](#) » [Part B](#) » [Subpart A](#) » [Section 300.8](#) » [c](#) » 1

(1)

**(i)** Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

**(ii)** Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in paragraph (c)(4) of this section.

**(iii)** A child who manifests the characteristics of autism after age three could be identified as having autism if the criteria in paragraph (c)(1)(i) of this section are satisfied.

***Educational goals and interventions That would result in successful outcomes for students can be accomplished with Implementation Practices that prepare individuals with (ASD) for adulthood, postsecondary education, employment, and independent living.***

The Individualized Comprehensive Educational program, combined with implementation practices. Should focus collaborately in addressing the individuals needs and best student outcome.

Parents, Guardians, and educators must Collaborately work in finding the best support strategies that would provide consistent effective implementation of student's educational program that addresses the educational, social emotional, behavioral, and environmental needs of the individual, with key considerations on the following areas:

- Students' current circumstances
- Student's needs.
- Students Strengths.
- Student learning style.
- Students and family cultural values and preferences
- Focus and considerations on development of needed present and future skills.

Successful programs incorporate a variety of science base interventions, differentiate instructional practices based on student's needs, current circumstances. Goals and learning style.

Due to the diverse Challenges of each individual with (ASD) related to Communication, sensory, social skills, and behaviors that stem from the individuals' particular circumstances. The IEP plan needs to provide the necessary supports in reaching achievable goals.

Considerations need to be a priority for students that are undergoing the transition process in all the areas of their educational journey.

The significant characteristics and Neurological Symptoms of (ASD) Clearly impact how Individuals think and learn, Cognition involves the acquisition, processing, retrieval, and transformative use and exchange of information the cognitive abilities of each individual will differ according to severity of Disorder.

Cognition can be improved by application of remediation Therapy's and strategies.

- Interventions related to social interactions related to emotional reciprocity and development of relationships, remediation practices that focus on development of relationships
- Demonstration of appropriate social interactions using verbal and non-verbal forms of Communication.
- Using and understanding social situations.
- Expressing and Regulating emotions.
- Expressing wants and Needs.

For Detailed information on (ASD) and the concurrent Disorders that affect Children with Autism spectrum Disorder please refer to the listed hyperlinks.

*All children can succeed with the appropriate programs, strategy's and supports that supports their unique learning needs and individual circumstances.*

*Parents can get involved in Advocacy efforts in improving the life condition of individuals with (ASD) stay informed on legislature that affects the services and rights of individuals with disabilities. Be an active participant in your child's education. Remember to be kind to yourself. Join local parent group.*

### **Content sources and resources**

*Download this comprehensive Legal Resources from the Autism Society information on Laws and programs.*

<https://www.autism-society.org/living-with-autism/legal-resources/>

*Your Child with an ASD in the Post-High School Transition Process*

*Read guide from CAROLYN T. BRUEY, PSY.D., BCBA, AND MARY BETH URBAN, M.ED.*

<https://www.autism-society.org/wp-content/uploads/2014/04/post-high-school-transition-process.pdf>

### **National Center on Birth Defects and Developmental Disabilities, Centers for Disease Control and Prevention**

<https://www.cdc.gov/ncbddd/autism/hcp-recommendations.html>

### **Source (AAP) American Academic of Pediatrics Susan L Hyman MP**

<https://www.aappublications.org/content/aapnews/early/2013/06/04/aapnews.20130604-1.full.pdf>

### ***National Institute of Neurological Disorders***

["Rett Syndrome Fact Sheet", NINDS, Publication date November 2009.](#)

[NIH Publication No. 09-4863](#)

[https://espanol.ninds.nih.gov/es/trastornos/sindrome\\_de\\_rett.htm](https://espanol.ninds.nih.gov/es/trastornos/sindrome_de_rett.htm)

<https://www.ninds.nih.gov/Disorders/All-Disorders/Rett-Syndrome-Information-Page>

<https://www.ninds.nih.gov/Disorders/All-Disorders/Asperger-Syndrome-Information-Page>

<https://www.ninds.nih.gov/Disorders/All-Disorders/Autism-Spectrum-Disorder-Information-Page>

<file:///C:/Users/adsin/Downloads/Childhood-Disintegrative-Disorder.pdf>

<https://sites.ed.gov/idea/regs/b/a/300.8/c/1>

### **Resources**

#### **International Rett Syndrome Foundation**

4600 Devitt Drive

Cincinnati, OH 45246

[admin@rettsyndrome.org](mailto:admin@rettsyndrome.org)

Tel: 513-874-1298; 800-818-7388

*Birth Defect Research Children, Inc.*

[www.birthdefects.org](http://www.birthdefects.org)

<https://bestpracticeautism.blogspot.com/2015/09/the-iep-educating-children-with-autism.html>

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<https://eduforspecialneeds.com/>

