

MCEC 2021

**Planning for the Student with ASD**

.....  
[www.edu.gov.mb.ca/k12/specedu/index.html](http://www.edu.gov.mb.ca/k12/specedu/index.html)



---

---

---

---

---

---

---

---



**AUTISM SPECTRUM DISORDER (ASD)**

•ASD IS A COMPLEX NEUROLOGICAL DISORDER THAT AFFECTS THE FUNCTION OF THE BRAIN



---

---

---

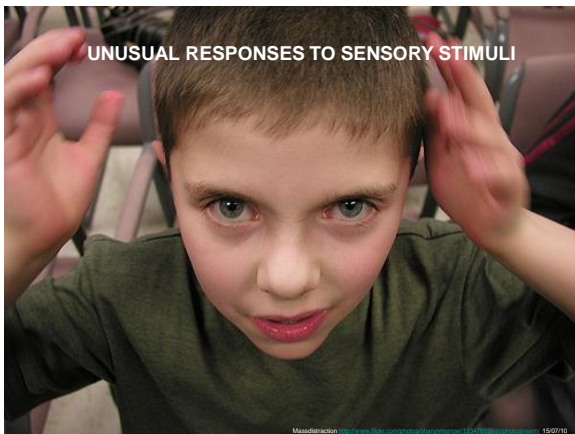
---

---

---

---

---



---

---

---

---

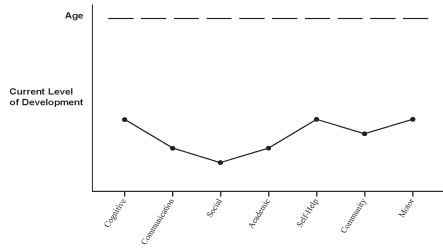
---

---

---

---

### ASD and Intellectual Developmental Disability



---

---

---

---

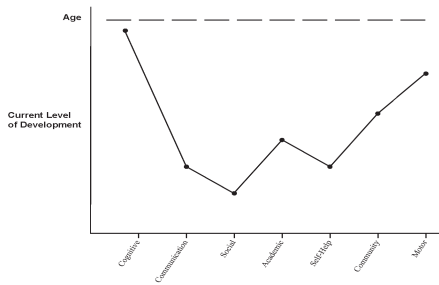
---

---

---

---

### Autism Spectrum Disorder



---

---

---

---

---

---

---

---



Manitoba 

- COMMUNICATION
- SOCIAL INTERACTION
- RESTRICTED PATTERNS OF BEHAVIOURS, INTERESTS, AND ACTIVITIES

MNicolom <https://www.flickr.com/photos/mnicolem/7248490569/in/set-721576214044403597/> 09/18/14

---

---

---

---

---

---

---

---



**Possible Communication Profiles**

- Has not acquired spoken language/AAC
- Unusual aspects to language
  - Echolalia, pronoun use, concrete/literal
  - Repetitive or idiosyncratic
  - Disconnect between expressive and receptive abilities
- Difficulty with pragmatics
  - Experiences difficulty adjusting speech in response to listener feedback, cues of approval, amazement, disbelief or boredom

---

---

---

---

---

---

---

---

**Difficulties with Social Thinking (brain based)**

- How a person understands other people
- How a person seeks assistance from other people
- How a person repairs interactions
- The level of comfort one has in social settings
- Challenging behaviour that can result from social confusion and social anxiety
- Theory of mind




---

---

---

---

---

---

---

---



**Behaviours and Interests**

- Restricted interests with unusual focus or intensity
- Non-functional routines/rituals
- Stereotypy (repetitive movements)
- Preoccupation with parts or attachment to objects
- Repetitive play

---

---

---

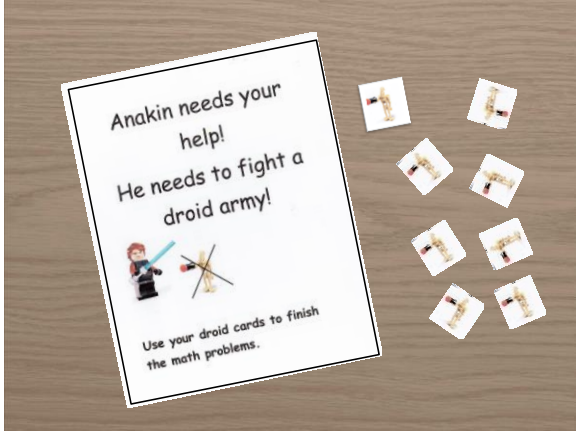
---

---

---

---

---



---

---

---

---

---

---

---

---

**Motivation?**

- Challenge
- Uncertainty
- Novelty
- Choices



---

---

---

---

---

---

---

---

**LIMITED PROBLEM SOLVING AND INDEPENDENCE**



---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

---

---



**Implications of ASD for Learning**

- Distractibility
- Over focus on irrelevant details
- Sequencing difficulties
- Difficulty with generalization
- Unique motivations
- Perseverations / gets-stuck
- Retrieving information
- Processing problems
- External locus of control



mapsofcanada <http://www.flickr.com/photos/charlemagne/595628877a/photoblog/> 15-07-10

---

---

---

---

---

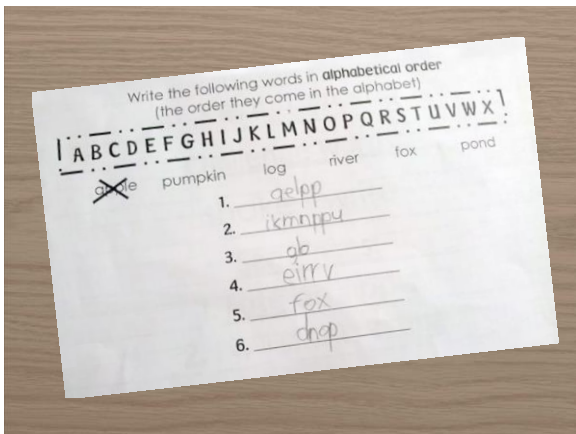
---

---

---

---

---



---

---

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

### Strengths

- Intellect
- Creativity
- Very visual(-spatial)
- Focus on details
- Good memory
- Practical/Logical



- Thrives on Structure and Routine
- Understand and use concrete information and rules
- Take in chunks of information quickly
- Concentrate on narrow topics of specific interests

---

---

---

---

---

---

---

---

### Learning Preferences

- Neat and Orderly
- Predictable
- Clear and Specific
- Meaningful
- Familiar

---

---

---

---

---

---

---

---





---

---

---

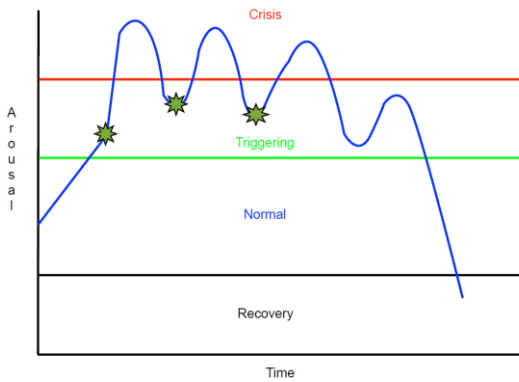
---

---

---

---

---



---

---

---

---

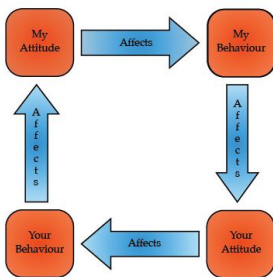
---

---

---

---

### Affect is Contagious



---

---

---

---

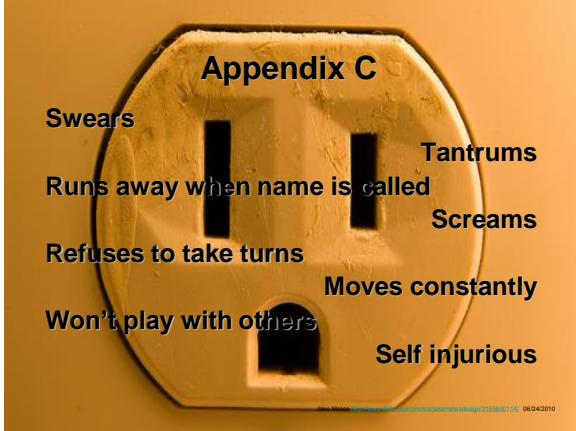
---

---

---

---






---



---



---



---




---



---



---

**Manitoba** 


**Brent Epp**

[brent.epp@gov.mb.ca](mailto:brent.epp@gov.mb.ca)

204-945-6885

**ASD Handbook**

[www.edu.gov.mb.ca/k12/specedu/aut](http://www.edu.gov.mb.ca/k12/specedu/aut)




---



---



---



---



---



---



---