


National Catholic Partnership on Disability
*Partnership 2013: Where Faith
and Disability Meet*
Autism Pre-conference
Gathering



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Understanding Autism Spectrum
Disorder

Presented by:
Anne Masters and Joseph D. White




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Prevalence

Q. The prevalence of Autism Spectrum Disorder in the United States is estimated to be which of the following?:


- A. 1 in 7
- B. 1 in 88
- C. 1 in 200
- D. 1 in 1000



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Prevalence

1 in 88
children has autism (CDC)



However, a recent national study indicates that it may be closer to 1 in 50.

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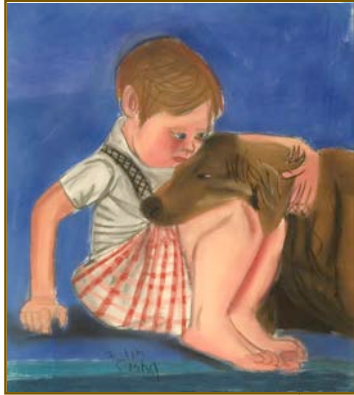
The Body of Christ and Autism Spectrum Disorder

As the Body of Christ, we understand ASD and other disabilities in terms of gifts, challenges and needs.



Every individual is unique, and brings his/her own gifts and needs.

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www.justincanhaart.com

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Meet Justin



- * Drawing became language for communication.
- * Justin is fluent in the language of pictures.




- * Justin has been taking some college courses, in addition to high school.
- * Justin already has begun a career illustrating books & has been commissioned as an artist.

Meet Ben

Be(com)ing Part of a Community

- * Choose catechetical setting
- * Awareness
- * Praised kids in class who were nice to him
- * Practice, practice, practice
- * School can help
- * At home work for Eucharist preparation



From Ben's mom, Mary Beth Walsh, Ph.D., PRAISE Executive Advisory Board, past co-chair, NCPD Autism Task Force.

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Meet Samantha

- * Extremely active
- * Taught self to swim
- * Loves to sing
- * Expressive language develops slowly
- * Additional medical issues
- * Independent

Characteristics of Autism Spectrum Disorder

- Current diagnostic systems tend to focus on deficits...
- Knowing common characteristics can assist us in anticipating and meeting the needs of individuals with ASD.

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Characteristics of Autism Spectrum Disorder

- * Recent Changes with the DSM-V
- * Were individual disorders
- * Now one : Autism Spectrum Disorder.

Characteristics of Autism Spectrum Disorder

- Reclassification can result in differences in eligibility for services.
- Families might still identify their child's needs using the former diagnostic system



Characteristics of Autism Spectrum Disorder

- Two Domains

Domain One: Social Communication/Social Interaction issues (2/3)



Characteristics of Autism Spectrum Disorder

- Two Domains

Domain Two: Restricted, repetitive patterns of behavior, interests, activities (3/4)



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Language



- Expressive and Receptive Language issues for many on the spectrum.
- DSM-V may diagnose them with Social (Pragmatic) Communication Disorder.



Social (Pragmatic) Communication Disorder





Challenges in social use of verbal and nonverbal communication




Language

- Much less developed language or no language at all
- Communication systems such as the PECS method have been helpful, as have assistive technologies.



I want

 <small>big wheel</small>	 <small>golf</small>	 <small>trampoline</small>
 <small>bubble blower</small>	 <small>sand and water table</small>	 <small>sidewalk chalk</small>

WHAT ARE SOME TYPES OF AAC?

Low Tech

- * Picture Exchange Communication System (PECS)
- * Picture Boards
- * Picture binders/wallets
- * Photographs
- * Sign language
- * Gestures

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WHAT ARE SOME TYPES OF AAC?

High Tech

- * Single Level
- * Multi-level
- * Comprehensive system



Springboard Lite



Springboard



DV4-MT4

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Behavior Communicates

Why Am I Acting Like This?


Most behavior serves a function:

- Medical
- Escape or Avoidance
- Attention
- Tangibles or activities
- Sensory stimulation

21 21

Behavior Communicates

• A B C




Justin Canha

Behavior Management





Conditions that may occasion a problem behavior:


- Task demands
- Denied access to desired activities/materials
- Lack of adult attention
- Disorganization/Lack or Delay of materials/supplies



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If it's too noisy!

	Go to a quiet area.
	Visit Miss Anne.
	Go for a walk.
	Listen to music.



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Behavior Contract #2

When Miss Linda talks, I will listen quietly.

If it is too noisy, I will not flap my hands. I will ask to:

- Go for a walk.
- Go to a quiet place.
- Visit Miss Jessica.
- Read a book.
- Listen to music.

If I do this, I will play kick ball.

Anne's signature: _____ Date / /
Catechist's signature: _____ Date / /

Reinforcement

- * Increases the likelihood of a particular response in the future.
- * Positive and Negative Reinforcement
- * Delivery

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Reinforcer

- * Primary Reinforcers
- * Secondary Reinforcers
 - * Social
 - * Tangible
 - * Generalized



Prompting & Prompt Fading

- * Additional information given with an instruction to increase the probability of a correct response.
- * Promotes Independence



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How To Prompt

- * General Guidelines
 - * Move in and out
 - * Do not hover
- * How to time delivery
 - * 15 seconds OR
 - * Immediately
- * Remember to FADE

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Types of Prompting



- * Gestural
- * Model
- * Verbal
- * Physical
- * Textual
- * Photographic



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Question for Discussion

What do people in our parishes and communities need to understand about individuals with ASD?



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Resource List

Carter, Erik. W. Including People with Disabilities in Faith Communities: A guide for Service Providers, Families & Congregations. Baltimore, London, Sydney: Paul H. Brookes Publishing Co., 2007.

Carter, Erik. W., Lisa S. Cushing, Craig H. Kennedy. Peer Support Strategies for Improving All Students' Social Lives and Learning. Baltimore, London, Sydney: Paul H. Brookes Publishing Co, 2009.

Catalono, Corinne G., MA, Purnima Rathi Hernandez, DDS, MA, Patty Wolters, COTA, "Who am I? A Child's Self-Statement," Exceptional Parent Magazine, April 2002, 60-65.

Resource List, continued

Foley, Edward, Herbert Anderson, Dianne Bergant, & Mark Francis. Developmental Disabilities and Sacramental Access: New Paradigms for Sacramental Encounters. Health Policy Advisory Center: May 1994.

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Groome, Thomas H. Sharing Faith: A Comprehensive Approach to Religious Education and Pastoral Ministry. Eugene OR: Wipf and Stock Publishers, 1998.

Kluth, Paula. "You're Going to Love This Kid!" Teaching Students with Autism in the Inclusive Classroom. Baltimore, London, Sydney: PAUL H. Brookes Publishing Co., 2003.

Maurice, Catherine, ed. Gina Green & Stephen C. Luce, co-ed. Behavioral Intervention for Young Children with Autism: A Manual for Parents and Professionals. Austin, TX: Pro-Ed, 1996.

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Newman, Barbara J. Helping Kids Include Kids with Disabilities. Grand Rapids, MI: Faith Alive Christian Resources, 2001.

_____. Autism and Your Church: Nurturing the Spiritual Growth of People with Autism Spectrum Disorders. Grand Rapids, MI: Faith Alive Christian Resources, 2006. Revised and updated. Grand Rapids, MI: Friendship Ministries, 2011.

Pierson, Jim. Exceptional Teaching: A Comprehensive Guide for Including Students with Disabilities. Cincinnati: Standard Publishing, 2002.

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NCPD Resource List

www.ncpd.org

Benton, Janice La Londe and Mary Jane Owen, ed. *Opening Doors to People with Disabilities: The Resource File, Books A & B.* Washington, DC: National Catholic Office for Persons with Disabilities, 1997. www.ncpd.org. 202-520-2933.

Welcoming Parishioners with Disabilities. Washington, DC: National Catholic Office for Persons with Disabilities, 2003.

USCCB Resource List

USCCB Documents and Resources

Opening Doors of Welcome and Justice to Parishioners with Disabilities: A Parish Resource Guide. No. 5-604, 48 pp.

Pastoral Statement of U.S. Catholic Bishops on Persons with Disabilities, 1978, rev. 1989, "Pastoral Statement." No. 5-424.

Welcome and Justice for Persons with Disabilities: A Statement of the U.S. Catholic Bishops, 1998, "Welcome and Justice." No. 5-311.

National Directory for Catechesis. USCCB, 2005.

Image Resources

PCS, Boardmaker Plus by DynaVox Mayer-Johnson, 2100 Wharton Street, Suite 400, Pittsburgh, PA 15203, Phone: 1 (800) 588-4548, Fax: 1 (866) 585-6260, Email: mayer-johnson.usa@mayer-johnson.com, Web site: www.mayer-johnson.com.

Additional pictures from Google Images and liturgies in parishes of the Archdiocese of Newark.

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