

[Inclusive Education](#)

From

Guide: [ASD and learning](#)

Understand: [Understanding ASD](#)

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Link

www.inclusive.tki.org.nz/guides/asd-and-learning/understanding-asd

Understanding ASD

Autism spectrum disorder (ASD) affects each person in unique ways. Students with ASD may need support making sense of the world and how to participate in it.

Defining

Autistic spectrum disorder or ASD is the name for a group of lifelong conditions that may affect communication, social interaction, and cognition (thinking). Asperger syndrome is part of the autism spectrum.

This animation aims to raise understanding a complex subject of autism with simple descri

Source: [Alex Amelines \(UK\)](#)

Closed Captions

Source:

[Alex Amelines \(UK\)](#)

<http://www.amelines.com/>

Video hosted on Youtube <http://youtu.be/Ezv85LMFx2E>



ults and children, it tackles the

Indications of ASD

Although every student with ASD will experience it differently, common characteristics may include:

- a strong desire to seek understanding and perfection
- hypersensitivity to sensory experiences
- intense fascination with a topic
- a focus on detail rather than the “big picture”
- direct speaking with a tendency to be honest and specific
- valuing creativity and problem solving over cooperation and collaboration
- actively seeking and enjoying solitude
- challenges with the managing and expressing emotions
- literal interpretations of what people say
- challenges interpreting and responding to social cues.

A diagnosis of ASD is made on the basis of observed behaviour. There are no blood tests, single defining symptom, or physical characteristics that are unique to ASD. Clinicians use careful observation of behaviours to determine whether a child’s difficulties are related to autism, or are better described by another condition.

The impact of ASD varies from person to person, and its effects vary for an individual depending on the situation and the person's emotional state.

13-year-old Rosie explains what it's like to grow up with ASD and how she sees life, and the way they relate to others.

Source: [BBC \(UK\)](#)

No captions or transcript

Source:

[BBC \(UK\)](#)

<http://youtu.be/FeGaffIJvHM>

Video hosted on Youtube <http://youtu.be/FeGaffIJvHM>



h see life, and the way they relate

Influence on learning

Students with ASD each have different strengths and preferences as learners. They experience their own set of challenges.

Common strengths and preferences	Common challenges
Strong preference for well-planned, structured, predictable, routine-based environments	Coping with change, unfamiliar routines, a lack of structure
Strong preference for quieter, clutter-free, organised spaces	Sensory regulation
Special interest in particular topics and activities	Settling into learning
Processes visual information quickly	Processing and making sense of things, abstract thinking
Strong rote memory, retaining particular facts and details	Expressing information and ideas
Honesty	Verbal communication, social interaction

Expect diversity when teaching students with ASD

Some students may need help with all day-to-day tasks.

Others may need:

- support in specific areas

- extended opportunities to explore and develop exceptional gifts and talents. Explore [Twice-multi exceptional learners](#) for more information.

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