

# Being labeled autistic

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Being “ Labeled” Autistic. First it is important to understand the Autism Spectrum Disorder (ASD). In this article you will identify the needs and interest of children with High Functioning Autism and Low Functioning Autism, the social and communications skills, behavioral abnormalities, learning disabilities, and functioning as an adult with Autism. I. Detecting Autism in a child. A. The signs, diagnosis and treatment. 1. Screening evaluations: All children with Autism Spectrum Disorder (ASD) demonstrate deficits in, social interaction, verbal and nonverbal communications and repetitive behaviors or interest.

Also have poor eye contact, doesn't smile, excessively lines up toys or other objects. Does not respond to name, or does not speak one word by the age of 16 months. The first signs of ASD can also appear in children who have seemed to be developing normally. 2. Interventions and treatments: It is important to remember that every person impacted by Autism is different and may benefit from different treatments or interventions. These are a variety of interventions.

Applied behavior analysis is effective when used to teach complex communication, social, play and self help skills. Discrete trial training is when a teacher presents an instruction and provides consequences for a correct or incorrect response. Speech Therapy provides professional help and guidance in communication skills. Gluten-free, Casein-free diets, are effective diets to improve communication, social interactions, and sleep patterns while reducing digestive problems and autistic behaviors. B. Autism Spectrum Disorders, interest and behaviors. . Social and communication skills: Autistic individuals usually display a very limited of interest and activities, repetitive

behavior (example: repeating the same sentence over and over), obsessively following routines, or having methodical and specific ways of arranging things. For instance, a child may have little trouble learning to read, but exhibit poor social interaction. Often times between 12 and 36 months old, the differences in the way they react to people and other unusual behaviors become apparent.

Each child will display communication, and social skills that are individual but fit into the overall diagnosis of ASD. 2. Behavioral and learning disabilities: Autism affects the brain by altering how nerve cells and their synapses connect and organize. They have difficulty interpreting what others are thinking or feeling because they can't understand social cues, such as tone of voice or facial expressions, and don't watch other people's faces for clues about appropriate behavior, they lack empathy.

Children whose language skills regress early in life, before the age of 3, appear to have a higher than normal risk of developing epilepsy or seizure like brain activity. II. The difference between High Functioning Autism and Low Functioning Autism. A. The life of a High Functioning Autistic Child. 1. The functions of a High Functioning Child: High functioning means having an IQ of higher than 80. These individuals do not exhibit certain behaviors, such as self injury or aggression. They often have more normal functions and behaviors, such as speaking and carrying out day to day activities with no problems.

Often they may have difficulty initiating love and friendship relationships, often being rejected because potential partners perceive them as being too nerdy or too intelligent. This can lead to low self esteem or loneliness. They

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do not lack empathy, although they may have trouble expressing it. In a well resourced educational institution they often do well academically if they can be simulated by good teachers. They are usually intelligent, gifted, honest and hard workers. Some are thought to become scientists and engineers. 2.

The challenges of a High Functioning Autistic Child: Coping with this condition is a daily challenge, especially in the lacking of skills in interacting with others. These individuals have such social delays and difficulties that interaction with a normal social setting can be severely hampered. Some may have minor to moderate difficulty with motor skills and coordination. Also they may nurture a complex habitual movement at which they become adept, for example, rocking back and forth or bumping. B. The life of a Low Functioning Autistic Child. 1.

The Functions of a Low Functioning Autistic Child: Low Functioning means having an IQ below 70. Also meaning severely autistic. These children do not speak, often do not understand receptive language, do not care nor do they wish to engage in conversation unless it is absolutely necessary and it is extremely limited due to the lack of speech, do not respond well to behavioral therapy, and do not show a great deal of improvement. Retardation is common, epilepsy is common, and other disorders may be present as well. They do not express emotions well, except anger.

These emotions are unknown due to their inability to communicate. They can be violent and for no reason at all, attack someone and then be fine and passive again a few minutes later. 2. The challenges of a Low Functioning Autistic Child: Limited grammar and an impulsive sensitivity to stimulus are often thought to be typical of low functioning autism, as is a strong visual

processing preference. These children with mental challenges are more likely to exhibit behavior and emotional problems. Academically, they lag behind in achievement for their age expectations.

Typically they lag behind their peers three to four years. Children with severe Autism can acquire basic communication skills, both oral and written. III. Functioning as an Adult with Autism. A. Working and living as an Autistic adult. 1. Independent living vs. supervised living: Independent living involves persons living with Autism in their own apartment or house with little, if any support services. Support services may be limited to such areas as complex problem-solving, moneymanagement, or budgeting. In supervised group living, group homes are facilities that serve several individuals with disabilities.

Adult foster care, individuals live in a home with a family, and is intended to be as permanent as possible. 2. Preparing the Autistic adult for employment: Many Autistic adults are capable of employment, especially those with high functioning autism, in sheltered workshops, under the supervision of working with persons with disabilities. Some of the teachings start from academics to more functional life skills and prevocational skills. Therefore, their educational goals need to focus on preparing them for employment and adult life. B.

Relationships, marriage, and living life to the fullest. 1. Having social relationships: There are a significant number of Autistics who have done very well in relationships. Once an autistic crosses the threshold of dating, they will improve their knowledge and ability in handling relationships. Adults on the Autism spectrum should watch as much adult television as they can

enjoy. Cinematic depiction of emotions is particularly good as an educational tool.

Some Autistics are gullible, but they also have the advantage of being able to look at things logically. 2. Happily married and raising a family: Many Autistics are happily married and parents. With knowledge of Autism comes a much greater tendency to engage people who enjoy the company of someone with Autistic characteristics. There are a large number of anecdotal reports of good relationships involving Autistics.

In concluding that Autism is not a disease, it is a way of life! Autism doesn't need to be cured, it needs to be accepted and Autistics allowed to be themselves without fear. Most are average at a variety of things, just like the rest of society. They may work to develop their talents and become impressive teachers or mathematicians, but the majority aren't prodigies. They are just people who are good at some things and not others. Above all, treat Autistics as you would anyone else and allow for the differences that are sure to make themselves known.