

Week four project

Education



Final Project Matrix Exceptionality Definition ification criteria and characteristics Prevalence Associated educational practices Additional information

Autism Spectrum Disorders (ASDs)

They are a group of complicated developmental incapacities or disabilities affecting the brain. They result in significant behavioral, communication and social challenges or abnormal response to sensory stimuli.

They are classified according to the severity. They include autistic disorder, asperger syndrome and pervasive development disorder.

Characteristics of ASD include difficult social interaction, exhibiting social reciprocity, impaired communication, and repetitive behavior.

ASD affects 1 in 88 children aged 8 years. It is highly prevalent in males (1/54) compared to females (1/252) and has a varied racial and ethnicity prevalence (CDC, 2012).

People with ASD accorded special education programs that involves structured learning environment, individual support, a functional approach to behavior problem, systematic instructions, specialized curriculum, and family involvement.

Diagnosis of ASDs is by observing the behavior and development of the child. They are detectable at the age of 18 months or below.

ASDs are not curable. However, early intervention measures significantly improve development of the child.

Communication Disorders

They are disorders that impair a person's ability to communicate by interfering with speech, hearing, voice, language, and cognition.

Classification is based on impaired organ or function. They are classified into <https://assignbuster.com/week-four-project/>

dysphonia, motor speech disorders (dysathria and apraxia), aphasia and cognitive-communication disorders.

Characteristics: They are characterized by difficulties in participating in a conversation, word pronunciation, expressing oneself, understanding and following directions (Rosenberg, Westling, & McLeskey, 2007).

Articulation Disorders; 8-9% in young children,

Fluency Disorders; 4-5% with high incidence rate between 2-4 years,

Dysphonia; 6-23% among school-going children,

Phonological Disorders; 8-9% in children,

Aphasia; 6-8% in pre-school children (CDC, 2012).

Teachers and instructors should tailor-make their teaching methods to match the learning-teaching needs of students with communication disorders.

Teachers should ensure there is interaction in class and the language used and means of communication should be understandable.

These disorders occur due to various reasons e. g. deafness and other hearing disorders, voice and speech problems, brain injury, developmental disabilities, autism and stroke.

Reference

CDC (2012). Prevalence of Autism Spectrum Disorders - Autism and Developmental Disabilities Monitoring Network, 14 Sites, United States, 2008. MMWR, 61(3), 1-19

Rosenberg, M. S., Westling, D. L., & McLeskey, J. (2007). Special Education for Today's Teachers: An Introduction. Prentice Hall: Pearson Education, Inc.