



Autism - Without Disorder of Intellectual Impairment (1)

Autism without intellectual disability refers to children who are on the autistic spectrum and have a cognitive level within the typical range or above. They may have normal or even outstanding intellectual abilities but face specific challenges in areas such as social communication, interaction with others, and behavioural flexibility. They may have difficulty understanding and using language in social contexts, picking up on non-verbal language or interpreting tone of voice. They often have intense and specialised interests. These interests can be an educational asset if they are integrated into learning. Many individuals with autism have sensory sensitivities to loud noises, bright lights, and certain textures.

REPETITION FO RIGID, REPETITIVE MOVEMENTS OR BEHAVIOURS

- Positive reinforcement by praising and reinforcing any movement towards more adaptive behaviours, using rewards that are meaningful to the person.
- Use visual supports: Use visual schedules, to-do lists or concept maps to help the person anticipate what is coming next, which can decrease the need for repetitive behaviours as a way of managing uncertainty.
- Promote progressive diversion: Instead of abruptly stopping a behaviour, gradually redirect to a more functional or less disruptive activity. For example, if a child repeatedly bangs an object, you could introduce a drum as an alternative.

RESISTANCE TO CHANGE

- Anticipate change: Introduce changes gradually and in advance whenever possible. Provide clear information about what will change and when it will happen.
- Involve the children in joint planning: If appropriate, involve the individual in planning the change, which can make the process less stressful and more predictable.
- Introduce examples of flexibility that model flexibility in everyday situations. Show the person how you can change your plan or adapt to new situations in a positive way.

IRRATIONAL INSISTANCE ON ROUTINES

- Identify critical routines and determine which routines the person insists on following most rigidly. Assess whether all of them are necessary or whether some can be modified in a gradual approach.
- Create social stories that explain the benefits of flexibility and how to handle situations where routine is disrupted.
- Identification and expression of emotions to help him or her to identify and express their emotions related to changes in routine and provide a safe space to talk about their concerns can reduce resistance.



Autism - Without Disorder of Intellectual Impairment (2)

PROBLEMS IN VERBAL AND NONVERBAL COMMUNICATION

- Use pictograms and graphics such as pictures, symbols to represent words, concepts or routines as pictures can help to understand and express ideas.
- Gestures and body language: Teach basic gestures that can be used to communicate needs such as 'yes,' 'no,' 'food,' or 'bath'. Even simple gestures can significantly improve communication.
- Introduce emotion interpretation games, use pictures, videos or role-play to teach the person to identify and understand facial expressions, gestures and body postures that indicate emotions.

DIFFICULTY IN MAKING SOCIAL CONNECTIONS

- Work on self-esteem by helping your pupils in accepting themselves as they are.
- Develop communication skills with students so that they learn to express their thoughts and feelings, you can use workshops or read books to do this.
- Teach them to interpret non-verbal cues such as facial expressions, body language and tone of voice that are key elements in social interactions.

DIFFERENCES IN NONVERBAL CUES SUCH AS EYE CONTACT AND GESTURES

- Include clear illustrations in classroom materials, with pictures or drawings showing different facial expressions and body postures explaining what they mean.
- Create or implement social skills games or exercises designed to teach children to read and respond to non-verbal cues.

LACK OF CONTACT WITH THE ENVIRONMENT

- Establish a safe environment with clear routines as children with autism often feel more secure in a structured and predictable environment.
- Use the child's particular interests to encourage them to interact with the environment. For example, if they like trains, you can organise visits to miniature train parks or play with model trains.
- Role Play: Practising situations through role play can help the child feel more comfortable with new experiences in the environment.



Annex for autistic spectrum disorders

ADDITIONAL MATERIALS:

- Website Autism Europe: www.autismeurope.org
- Autism Cyprus: www.autismsociety.org.cy/en/
- Autism Czech Republic: www.aba-centrum.cz/en/autism/
- Autism Spain: <https://autismo.org.es>

BIBLIOGRAPHY

- **Carol Stock Kranowitz.** *The Out-of-Sync Child.* 1998. A guide to recognizing and coping with sensory processing disorder, a common co-occurrence with autism.
- **Stanley I. Greenspan and Serena Wieder.** *Engaging Autism: Helping Children Relate, Communicate and Think with the DIR Floortime Approach.* 2009. A book that introduces the DIR Floortime method, which emphasizes emotional development through play.

WANT TO KNOW MORE SECTION

- Diagnostic Check List: <https://autism.org/diagnostics-checklist/>
- How to Teach a Child with Autism - Introduction (1/5) | Autism at Home: <https://www.youtube.com/watch?v=akDH-Wpi-iw>
- Educating Children with Autism: Visual Arts as Tools for Inclusion: <https://www.youtube.com/watch?v=Uak4FDnlbZg>.
- European Union and Autism: <https://what-europe-does-for-me.europarl.europa.eu/en/social/C11>