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by Xx Xx

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Autism Spectrum Disorder

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Part One

From the video, there are different cases of children experiencing Autism Spectrum Disorder, handled through various strategies. One of the strategies used is attention to their behaviours. The teachers observe the children's behaviours and act on them appropriately according to each person's character. For instance, they observe that at the beginning of the year, Alexander could only make sounds. Still, after paying attention to this disorder, they acted appropriately until he could make short statements. They also teach the children different skills and ensure that they generalize the skills. Moreover, the teachers show them happiness and love, the elements that work well for them. This happiness acts as a drive towards responding positively to what they are taught (Hodges et al., 2020).

Based on the review of strategies in the article, one of the strategies that could be added to the cases in the video include eye gaze. This could work effectively, especially for the children who had a poor interaction with people. It would help them to see the importance of interaction and thereby develop this behaviour. Another strategy that could be used is the use of the skills they possess to build upon them. This would be helpful because they would start with what they are familiar with the most. Also, the teachers ought to have gradually transitioned to a realistic environment. Rather than only confining the autistic children to the same environment, they ought to have exposed them to a more realistic way to experience the broader scope gradually.

Part Two

Sam exhibits such characteristics as poor interaction with other children, and the conversation that he engages in is simple. He also plays alone. These are enough characteristics to conclude that Sam is Autistic. For this reason, I don't think there is a need for a further

screening assessment. After attaining four years, there is no doubt that he ought to have responded effectively in his interaction with other children (Xu et al., 2019).

The further information that I would require to obtain about Sam that would be helpful as a source of information would include inquiring whether he could respond to his name. An autistic child usually has a problem of being sensitive to their names. Additionally, I would seek to identify whether Sam was able to note when someone hurt themselves or come across something unpleasant. Lastly, I would assess whether Sam was able to imitate my facial expressions or movements. All these would be important knowledge of successfully assessing whether Sam was autistic or not. To get this additional information, I think Sam's parents would serve as necessary resources. Also, Sam himself would be a suitable resource because I would directly gather some information from him through different tests (Sharma et al., 2018).

The additional assessment tool that I would use to assess and evaluate Sam's language and social skills would be the Autism Spectrum Quotient. This is a questionnaire containing fifty questions based on an assessment of communication, social interaction, imagination, and attention. I would use this tool because it is based on the assessment of communication. Through the ability or inability to communicate, I would infer whether Sam's language and developmental skills were developmental or not.

Part Three

There are several things that I learned about Applied Behavior Analysis as used to treat children with ASD. One of the things I learned is the symptoms of autistic children. I have learned that they exhibit such characteristics as avoiding direct eye contact, being lonely, not empathizing with others, making noise to seek attention, and rarely noticing when someone is

hurt. These may be helpful in my personal and professional life because I would be able to identify autistic children from those who are not. I would do this through the various tools for assessment, such as Autism Spectrum Quotient (Sharma et al., 2018).

Another point that I learned in this section is the interventions that help enhance development in an autistic child. One of the most important in this case, especially in a classroom setup, is using the language that the autistic child can easily understand. It would also be wise to give such children choices of doing things rather than using such statements as, "Why did you run?" or "Would you like to do that?" Additionally, it is wise to pay maximum attention to the changes in behaviour they are likely to exhibit, such as stress or anxiety. These would help me handle such an issue appropriately to help an autistic child out of the situation and develop normally.

Lastly, I learned about the professionals involved in autism spectrum disorder. These include the behavioural support group that assesses the challenging behaviour in a child, educational psychologists that help in conducting psychological examination such as learning needs and profiles. This is especially the case in the education setup (Lord et al., 2018).

One of the five questions that I would ask the professionals who deal with autistic disorder is how they manage to deal with different reactions of autistic children. I understand that it may be challenging to change a person's behaviour. This is especially the case if they are many. Secondly, I would also ask them about their returns. This is not as simple a task as it may look. It ought to be paid heavily. Since many people react to different characters differently, I would ask the professionals what they feel when dealing with the different behaviours they are entrusted with modifying. Also, I would seek to know whether their work affects their everyday life in any way. Many are cases where people tend to modify their way of living according to the

issues they come across in life. Lastly, I would seek to know whether they enjoy doing their work. People of different professions are generally proud of what they do in life. I will enquire to know if it is the same case with these professionals.

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