

Autism and 'the dyses'



By Catrina Lowri

Who?

Catrina Lowri; experienced SENCO, qualified SEND teacher and founder of Neuroteachers. I am Neurodiverse myself; dyslexic and bipolar.

What?

We will begin with introduction to autism and dyslexia, dyscalculia, dysgraphia and dyspraxia. Discuss how this affects learning and behaviours in the classroom and how the educators can support this.

A Neuroteachers Perspective

This will include:

- Introduction**
- Your 'child in mind'**
- Autism – not a spectrum but a spikey profile**
- Co-occurring conditions**
- The dyses**
- Which ingredient is which?**
- Similarities and difference**
- Adapting your teaching**
- What this means for your child in mind?**
- Q and A**

**What we will cover
today**



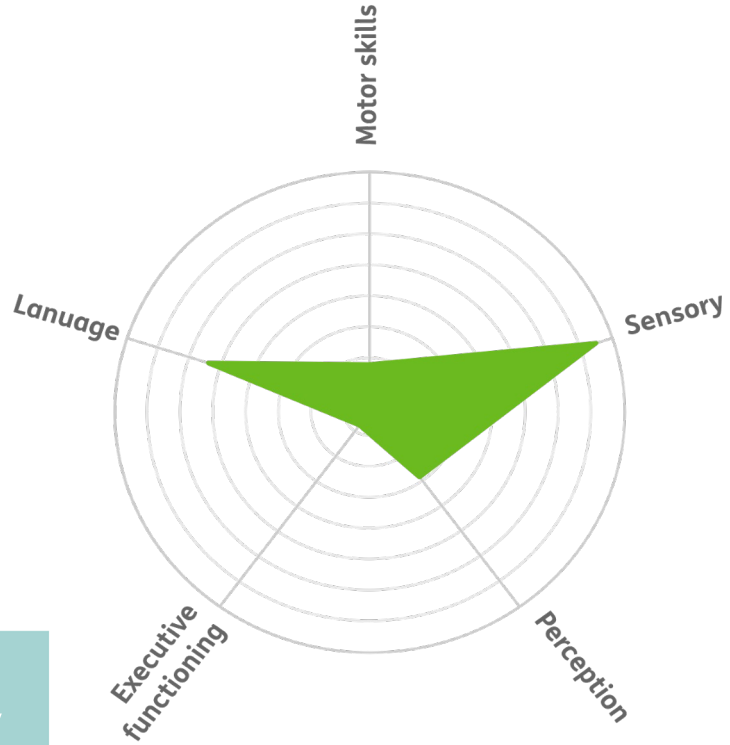
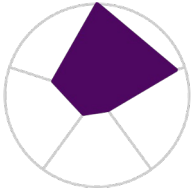
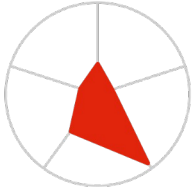
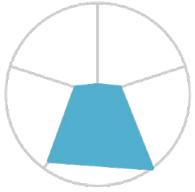
Your 'learner in mind'



You can't be a
little bit autistic



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Autism – not a spectrum but a spikey profile

This includes

*All hereditary conditions which cause a difference in neurology

*All hereditary mental health conditions

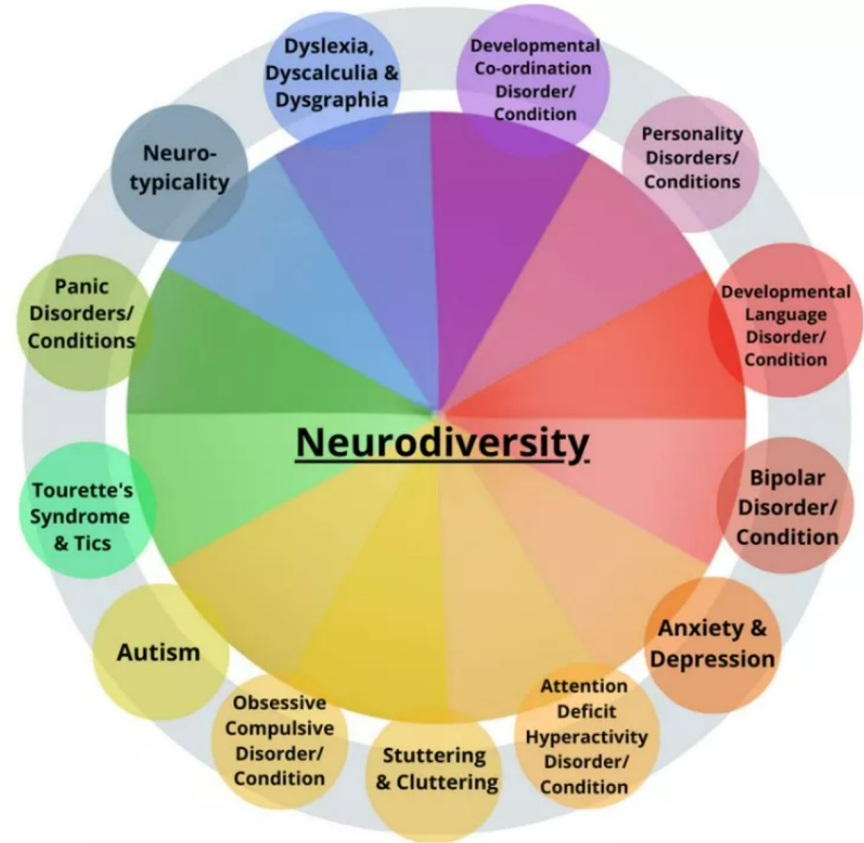
*All acquired neurological difference such as those caused by injury



Neurodivergence

Co-occurring Neurodivergent Conditions

These include common conditions such as Autism, ADHD, Dyspraxia (DCD), Dyslexia, Dyscalculia and Developmental Language Disorder (DLD)





Pause for Reflection

What did you know before that you now see in a different light?



Robinson and O'Gowry (1988, unpublished) reported significant improvement in subjects using a word board in a 10-week period on basic academic subjects, reading comprehension, reading accuracy, and rate of reading. Aiterank and Wood (1987) evaluated the results of 1761 cases of 23 remedial high school students and a matched control group. Significant improvement for the experimental group was noted for time needed to locate words on a printed page, timed reading scores, length of time for sustained reading, and span of recall, as well as other perceptual tasks. Additionally, seven of the 23 experimental found employment, but none of the control group was employed by the end of the semester.

In contrast, Winters (1987) was unable to find differences in his study. Winters gave 15 elementary school children four minutes to locate and circle 68 examples of the letter "b" on three pages, each page of which contained 600 random letters in 20 lines of

As any parent, grandparent, or baby-sitter knows, some babies are adaptable, placid, and regular in their habits, while others are difficult and unpredictable. Differences in temperament show up from the first day of life: some infants sleep very little, others sleep a lot; some infants are happy, serene and easy, others are quiet and unresponsive.

Some researchers have not been exposed to the world for long, conventional thinkers beyond the words can hardly account for such differences in temperament. Rather, the differences must be largely a result of genetic influences. Yet there have been some of us... attempts to reduce differences in temperament... as birth to...
to...
to...

Dyslexia

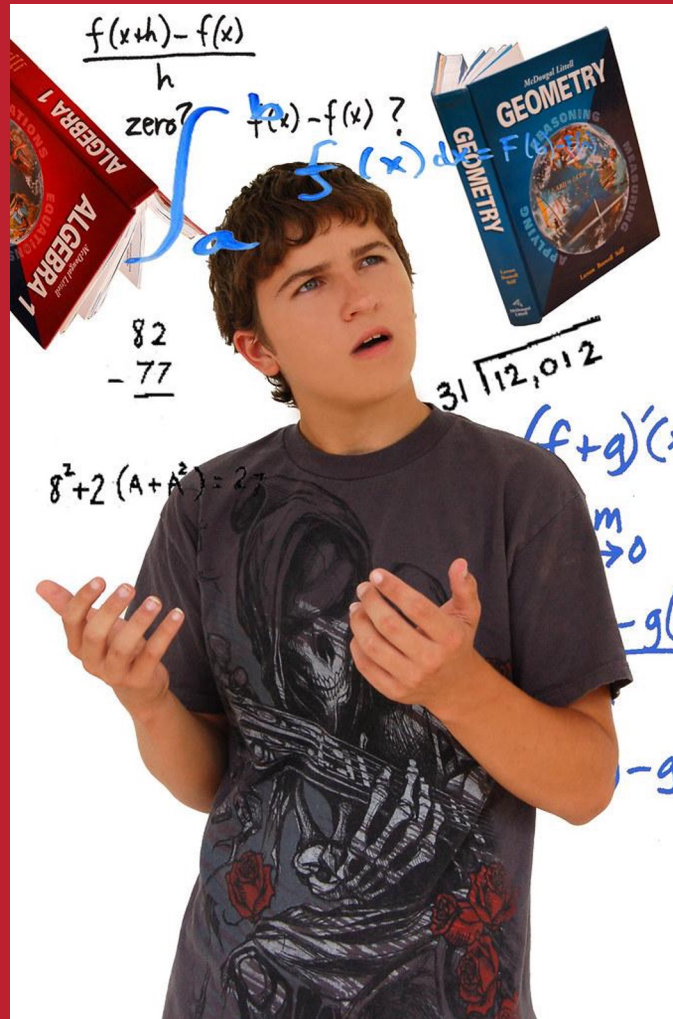
Dyscalculia

-The condition affects about 5 % of the population and usually co-occurs with other forms of ND

Dyscalculic people have a persistent difficulty understanding number

-Their working memory and ability to organise or understand key concepts in mathematics.

- This can vary in severity from a total inability to subitise to just being slower to complete tasks



Dysgraphia

- Dysgraphia is a term that refers to trouble with writing. Many experts view dysgraphia as challenges with a set of skills known as transcription. These skills — handwriting, typing, and spelling — allow us to produce writing.
- Trouble expressing your thoughts in writing isn't formally recognized as part of dysgraphia. That's a learning disability known as [written expression disorder](#). But when people struggle with transcription, it can get in the way of thinking about ideas and how to convey them.
- For example, people with dysgraphia may write more slowly than others. That can affect how well they express themselves in writing. Plus, they tend to have trouble with spelling because it's hard for them to form letters when they write.



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DCD (Dyspraxia)

- Dyspraxics have difficulties with fine and gross motor skills and coordination
- They may have issues with self care as well as writing and typing
- Needs may change over time, for as day to day needs change
- Dyspraxia may concur with a range of conditions

Signs of dyspraxia



CLUMSINESS



POOR BALANCE



POOR POSTURE



POOR HAND-EYE
COORDINATION



POOR
HANDWRITING



PERCEPTION
ISSUES



FATIGUE



SPEECH
DIFFICULTIES



DISORGANIZATION



LOW SELF ESTEEM



Hypermobility

- Yes I know it's not a 'dys' but hear me out...



Break

- Let's have a short break



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The Fruit Salad Approach

Which ingredients are
which?



Reflection

What have you found surprising about 'Autism and the dysses' so far and what more would you like to more about?



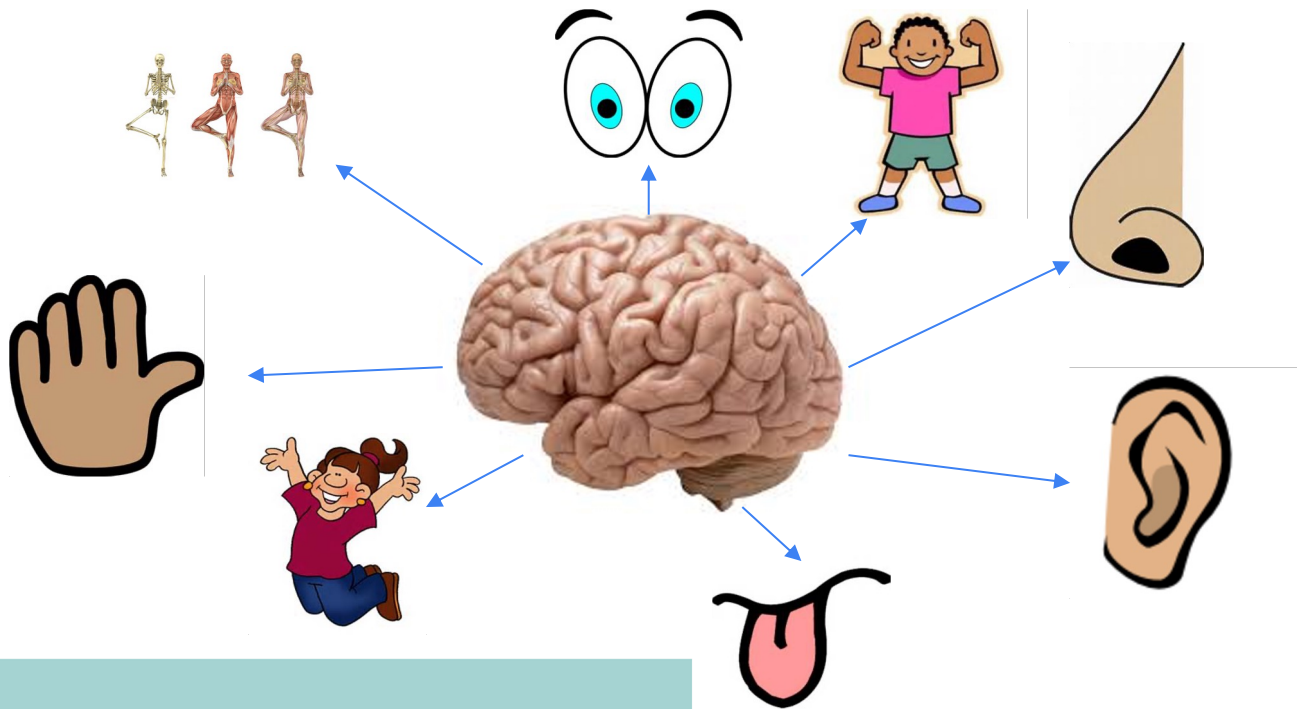
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Processing

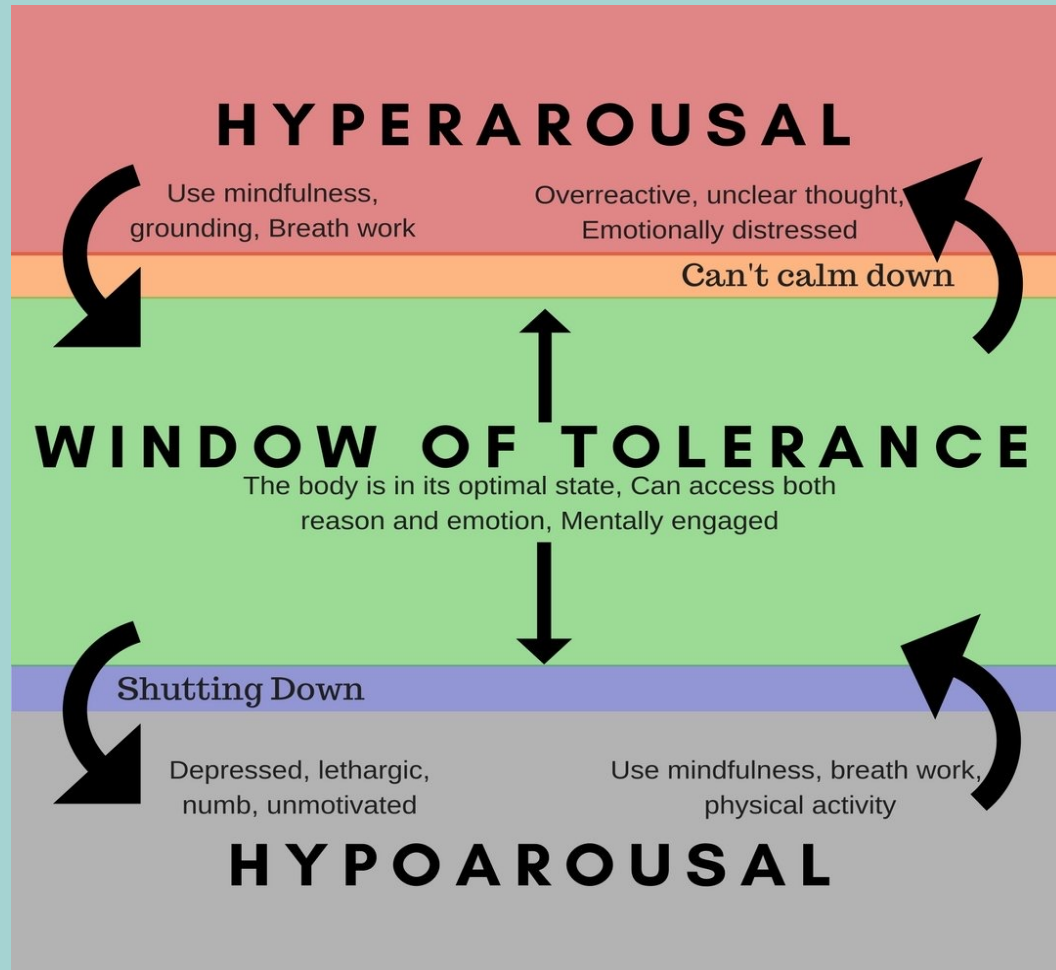


- Supporting ND in your setting-Processing Time





Sensory Differences



Executive Function

- **Organisational skills**
- **Impulse control**
- **Task Initiation**
- **Emotional Control**
- **Flexible thinking**
- **Planning and prioritising**
- **Self-motivation**
- **Working memory**



Social communication and Interaction



***Strategies to support some of the building blocks for social communication**

- **Joint Attention**
- **Language**
- **Perspective**



Reflections

- What will you do differently and what do you want more help with?



Lay the table and open the Window

- My blog
- <https://neuroteachers.com/post/s-imple-solutions-for-classroom-management/>
- 'Routine and predictability lower mental load'



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Simple Solutions



Adaptive Teaching Checklist



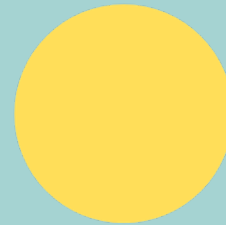
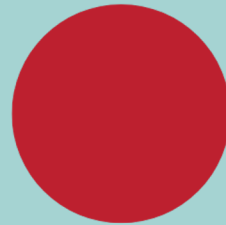
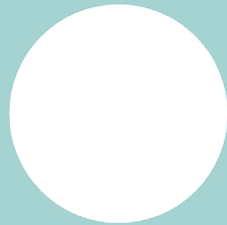
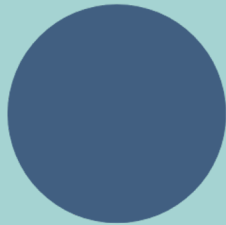
Strategy	Have you tried this?	How effective was it?
Adjust Rate		
Adjust Volume		
Adjust Complexity		
Staging of Tasks		
Prioritisation		
Change Presentation Format		
Change Evaluation System		
Use of Support or Aids		



Your 'learner in mind'



Questions?





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