

Key Resources

Autism Spectrum Disorders (ASD)

Northeast Wisconsin



Signs and Symptoms of Autism Spectrum Disorders

Autism Spectrum Disorders (ASDs) begin before the age of 3 and last throughout a person's life, although symptoms may improve over time. Some children with an ASD show hints of future problems within the first few months of life. In others, symptoms might not show up until 24 months or later. Some children with an ASD seem to develop normally until around 18 to 24 months of age and then they stop gaining new skills, or they lose the skills they once had.

A person with an ASD might:

- Inconsistently respond to their name by 12 months
- Show difficulty pointing at objects to show interest (pointing at an airplane flying over) by 14 months
- Have difficulty playing "pretend" games (pretend to "feed" a doll) by 18 months
- Avoid eye contact and want to be alone
- Have trouble understanding other people's feelings or talking about their own feelings
- Have delayed speech and language skills
- Repeat words or phrases over and over (echolalia)
- Give unrelated answers to questions
- Get upset by minor changes
- Have obsessive interests
- Flap their hands, rock their body, or spin in circles
- Have unusual reactions to the way things sound, smell, taste, look, or feel

Information from <http://www.cdc.gov/ncbddd/autism/facts.html>

Free Information

If you have concerns about a child's development or would like additional information about Autism Spectrum Disorders please contact:



Autism Society of Wisconsin

1477 Kenwood Drive
Menasha, WI 54952
Phone: 920-558-4602
WI only: Toll-free 1-888-4-AUTISM
(1-888-428-8476)

www.asw4autism.org

Email at asw@asw4autism.org



Northeast Regional Center for Children and Youth with Special Healthcare Needs:

325 N. Commercial St. Suite 400
Neenah, WI 54956
Toll free: 877-568-5205

www.northeastregionalcenter.org

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Tips for working with children with Autism Spectrum Disorders

1. Use simple, concrete language
Simple, concrete language will help the child understand expectations. Avoid figurative language.
2. Give extra time for a child to respond to you
Children with autism may take longer to process verbal information. Allow a child several uninterrupted seconds to process and respond to you.
3. Foreshadow transitions and changes in schedules
An abrupt change or disruption in a schedule can be stressful for children with autism. Using visual aids to foreshadow changes may help decrease behaviors that result from stress.
4. Use Modeling
Children with autism may have a difficult time reading and processing social cues. Modeling can help teach children how to act and respond in social situations. Social stories, role playing and/or videotaping can also help children with autism learn social concepts.
5. Try to understand the function behind behaviors
Look for the reason a child may be behaving in a certain way. Identifying patterns and/or triggers can help you teach the student how to cope with a stressful situation.
6. Be aware of environmental distractions
Bright lights and loud sounds may be distracting or stressful for children with autism. Be aware of your surroundings and how the environment might affect a child with sensory issues.

Other Helpful Websites

Autism Internet Modules

www.autisminternetmodules.org

Autism Society

www.autism-society.org

Autism Speaks

www.autismspeaks.org

CDC (Centers for Disease Control and Prevention):

www.cdc.gov/ncbddd/autism/index.html

www.cdc.gov/actearly