Autism谱系障碍(Fact Sheet)

症状/行为

- 孤独症，与同龄人疏离
- 被视为与其他学生不同
- 笨拙或不自然的步伐
- 难以进行体育活动
- 重复的模式
- 受挫的空间和时间意识
- 对特定主题或活动的固定兴趣
- 对刺激（如噪音、光线或突然的触碰）的过度或缺乏敏感
- 被嘲笑和欺负
- 不合适的或不充分的社交互动
- 极限的兴趣
- 奇怪的痴迷或迷恋
- 对别人没有察觉到的微妙社交线索的忽视
- 演讲几乎总是围绕自己而不是别人
- 缺乏常识
- 少数面部表情
- 奇怪的行为或行径
- 对复杂主题的执着，如模式或音乐

资源: 请访问macmh.org/edguidelink以获取更多关于自闭症谱系障碍的特定资源。

关于障碍

自闭症谱系障碍（ASD）是一种神经发育障碍，可导致显著的沟通、社交，和行为障碍。《美国精神疾病诊断与统计手册》（DSM-5）将ASD定义为包括曾单独诊断的障碍，如阿斯伯格综合症和未另有明确诊断的 pervasive developmental disorder (PDD)。自闭症的成因尚不明确。然而，它通常被认为是遗传和环境的共同作用。

美国疾病控制与预防中心（CDC）估计，大约1/68的儿童被诊断为自闭症。自闭症发生在所有族裔、种族、社会和经济群体，并且在男孩中几乎是女孩的五倍。症状通常在儿童早期出现，但可能在儿童后期才会被识别。

自闭症的症状对每个孩子或青少年来说都是独一无二的。自闭症症状可能从轻微到严重不等。学生的学习和思考能力可能从超常到极差。症状分为两个主要领域：社会沟通和互动的障碍，以及重复和限制行为。

沟通和社会互动对自闭症学生来说是重大挑战。自闭症学生经常避免眼神交流，潜在地理解沟通，误读非言语线索。他们通常难以参与双向沟通模式。学生可能不理解社交互动，不按他们的想法进行。他们的社交技能可能不与他们的年龄相匹配，而且通常社交技巧不足。自闭症学生难以与同龄人建立友谊。他们的兴趣可能过于集中，因此他们可能抵制尝试新游戏或活动。自闭症学生可能也有重复行为，如挥动他们的胳膊，排列玩具，或重复别人说过的话。他们依赖于固定的模式和时间表，不能接受任何变化。若出现任何变化，可能会出现强烈的语言抱怨或情绪反应，这些情况看起来与情况不符。

资源：请访问macmh.org/edguidelink以获取更多关于自闭症谱系障碍的特定资源。
**Educational Implications**

Symptoms of ASD may vary greatly from student to student. Students may appear to be in their own world and seem oblivious to classroom materials, people, or events. While they might seem distracted, they are often actually paying close attention to teachers and the material being presented. Many students with ASD have difficulty understanding social interactions, including nonverbal gestures. They may fail to develop age-appropriate peer relationships or be unable to share interests or show empathy. When confronted by changes in school routine, they may show visible anxiety, withdraw into silence, or burst into a fit of rage. Students with ASD can be very literal and have great difficulty using language in a social context. They may like school, but wish the other students weren’t there. Teaching must be direct and targeted to the students’ specific difficulties. This includes social skills, communication, and academic subject matter as well as routines like standing in line. Students with ASD have sensitivities that are easily triggered by overly loud, fast-paced, or critical tones of voice. A clear, patient, and calm teacher is essential to helping students with ASD. Parents and professionals who are familiar with the student may be the best source of information and support for educators.

**Instructional Strategies and Classroom Accommodations**

- Create a structured, predictable, and calming environment. Consult an occupational therapist for suggestions on handling your student’s sensory needs.
- Foster a climate of tolerance and understanding in the classroom. Consider assigning a peer helper to assist the student in joining group activities and socializing.
- Use direct teaching to increase socially acceptable behaviors, expected greetings and responses, and group interaction skills.
- Create a standard way of presenting change in advance of the event. A key phrase like “today will be different” may be helpful if used consistently.
- If projects are required, break down each step and help the students to see them as “pieces of the puzzle” which will eventually all fit together.
- Learn the usual triggers and the warning signs of a “melt-down” and intervene before control is lost. Help the students learn self-calming and self-management skills.
- Use a team approach when developing curriculum and classroom adaptations. Occupational therapists and speech-language pathologists can be very helpful, and evaluations for assistive/augmentative technology should be done early and often.
- When teaching basic skills, use materials that are age-appropriate, academically appropriate, positive, and relevant to students’ lives.
- Avoid long strings of verbal instruction. Use written checklists, picture charts, or object schedules instead. If necessary, give instructions one step at a time.
- Minimize visual and auditory distractions. Modify the environment to meet the students’ sensory needs.
- Help students develop functional learning skills through direct teaching. (Teach them to work left to right and top to bottom.)
- Students who get fixated on a subject can be motivated by having their topic be the content for lessons in reading, science, math, and other subjects.
- If students avoid eye contact allow them to use peripheral vision to avoid the intense stimulus of a direct gaze. Teach students to watch the forehead of a speaker rather than the eyes if necessary.

For additional suggestions on classroom strategies and modifications, see An Educator’s Guide to Children’s Mental Health chapter on Meeting the Needs of All Students.