

# **Autism**

## **(Autism Spectrum Disorder)**

### **An overview of classroom management strategies**

#### **What are the symptoms?**

The student has social interaction problems. His/her body posture can be unusual, gestures irregular and there can be a lack of eye contact with the teacher or others when communicating. Emotional engagement and empathy with others is restricted. Starting up and maintaining a conversation is a challenge. ASD students can have trouble expressing their ideas, needs, wants, experiences and opinions. They are likely to have difficulty with grammar and the construction of meaningful sentences to communicate.

The student may do repetitive soothing actions like tapping finger or other body movements. Routines and self-made rituals provide a framework for the student to order their world.

Language development can be delayed. Students with ASD can find school and their everyday world confusing and stressful. Autism is relatively common affecting one in 160 students with a higher likelihood it will affect males. Tantrums can result as a build up of tension from the struggle to cope

Having hair cut, or finger/toe nails cut can be unpleasant and there can be an aversion to wearing certain types of clothing. It is a neuro-developmental problem, not demonic possession but at times it presents as being that way, as can Aspergers and ADHD

Remember, students with autism are:

**A**lways  
**U**nique  
**T**otally  
**I**nteresting  
**S**ometimes  
**M**ysterious

If a student with autism/ADHD/Asperger's syndrome is as an individual not accepted, loved and nurtured in church and the Christian school, where does God intend for them to find unlimited love and inclusion? Autism is a journey, not a destination. There will not be wheelchairs and walking sticks in heaven, nor the negative dimensions of autism and its related spectrums.

#### **Nutritional response**

See previous article - ADD/ADHD, environmental factors and nutritional response.