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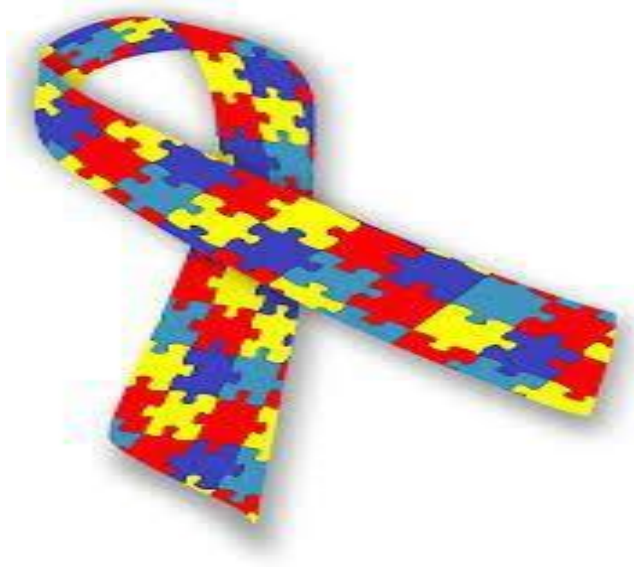
Addressing the Behavior Challenges of Autism

Target Audience: High School

Team Members: Sarah Redditt, Emma Crawford

HOSA Chapter: 15028

Division: Post-Secondary

School: Orange Technical College, Westside Campus, Winter Garden, FL

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<u>Learning Goal:</u>

Our goal was to insure information and more understanding of Autism to the general public

and to the uneducated abled.

<u>General Information:</u>

There is basic information to understand Autistic people, with terms defined like stimming,

ABA, coping mechanisms and fidget. These terms and other information will help people

understand what Autism is and how to react to Autistic people.

<u>Plan for Instruction:</u>

Our plan was to have a slides presentation that involved all of our information done on the

topic. We included symptoms and medications, things that the general public should know

about people with Autism and how they behave. We also included statistics to show how

common it is rather than the stigma that Autism is very uncommon. At the end, we had a

google form that the audience filled out to present to us what they retained from the

presentation and any feedback.

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Outline:

We first began by giving the OCPS standard of having a "Students Will Be Able To" list. In it, we included the following: Define Autism, Know the symptoms of Autism Spectrum Disorder, Identify the risk factors and complications and Identify patterns of behavior.

Our next slide was another scale. We included a "Rate Yourself" scale so students could keep track of where they were at in terms of learning about Autism. The scale, from 1-4, was listed as:

Emerging: students know the basics but require further guidance for more understanding.

Developing: students are close to fully understanding the topic, however still need guidance to fully develop their knowledge in it.

Proficient: students understand what the topic is, but they cannot teach others or record themselves verbally about the subject.

Advance: the student excels in the topic and is able to teach others on what the subject is.

Then, we jumped into the question of "What is Autism?" To put in short, Autism is a condition related to brain development that impacts how a person perceives and socializes with others. It also includes limited and repetitive patterns of behavior and the term "spectrum" refers to the wide range of symptoms and severity.

After that, we began to talk about the various coping mechanisms that Autistic people use and what they are exactly. We covered grounds such as the different types of therapies; art and music. Explaining that with these therapies, Autistic people learn how to communicate with both themselves, and the world around them. We discussed fidget toys, and how fidgeting is a way to express themselves non-verbally. One good example we used was fidget spinners.

Symptoms were included in the presentation as a way to show what an Autistic person may act like. We were informed about things such as withdrawals, reduced eye contact, repetitive movements and speaking with an abnormal tone or rhythm. This was to inform and let people know how Autistic people behave.

Our next slide was something we thought was interesting to mention. The medications used to help. However, doing research we found that only one was approved by the FDA, Risperidone. It was an antipsychotic medication used to help with irritability for children between the ages of 5 and 16 years old. We also mentioned that antidepressants and antianxiety medications can also be used to help with mood and behavioral issues.

We also included statistics. Our last two slides involved the statistics for Autism children. How, girls are more likely to be misdiagnosed but the curve for findings of Autistic children is increasing due to more screening. From going from 1 in 166 children to 1 in 54 children, screening and more examinations might have been the cause for this trend. An interesting find was there is no difference between black and white children when it comes to screening, but Hispanic children were less likely to show Autism in their demographic mostly due to older age in time of screening.

At last, we put a google forms link to see how our audience faced our presentation.

Materials:

- Note Cards

- Script

- Photographs of the Lesson

- Video of ABA Session

- Google Form for Review

- Laptops

- Pencils

- Pens
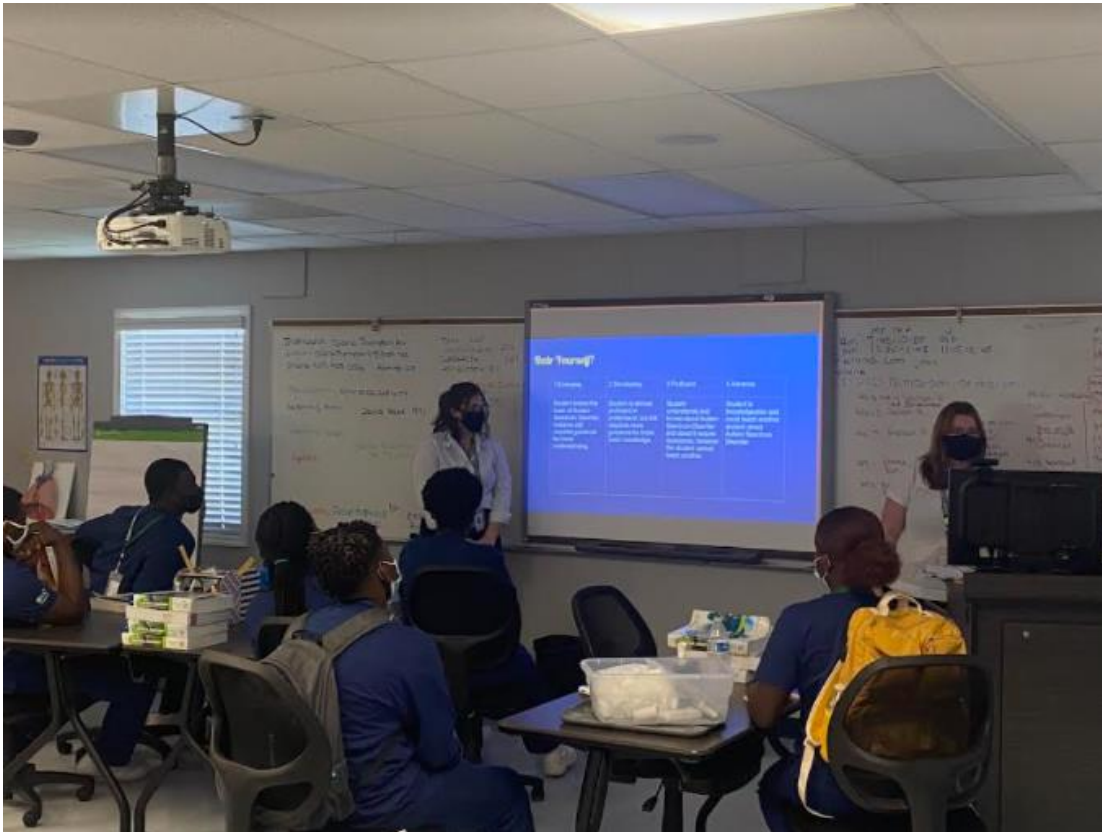
In the first photo, we are showing the students the scale from how they will first feel about the presentation and information to how they should be walking out the room. The scale was mentioned previously, but in the room there were 17 students present at the time.
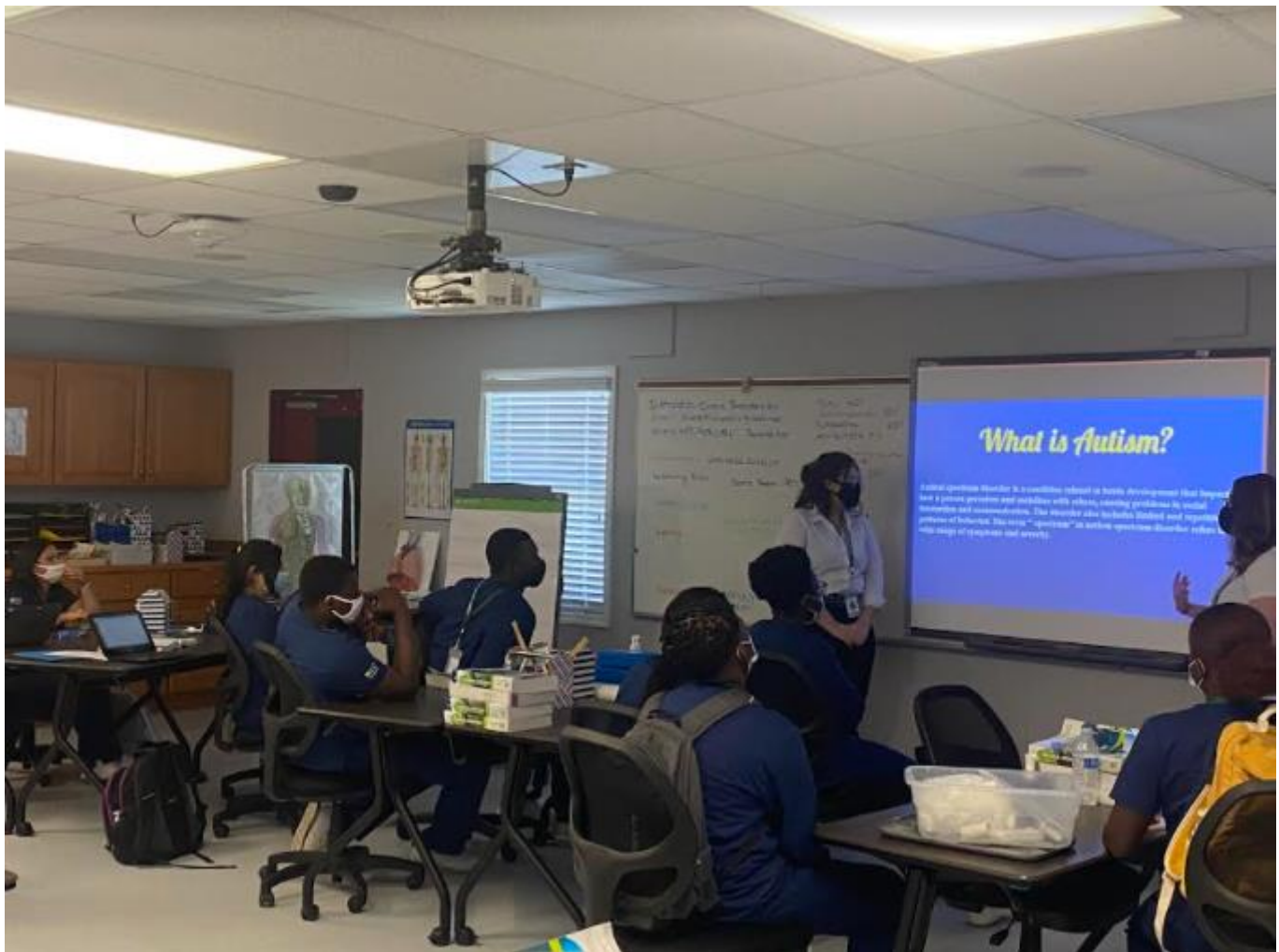
Our 4th slide was a brief explanation of Autism before we went into a deep discussion. It mentioned the neurological and psychological effects of having the disorder, and many students asked many questions. One of the students, Jean, asked, "How does it develop?" To which we responded with, "Studies suggest that it might start early on in development via genes, but we aren't for certain". (Quote from Sarah Redditt)

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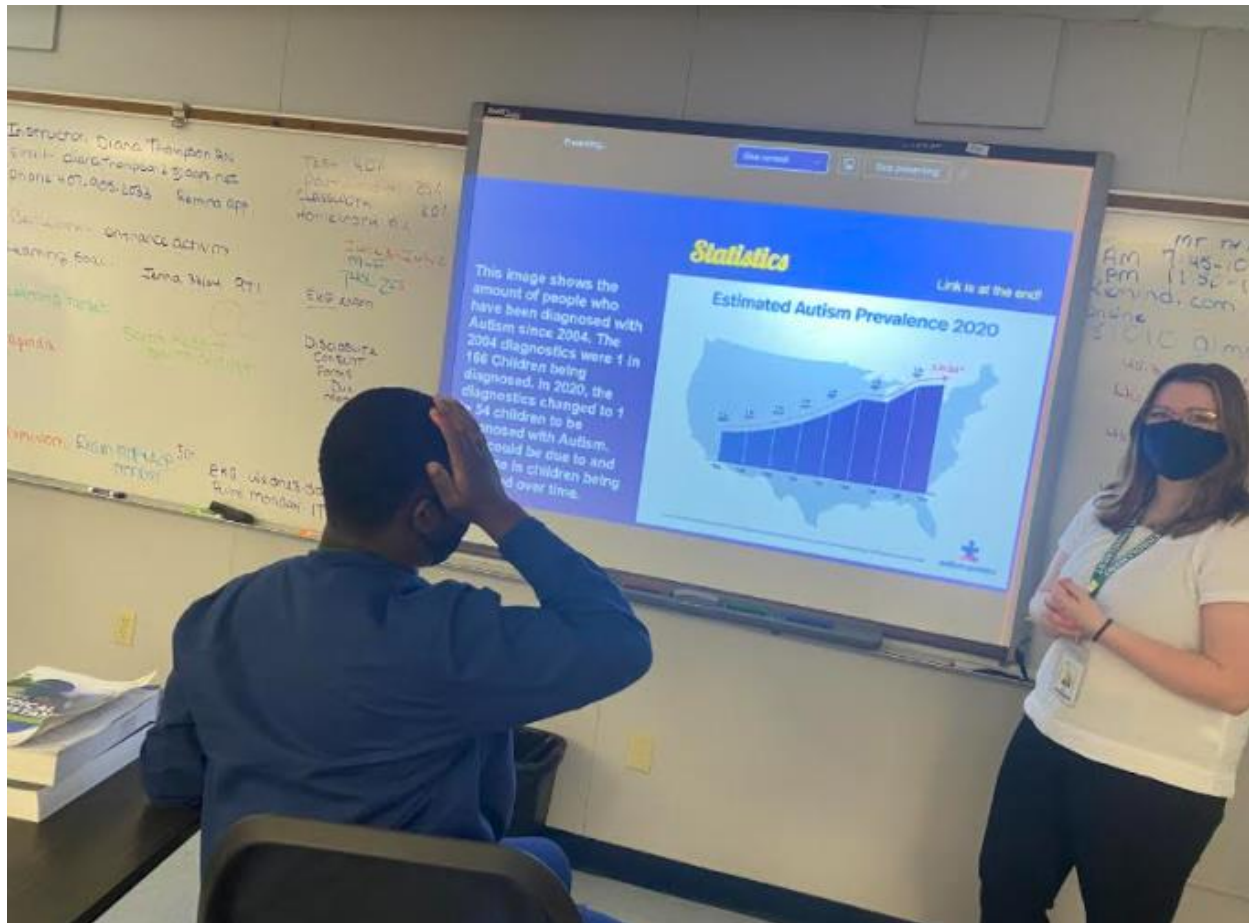
During the Statistic slide, a close up of Sarah Redditt explaining the trend to Clawens, a dual enrollment student at the Orange Technical College, can be seen. He was astounded by the growing trend of Autism diagnosis, and we were able to capture the moment. A quote from him includes, "I cannot believe that many people have it!" Which she explained perfectly through the infortune misdiagnosis many people had to face years behind us.
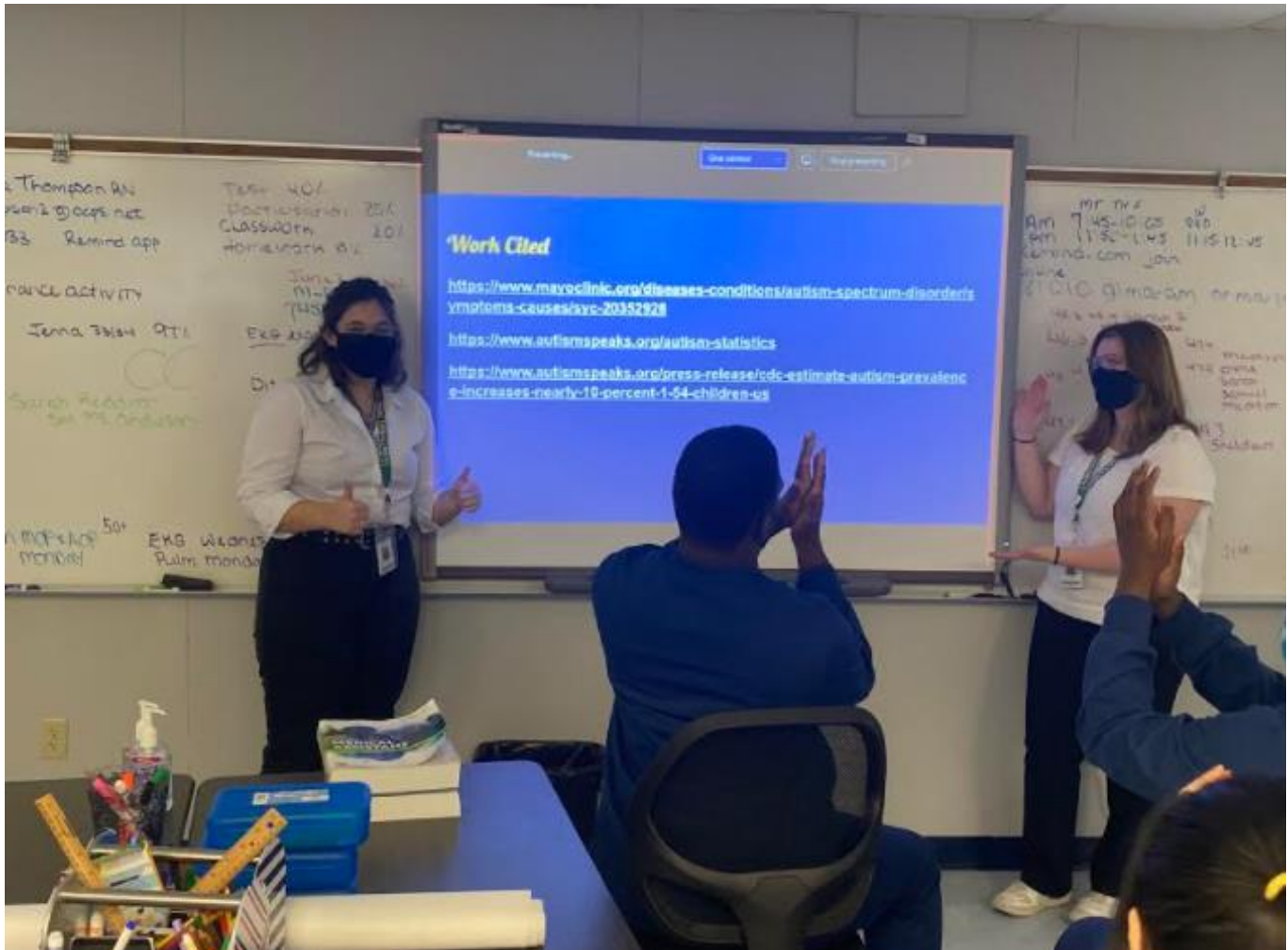
The last slide was providing all of the work we used in our research. Many included reliable resources such as Mayo Clinic and other resources like Autism Speaks. A round of applause was given to us, and we were fortunate enough to also capture this moment.

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Feedback Tools:

Once we finished the presentation, we had the students complete a google form, containing 6 questions that reflected on the PowerPoint presentation. There were 7 responses in total. The first question asked what gender was more likely to be diagnosed with Autism Spectrum Disorder. 100% of the responses were correct. The second question was a checkbox question that asked to check all the boxes that list a coping mechanism. There were four choices, which included Music Therapy, Stimming, ABA, and Running. Music Therapy, Stimming, and ABA were the correct answers. 5 students checked the Music Therapy box, 6 students checked the Stimming and ABA boxes, and 3 students chose the option running. The third question asked what ABA stood for. The options consisted of American Bankers Association, American Basketball Association, Applied Behavior Analysis, and American Bar Association. All 7 students responded with the correct answer, Applied Behavior Analysis. Question 4 asked to check all those boxes that contain symptoms of Autism. The 4 options were avoiding eye contact, withdrawals, aggressive actions, and repetitive movements. All 4 options were correct. Five people chose reduced eye contact, withdraws and aggressive actions while 6 people chose repetitive movements. Question 5 asks where the students felt they were on the scale. None of the students chose 1, 2 students chose 2, 2 students' chose 3, and 1 student chose 4. Question 6 asked "What was one new thing a student learned from the lesson?" 4 students answered that they learned that boys were 4 times more likely to be diagnosed with ASD than girls. One student answered that they were now able to understand the signs and symptoms better than before, and one students
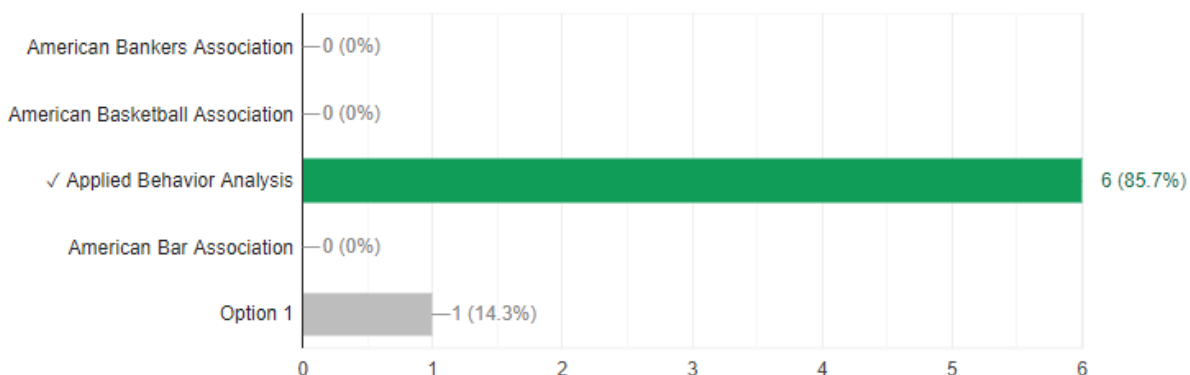
answered that they learned about the different types of therapies people with ASD go

through.

On the next page is a picture of how the students did:
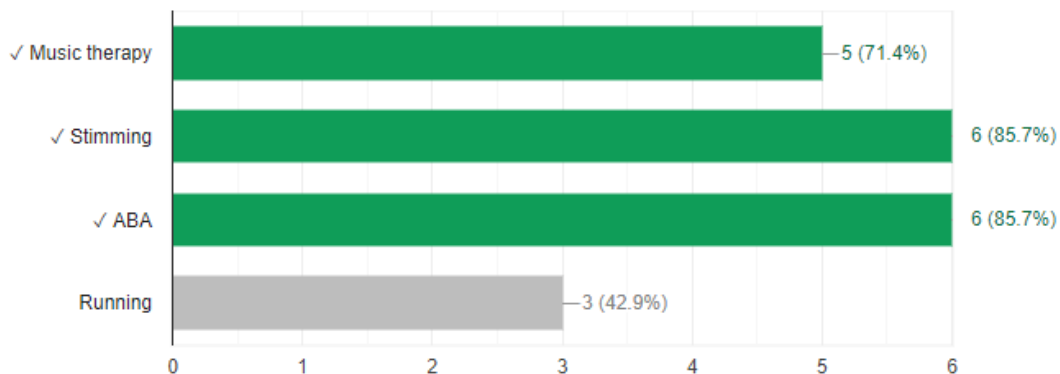
What does ABA stand for?

6 / 7 correct responses

These graphs were a good way to show how the students did after we gave our presentation. As you can see, most answered with the correct answers!

The first graph was asking what types of coping mechanisms do Autistic people use, and the second was asking what ABA stands for.

Out of 7 responses, all answered and the first graph had an overall above 70% for correct scores and the second an 85% for correct scores.

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Works Cited:

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