

# ASD Internet Safety



Dr. Amanda Azarbehi  
[www.aaapsychology.com](http://www.aaapsychology.com)

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## Professional Background



[www.aaapsychology.com](http://www.aaapsychology.com)



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## Overview of Today

- #1 Cyber Bullying
- #2 Safe Texting
- #3 Being Safe Online
- #4 Online Addictions

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# ***Why? Extra risk with ASD #1***

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## The ASD Brain



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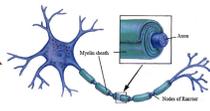
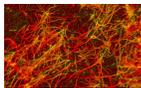
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## Neurological Impact



### Plasticity & Myelinization

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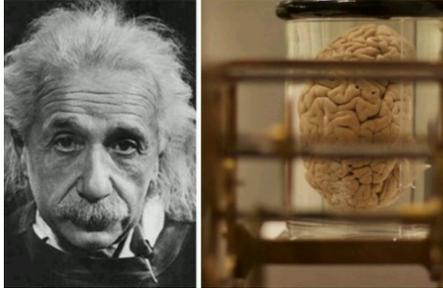
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## Einstein's Brain



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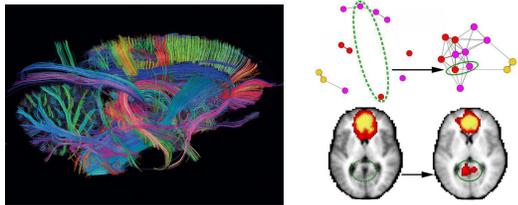
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## Neurological Impact



Neurological Connections

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## Neurology & Symptoms of Aspergers

- \*Difficulty processing social information
- \*Difficulty understanding emotions
- \*Difficulty with non-verbal information
  - Facial Expressions, tone of voice, body language

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**How to**  
**Online**  
**Bullying of**  
**kids with**  
**ASD**



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**ASD Bullying Books & Resources**

[www.autismspeaks.org/family-services/bullying](http://www.autismspeaks.org/family-services/bullying)  
-Books, Websites, Videos etc.

Perfect Targets – Asperger’s Syndrome & Bullying – Heinrichs

Asperger’s Syndrome & Bullying: Strategies & Solutions - Dubin

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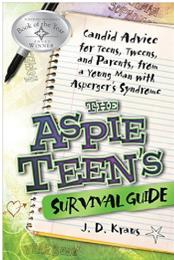
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**ASD Bullying Autobiography**

Protecting the Gift  
by Gavin de Becker  
Dr. Mary Arneson details her experiences of bullying as a child with Asperger’s.



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## UNDERSTANDING BULLYING



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## CYBER BULLYING



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**CYBERBULLYING!**

Cyberbullying is ...

deliberately hurting someone's feelings using information and communication technology, such as:

- mobile phones
- emails
- instant messaging
- online polling sites
- online gaming sites
- chat rooms
- social networking sites
- blogs

communicated quickly to a wide audience

- invasive
- often anonymous
- difficult to escape from or stop
- sometimes a criminal act

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## Signs Your Child is Being CyberBullied -1

Your child begins to avoid using their mobile device or computer. Or, conversely, they begin to spend much more time texting, gaming or using social networking sites.

They appear upset, withdrawn or angry after receiving emails, instant messages or text messages.

Your child becomes more secretive about their online activities and avoids conversations that have to do with their computer or mobile device.

Your child is reluctant to leave the house; they begin avoiding social situations they used to enjoy or withdraw from family and friends.

They begin falling behind in school work or their grades go down.

They become reluctant to go to school, or completely refuse.

Your child appears sad, frustrated, impatient or angry much more than usual.

They are having trouble sleeping, or show less interest in eating.

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## Signs Your Child is Being CyberBullied -2

**There also may be some behaviours specific to their online use:**

Your child suddenly deletes their social networking profiles and accounts.

A lot of new texts, email addresses or phone numbers begin appearing on your child's phone, laptop or other device.

They block one or more numbers or email addresses from their online accounts or email.

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## Reasons why Kids don't tell parents or teachers about being bullied:

- #1 Fear of Reprisals
  - #2 Ignorance
    - Not knowing they are being bullied
  - #3 Resignation
    - Feeling there IS something wrong with them that they can't fix
  - #4 Denial
  - #5 Fears of how you the parent will react
- \*\*\*I have seen examples of ALL of these in my practice with kids with ASD

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## How to get kids to talk

- Listen with EMPATHY
- Repeat back what is being said
  - Ask open ended questions about feelings
  - Ask for the child sees thing or interpret situations
  - Do not rush to judgement or labels or what you will do about it

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## STRATEGIES TO:



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## Protect yourself from CYBERBULLYING!

- Hide your personal details:
  - real name
  - password and pin
  - social activities
  - family details
  - email address
  - home address
  - username
  - mobile/home phone number
  - personal photographs
- React appropriately to hurtful or nasty messages.
- Block the sender of hurtful or nasty messages.
- Set networking sites and profiles to 'Private'.
- Save nasty links, texts, messages and emails.
- Never open messages from someone you don't know.
- Always ask permission before revealing someone else's details.
- Only give details to trusted friends you know in real life.
- Change your password often.
- Follow netiquette:
  - communicate clearly
  - use emoticons
  - be polite




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## BYSTANDERS!

**Bystanders are bullies if they:**

- join in with the bully
- laugh with or cheer on the bully
- copy what the bully is doing
- show support for the bully
- do nothing to stop the bullying



Supporting the target      Observers      Supporting the bully

Target      Bully

**Bystanders can help to stop the bullying if they:**

- object to what the bully is saying or doing
- show support for the target
- report the bullying

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## What to do if your child is being Cyberbullied

Take a systematic and calm approach.

- #1: Talk with your child about cyberbullying Step
- #2: Report the cyberbullying to digital providers Step
- #3: Report the cyberbullying to your child's school Step
- #4: Report the cyberbullying to law enforcement Step
- #5: Get outside help to deal with cyberbullying

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## Addressing Cyberbullying Step #1-1



### #1: Talk with your child about cyberbullying

If you suspect your child is being bullied, but they haven't come to you, find a way to bring it up when the two of you have time together. You can bring up a story or article you read about cyberbullying or about how teens are using technology today. Ask them open-ended questions like "What kinds of things have you seen about cyberbullying?" or "Have you ever been worried about it?" Keep the lines of communication open.

If your child has told you they've been cyberbullied, listen without over-reacting. Be your child's advocate without making the situation worse for them. Learn about the extent of the bullying. Sometimes kids say mean things to each other and it may be premature to jump into action, but it's just as important to not minimize a situation that has become serious. Explain that cyberbullying is unacceptable.

Reassure your child that they're not alone, that they're going to be okay, and you'll get through this together.

Avoid blaming your child for being bullied or judging how they've handled things. Your goal is to help them feel safe, and build up their self-confidence.

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## Addressing Cyberbullying Step #1-2



### #1: Talk with your child about cyberbullying

Tell your child not to respond to or forward any of the cyberbullying messages.

Have your child block the person or people doing the cyberbullying from all their accounts: their email account, social networking sites, and contacts.

If necessary, have your child change their email address and/or cellphone number.

Start a file of the evidence. Have your child give you a record of all the offending emails, text messages, social networking posts, phone messages, photos, and instant messaging history. Record the dates and times of all episodes and save and print screen shots for reporting.

If you get the impression that your child's mental health is suffering – that they've become depressed, aren't eating or sleeping, or are having thoughts of self-harm – get support for your child from a mental health professional.

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## Addressing Cyberbullying Step #2-1



### #2: Report the cyberbullying to digital providers

Your Internet Service Provider is the company you've chosen to connect you to the Internet from your home. Most have 'acceptable use' policies in place and encourage reports of cyberbullying. If the bully has an account with the same firm, and you can provide evidence of the bullying, the company may issue a warning or even a suspension/termination of the bully's account if warnings are ignored.

If your child is getting bullying texts or messages on their mobile device – and your child's mobile service provider is different from your Internet Service Provider – report it to the service provider. They, too, will likely have policies in place and encourage reports of cyberbullying.

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## Addressing Cyberbullying Step #2-2



#2: Report the cyberbullying to digital providers

Most social networking sites like Facebook have established policies on cyberbullying and reporting abusive content. Last year, Facebook introduced a [Cyberbullying Prevention tool](#) where users can report that they are being bullied (or that a friend is being bullied). Learn the reporting procedures on all the sites your child is active on, and report it through the appropriate channels.

The Canadian Centre for Child Protection has developed helpful tips and templates to assist you or your child/teenager in [removing photos from the Internet](#).

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## Addressing Cyberbullying Step #3



#3: Report the cyberbullying to your child's school

Even though cyberbullying takes place online, it can disrupt the school environment (children take their mobile devices everywhere with them) and the bullying can be happening face-to-face as well.

Learn who to report cyberbullying to at the school. If you know your child's teacher, you may want to approach them first. Or you may want to go to the vice-principal or principal of the school.

Learn what steps the school takes when cyberbullying is reported. Keep in mind that this isn't a problem the school is responsible for on its own. Many school boards have a bullying policy too.

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## Addressing Cyberbullying Step #4



#4: Report the cyberbullying to law enforcement

Do not hesitate to contact your local police authorities should the bullying involve any of these behaviours:

Making any threats of physical harm or violence.

Sending and sharing sexually explicit or intimate photos of someone under the age of 18.

Stalking a victim: where a bully is persistently following or communicating with your child in a harassing way that has them fearing for their safety.

Hacking into someone else's computer or creating a false social networking page in another person's name to facilitate the bullying or harassment.

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## Addressing Cyberbullying Step #5

#5: Get outside help to deal with cyberbullying

If your child is showing signs of continued depression, isolation, anxiety, loss of interest in eating or sleeping, or showing any signs of self-harm or thoughts of self-harm, do not hesitate to seek support from a mental health professional.

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## Cyberbullying Laws in Canada -1

### Cyberbullying legislation

It is an offence under Canada's *Criminal Code* to share intimate images of a person without the consent of the person in the image. This offence came into force on March 10, 2015. This law applies to everyone, not just people under 18. The purpose of this offence is to protect the privacy a person has in his or her nudity or sexual activity.

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## Cyberbullying Laws in Canada -2

### Cyberbullying legislation

Anyone convicted of distributing an intimate image without consent could face serious legal consequences. For example:  
They could be imprisoned for up to five years;  
Their computer, cell phone or other device used to share the image could be seized; and  
They could be ordered to reimburse the victim for costs incurred in removing the intimate image from the Internet or elsewhere.

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## Cyberbullying Laws in Canada -3

### Other laws related to cyberbullying

Several other *Criminal Code* offences also deal with bullying, including cyberbullying. Depending on the exact nature of the behaviour, the following current offences could be charged:

- Criminal harassment
- Uttering threats;
- Intimidation;
- Mischief in relation to data;
- Unauthorized use of computer;
- Identity fraud;
- Extortion;
- False messages, indecent or harassing telephone calls;
- Counselling suicide;
- Incitement of hatred; and,
- Defamatory libel

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## Government Resources

### Federal Government Resources (in alphabetical order):

[Office of the Privacy Commissioner of Canada](#)  
Information on Youth Privacy and tools to help advise youth about the relevance and importance of privacy when using digital technologies.

[https://www.priv.gc.ca/youth-jeunes/index\\_e.asp](https://www.priv.gc.ca/youth-jeunes/index_e.asp)

[RCMP's Centre for Youth Crime Prevention](#)  
Provides Canadians with age-appropriate crime prevention messages, information, tools and programs to prevent youth crime and victimization.

<http://www.rcmp-grc.gc.ca/cycp-cpcj/index-eng.htm>

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## RCMP – Bully Text

*BullyText* is a tool to engage youth using text messaging that features various bullying scenarios; the choices youth make while texting determines how the scenarios play out with their friends and others. A useful resource for teachers, police officers in schools and anyone else who works with youth.

*BullyText* can be used by anyone with a cell phone that can send and receive short message service (SMS) messages.

Text "**BULLY**" to **38383** to initiate the tool!

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## Federal Teaching Resources

[https://www.priv.gc.ca/youth-jeunes/pp/4-6\\_e.asp](https://www.priv.gc.ca/youth-jeunes/pp/4-6_e.asp)

**GRADES 1-6**  
**Grades 7-8**  
**GRADES 9-12**

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## Canadian Initiatives

The National Strategy on Community Safety and Crime Prevention  
-Contributes funding, expertise and tools to grass roots organizations  
-100's of bullying programs funded

[www.cyberbullying.ca](http://www.cyberbullying.ca)  
[www.canadiancrc.com](http://www.canadiancrc.com) (legal advise)  
[www.cpha.ca/antibullying](http://www.cpha.ca/antibullying)  
[www.bullyingawarenessnetwork.ca](http://www.bullyingawarenessnetwork.ca)  
<http://canadiansafeschools.com/>

**The Canadian  
Safe School  
NETWORK**

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## Cool Heads In the Zone CD-ROM

Cool Heads In the Zone CD-ROM

The interactive CD-ROM features live action video depicting six bullying scenarios, a variety of positive interventions, and teacher-friendly resources and assessment tools. Students may explore these scenarios imagining themselves in the role of the victim, the bystander, or the bully. They will see the outcomes of their reactions to bullying situations and test a variety of problem solving strategies.

<http://legacy.canadiansafeschools.com/programs/>



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## Huddle Up



### Huddle Up

The Huddle Up Bullying Prevention Program, presented by Tim Hortons, wrapped up its 12th successful year this spring. It has effectively grown in popularity throughout both the elementary and secondary school levels, reaching over 35,000 students in the 2012-2013 school year. With support from the Canadian Safe School Network, the Huddle Up Program continues to inspire youth and empower them to take action towards bullying prevention in their schools.

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## When Nobody's Listening



### When Nobody's Listening

Do you have a question about bullying that you're afraid to ask?

Are you a parent with a question about what to do if your child is being bullied?

We encourage everyone to ask for help until they receive it.

You can ask your question here, anonymously, and have an expert reply with direction, encouragement and assistance.

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## The Bully Project



Movie

Book

Resources

<http://www.thebullyproject.com>

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## How to Stop Bullying & Social Aggression

By Breakstone, Dreiblatt & Dreiblatt



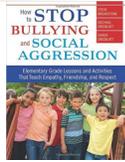
### SAMPLE CURRICULUM

Teaching Assertiveness

Bullying Proofing

Bystanders

NOTE: Please see handouts



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## ***Building Self-Confidence***



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FAMOUS  
PEOPLE  
WITH  
AUTISM



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Would you recognize it if you saw it?

**AUTISM**

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**AUTISM IS...**

- ✓ TEACHER
- ✓ DOCTOR
- ✓ MOTHER
- ✓ FATHER
- ✓ ENGINEER
- ✓ ATHLETE
- ✓ STUDENT
- ✓ RESEARCHER
- ✓ DAUGHTER
- ✓ SON
- ✓ CHEF
- ✓ CASHIER
- ✓ ADULT
- ✓ CHILD
- ✓ WRITER
- ✓ ARTIST
- ✓ ADVOCATE
- ✓ FRIEND
- ✓ ETC...

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\*ADD WIKIPEDIA LISTS HERE

**Asperger syndrome**  
[Daantjie Badenhorst](#), South African quiz-show champion, journalist and author.<sup>[5]</sup>  
[Danny Beath](#), award-winning English landscape and wildlife photographer.<sup>[6]</sup>  
[Henry Bond](#), English writer, photographer and visual artist.<sup>[7]</sup>  
[Susan Boyle](#), Scottish singer and *Britain's Got Talent* finalist.<sup>[8]</sup>

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\*ADD WIKIPEDIA LISTS HERE

**Asperger syndrome**

[Michael Burry](#)<sup>[13]</sup>, American investment-fund manager

[T. Rafael Cimino](#), American novelist and screenwriter with credits in both film and television<sup>[14]</sup>

[Lizzy Clark](#), English actress and [James Durbin](#), American finalist on [the tenth season of American Idol](#)<sup>[19]</sup>

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\*ADD WIKIPEDIA LISTS HERE

[Justin Eugene Evans](#), American film director, cinematographer, screenwriter, producer, visual effects supervisor, inventor, Autism advocate and college

[Paula Hamilton](#), English model and judge on *Britain's Next Top Model*<sup>[28]</sup>

[Clay Marzo](#), American professional surfer<sup>[44]</sup>

[Lindsay Mason](#), Northern Irish

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\*ADD WIKIPEDIA LISTS HERE

**High-functioning autism**

[Sean Barron](#), American journalist and co-author of two books about autism<sup>[72]</sup>

[Kevin Healey](#), English autism activist and goodwill ambassador, and campaigner against bullying<sup>[77]</sup>

[Naoki Higashida](#), Japanese poet, novelist, essayist<sup>[78]</sup>

[Matthew Labyorteaux](#), American actor who has starred in television and

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\*ADD WIKIPEDIA LISTS HERE

### Autism spectrum

[Jerry Newport](#), American author and mathematical autistic savant who was the basis of the film *Mozart and the Whale*<sup>[120]</sup>  
[Freddie Odom](#), American mayor, actor and teacher<sup>[121]</sup>  
[Birger Sellin](#), first functionally non-verbal German with autism to become a published

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[Henry Bond](#), English writer, photographer and visual artist<sup>[7]</sup>  
[Susan Boyle](#), Scottish singer and *Britain's Got Talent* finalist<sup>[8]</sup>  
[Adam Bradford](#), English social activist,

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### ASD STRENGTHS

- #1 Attention to Detail
- #2 Highly Specialized Skill Areas
- #3 Encyclopedia Knowledge of Interest Areas
- #4 Highly Logical
- #5 Independent Thinker
- #6 Visual Processing \*Thinking in pictures"
- #7 Honesty
- #8 Straight Forward

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## ASD STRENGTHS

OTHER EXAMPLES FROM THE GROUP ?

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## TEXTING SAFETY



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## The Real World vs. The Cyber World

### The Real World vs. The Cyber World

Ever notice how some people will text or post things that they would never say or do in person? What's up with that? Some people feel like they can say or do anything when communicating through technology even if they don't really mean it. Whatever you text or post online can easily spill over into your everyday life and cause stress and drama in your relationships.

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## The Real World vs. The Cyber World

### Being Mean

If you are upset with someone it can be tempting to text things you may think or feel in the heat of the moment that you probably wouldn't say in person. **FYI – there is a big difference between thinking something and saying or writing something.**

Once something is out there you can't take it back so be really careful about what you text. Putting someone down in writing can be even more hurtful than saying it to their face because there is a permanent record of the unkind words. Sometimes fights that occur via text messaging may have never happened if the conversation had taken place face-to-face. *Save yourself the drama!*

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## The Real World vs. The Cyber World

Another caution with text messaging is that any information you share with someone can be easily sent to others. It's pretty easy to misuse what someone texts by sending it to other people. If the person sending the message is saying something personal, this can be really embarrassing. Think about how you would feel if someone showed your personal messages to everyone at school. Friends have a responsibility to protect information that is shared with them in confidence. Remember to be careful with what you share with others through texting.

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## Random Texting

Have you ever gotten a text from a number you don't recognize? There are some adults or teenagers who like to start up text messaging conversations with young people. If the person seems into you, this can feel really flattering. While this random person may seem nice at first, over time, they may use personal information you share with them to try and manipulate you or frighten you into doing things you don't want to do. The reality is that you have no idea who this person is. People can easily lie about their identities — they can make up anything about who they are, which means you need to be careful.

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## Random Texting



Things to remember: If this random person starts to scare you or upset you, you need to talk to a *safe adult*.

You are in control of you. You can cut-off communication with anyone who is bothering you.

You should never meet up with someone you've only ever met online or through texting without consulting with a *safe adult* such as a parent.

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## A True Texting Friend



Can be trusted not to share your personal information (such as your phone number, your home address, etc.).

Won't share information that you have confided in them (such as a crush on a classmate, or a fight you had with your parents) with other friends.

Won't use your secrets for gossip.

Listens and is understanding.

Can disagree with you without putting you or your other friends down.

Gives support and encouragement.

Respects your decision when you don't want to do something.

Supports you when you have a problem.

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## A True Texting Friend



In healthy friendships, friends do not misuse information you've shared with them in order to hurt you.

**A true friend is...**

Someone you like to hang out with.

Someone you like to share with and talk to.

Someone you can have fun with.

Someone you can trust.

Someone you can rely on.

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## A BAD Friend

### A true friend isn't...

- Someone who embarrasses you.
- Someone who pressures you to do things that make you feel uncomfortable.
- Someone who puts you down.
- Someone who wants you to do something that could be harmful to you.
- Someone who is only nice to you when they want something.
- Someone who shares private information that you shared with them in confidence.

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## Guidelines for Safe Texting

- I will enjoy all of the technologies available to me, but I will not allow them to control me.
- I will respect people with my text messages, and will not harass anyone.
- I will never send nude pics, either of me or another, via text message (or by any other means).
- I will allow my friends time to respond to my messages.
- I will be thoughtful and not text during dinner, during a movie, or in other places/situations where it may be considered rude. I will text at appropriate times (for example at lunch time and not during school).

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## Guidelines for Safe Texting

- I will allow people to sleep and try not to text friends late at night.
- I will allow myself to be disconnected sometimes.
- I will not put up with harassing, threatening, or any other text that makes me feel uncomfortable.
- I will respect other people's rights to privacy and freedom. I will not use technology to constantly keep tabs on people.
- I will take time for myself.
- I will balance my time texting with the time I spend with friends face-to-face.

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### Sexting Advice for Parents

**Don't wait for an incident to happen to your child or your child's friend before you talk about the consequences of sexting.** Sure, talking about sex or dating with teens can be uncomfortable, but it's better to have the talk before something happens.

**Remind your kids that once an image is sent, it can never be retrieved -- and they will lose control of it.** Ask teens how they would feel if their teachers, parents, or the entire school saw the picture, because that happens all the time.

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### Sexting Advice for Parents

**Talk about pressures to send revealing photos.** A study by Michigan State University found that many teens are sexually harassed online by their peers. Let teens know that you understand how they can be pushed or dared into sending something. Tell them that no matter how big the social pressure is, the potential social humiliation can be hundreds of times worse.

**Teach your children that the buck stops with them.** If someone sends them a photo, they should delete it immediately. It's better to be part of the solution than the problem.

<https://www.common sense media.org/blog/talking-about-sexting>

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## Sexting Video

<https://www.common sense media.org/blog/talking-about-sexting>

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## ***Why? Extra risk with ASD #2***

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## **THEORY OF MIND**

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## Theory Of Mind



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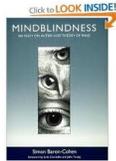
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## Theory of Mind

What is Theory of Mind?

-**Theory of mind** is the ability to attribute mental states—beliefs, intents, desires, pretending, lying, knowledge, etc.—to oneself and others and to understand that others have beliefs, desires, and intentions that are different from one's own



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© heather r  
chocolateeyes.com

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## Underlying Cognitive Deficits

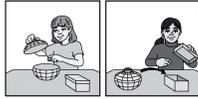
### Theory of mind

Sally-Anne task

Faux pas test

### Weak central coherence

### Executive dysfunction



<https://www.youtube.com/watch?v=TJkB6nrk1CA>

Copyright 2009 Pearson Education, Inc., Upper Saddle River, NJ 07088. All rights reserved.

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## Poor TOM

Poor *theory of mind*, which normally allows people to put themselves "into someone else's shoes, to imagine their thoughts and feelings."  
- "God Syndrome" - their opinion is always right!

Individuals on the Autism Spectrum often cannot conceptualize, understand, or predict emotional states in other people  
- Example - The crayon study

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## Group Examples ?



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# INTERNET SAFETY

- Pornography

## KEEP YOUR KIDS SAFE Online



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### Minimize The Risk

Set up the computer in a busy area of your home – never in a child's bedroom.

Use kid-friendly search engines and Web browsers or adult search engines that provide filtering options like [Google](#). Test the different search engines to see which ones give the best results.

Talk to librarians or teachers and create a directory of good kids' sites by bookmarking them on your computer. But be aware that porn distributors often purchase expired domain names, including those of kids' sites.

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### Minimize The Risk

Block pop-ups, which are commonly used by pornographic sites.

Investigate filtering technology. There are server-based filtering options offered through your ISP as well as computer-based filtering software that you can administer yourself. These technologies can be helpful – but keep in mind that they're not foolproof and are no substitutes for parental supervision.

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## Minimize the Impact

Talk to your kids about sex from a very early age. They are being exposed to sexual images in various media so you need to establish an open and honest dialogue with them so they will come to you with their questions.

In broader terms, exercise their critical thinking skills with regard to sexual stereotypes. Point out how boys and girls are depicted on toy packages, in clothing catalogues, in advertisements or in movies. Discuss how these stereotypes differ from their own reality.

If they stumble across pornography, remain calm. In many cases these sites pop up accidentally and are difficult to leave, which can be very upsetting for kids. Don't overreact – you want your kids to feel comfortable turning to you for help and advice when these incidents happen.

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## Teens

It is natural for adolescents to be curious about sexuality. It is also natural for them to be more inclined to do their own research online rather than asking their parents awkward and embarrassing questions. (Only one-third of teens say their parents are ready to talk with them about sex.) The problem with pornography is that it is an unhealthy response to a healthy concern.

After a certain age, parental filters are no longer a viable – or desirable – solution, as filters indiscriminately block both pornographic and good sites on sexuality. The best approach for parents of tweens and teens is an ongoing dialogue that acknowledges their interest in relationships and sex as normal, and helps them develop the critical thinking skills they need to make good online decisions.

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## Teens

Discuss the sexual messages in various media. Help your kids understand the harmful effects of images that degrade and exploit women or girls, or that pressure boys to conform to a male-gendered model centred on sexual attractiveness and prowess.

Talk to your kids openly about sexuality and pornography. Direct them to good-quality Web sites that provide information for young people on sexuality and health. If the only information your kids are receiving about sexuality is from porn sites, you have a problem. Explore with them the differences between normal, healthy sexual expression and the exploitive and deviant activity that is so prevalent online.

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## Teens

Establish clear rules about visiting pornographic sites. If you have concerns about your kids' online activities, talk with them. You can also monitor where they are going on the Internet by looking at the history, cookie and cache files on your computer. However, keep in mind that computer-savvy kids know how to erase their Internet tracks. Open, honest communication is always preferable to invading their privacy.

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# INTERNET / GAMING ADDICTIONS

[http://www.bewebaware.ca/english/compulsive\\_use.html](http://www.bewebaware.ca/english/compulsive_use.html)

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## Warning Signs

Playing more than 30 hours a week over several months could be symptomatic that your child needs help in controlling his or her online playing. It's important, however, to consider other factors before panicking:

Is the child involved in a repetitive activity that has little variety or creativity?

Does the game take up most of the child's leisure time or take over other activities?

Are relationships outside the game (family, friends, romantic relationships) suffering?

Is the child obsessed with the game?

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## Warning Signs

- Are the child's studies, work or romantic relationship seriously affected?
- Does the child persist even though he/she is aware of the problem?
- Does the child protest (sometimes violently) or become agitated or experience mood swings when unable to play the game?
- Does the child neglect to take care of personal hygiene or clean up his or her living space?

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## Controlling Internet Use

If your child is demonstrating strong signs of Internet addiction, consider seeking professional counselling. Compulsive Internet use may be symptomatic of other problems such as depression, anger and low self-esteem.

Investigate software that monitors and restricts Internet use. Although these tools are helpful, keep in mind they can be easily disabled by a savvy computer user. Your ultimate goal should be helping your kids to develop self-control, discipline and accountability with the Internet.

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## Controlling Internet Use

Examine your own online habits because as a parent, you are the most important role model for your children. On average, Canadian adults [spend 19 hours a week online compared to 13 hours spent by children](#).

Keep Internet-connected computers out of your kids' bedrooms. [Research](#) shows that young people who have an Internet-connected computer of their own spend twice as much time online as those who share a connection with other family members.

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# Online Interest = Future Work?



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## TEMPLE GRANDIN'S VIEW

" I cannot emphasize enough the importance of finding and then developing a talent area in children with ASD that can be turned into a viable profession such as drafting, commercial art, cabinet making, fixing cars, or computer programming. These efforts provide an opportunity for a person to have an individually satisfying career" - Temple Grandin

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## GROUP ?s / Ideas / Examples



Bus, Pool, Lego Examples

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## The Path to a JOB - 1

Taken from Girls Under the Umbrella by Ernsperger

#1 Brainstorm Areas of Interest

#2 Seek out Volunteer Work

#3 Create a list of Job Mentors or Coaches

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## ASD EMPLOYMENT SUPPORTS & SERVICES



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# SPECIALISTERNE



Passion for details

**Specialisterne Canada helps businesses and employers understand, value, and integrate the unique perspective and capabilities of people on the autism spectrum.**

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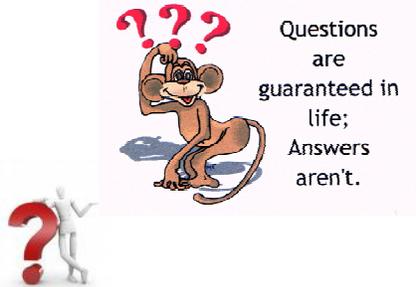
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ODDS 'N ENDS



Questions are guaranteed in life; Answers aren't.




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TRACE



*Tyndale Research in Autism and Community Education*

- \*Social Skills Camps
  - 1:1 Staff
  - March Break & Summer Ca
- \*Parent Workshops
- \*Research – Peer Training

\*[www.tyndale.ca/TRACE](http://www.tyndale.ca/TRACE)



**TRACE**

Note: POSTERS @ BACK

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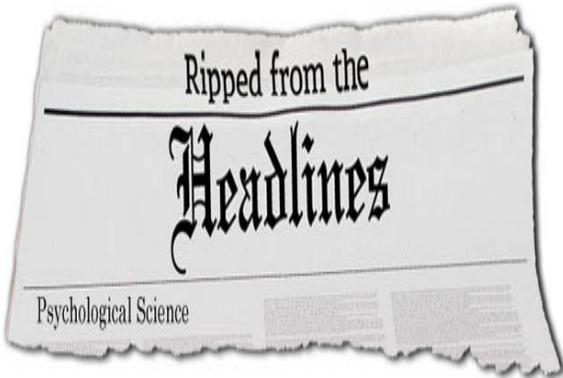
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Ripped from the  
**Headlines**  
Psychological Science

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# DSM-5

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## -New DSM-V Diagnostic Criteria & Categories

\*Separate diagnostic categories of Autism, PDD-NOS, and Asperger's Removed

\*1 Single Autism Spectrum Disorder Category

\*Pros and Cons



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## Defining Autism (cont.'d)



Two core symptom categories:

#1 Deficits in social communication & Social Interaction

#2 Restricted, repetitive patterns of behaviour, interests, or activities

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**Table 1: DSM-5 Diagnostic Criteria for Autism Spectrum Disorder (ASD)1**

**Diagnostic Criteria of Autism Spectrum Disorder (ASD)**

Severity is based on social communication impairments and restricted, repetitive patterns of behavior

- A. Persistent deficits in Social Communication and Social Interaction across multiple contexts
- B. Restrictive, repetitive pattern of behavior, interests or activities
- C. Symptoms must be present in the early developmental period (may be masked by learned strategies in later life)
- D. Symptoms cause clinically significant impairment in social, occupational or other important areas of current functioning
- E. These disturbances are not explained by intellectual disability (intellectual developmental disorder) or global developmental delay

Specified further:

- With or without accompanying language impairment
- With or without accompanying intellectual impairment associated with a known medical or genetic condition or environmental factor
- With catatonia

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### Severity Levels

Severity Level for ASD	Social Communication	Restricted interests & repetitive behaviors
Level 3 Requiring very substantial support	Severe deficits in verbal and nonverbal social communication skills cause severe impairments in functioning; very limited initiation of social interactions and minimal responses to social overtures from others.	Preoccupations, fixated interests and/or repetitive behaviors markedly interfere with functioning in all spheres. Marked distress when routines or routines are interrupted; very difficult to redirect from fixated interest or returns to a quickly.
Level 2 Requiring substantial support	Marked deficits in verbal and nonverbal social communication skills; social impairments apparent even with supports in place; limited initiation of social interactions and reduced or abnormal responses to social overtures from others.	RREs and/or preoccupations or fixated interests appear frequently enough to be obvious to the casual observer and interfere with functioning in a variety of contexts. Distress or frustration is apparent when RREs are interrupted; difficult to redirect from fixated interest.
Level 1 Requiring support	Without supports in place, deficits in social communication cause noticeable impairments. May display unusual social interactions and demonstrates clear examples of atypical or restricted interests in social overtures of others. May appear to have decreased interest in social interactions.	Drives and repetitive behaviors (RRBs) cause significant interference with functioning in one or more contexts. Results attempts by others to interrupt RREs or to be redirected from fixated interest.

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### Specifiers

- With or without Language impairment
- With or without Intellectual impairment
- Descriptor term: Aspergers

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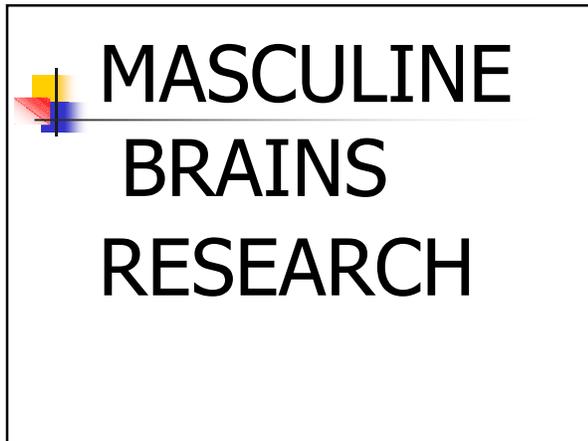
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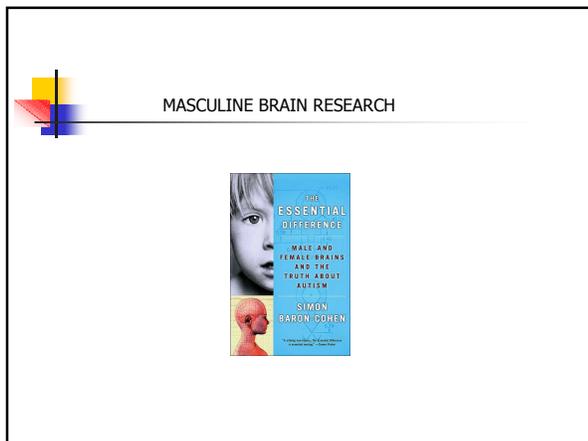
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**Biological sex affects the neurobiology of autism**

This study seeks to answer two questions about how autism is modulated by biological sex at the level of the brain:

- (i) is the neuroanatomy of autism different in males and females?
- (ii) (ii) does the neuroanatomy of autism fit predictions from the 'extreme male brain' theory of autism, in males and/or in females?

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**Biological sex affects the neurobiology of autism – WEB Links**

<http://brain.oxfordjournals.org/content/136/9/2799.short>  
<http://www.dailymail.co.uk/health/article-2388624/Girls-autistic-masculine-brains-scientists-claim.html#ixzz2ffbxy0Of>

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**Biological sex affects the neurobiology of autism – VIDEO**

Simon Baron Cohen Interview: <https://www.youtube.com/watch?v=cmlG2aCGp4>

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-Research Findings

- (1) - **Revealed 'neuroanatomical masculinisation' in brains of autistic girls**  
ie - females with autism show neuroanatomical "masculinization".  
-female brains which exhibit autism traits are similar to sections of a typical male brain.
- (2) Researchers are hoping a greater understanding of autism in both sexes will improve the chance of finding treatments.

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-Research Findings

- (2) Researchers are hoping a greater understanding of autism in both sexes will improve the chance of finding treatments.  
-Masculinisation may implicate physiological mechanisms that drive sexual dimorphism, such as prenatal sex hormones and sex-linked genetic mechanisms.'

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# GENETICS

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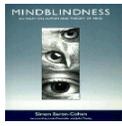
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## Genetic Family Research






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## Chromosomal Genetics



# Canada

Autism Genome Project - Global 5 yr collaboration

- \*130 scientists in 50 institutions in 19 countries, \$20 million
- \*DNA samples from 1,600 families
- \*Estimates 100 genes could be involved

The analysis also uncovered a link between autism and the deletion in part of a gene known as neurexin 1, one of a family of genes important in communication between neurons in the brain.

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## Genetic Screening ???

### Genetic finding paves way for controversial autism testing

CAROLYN ABRAMHAM  
Toronto— From Thursday's Globe and Mail  
Published Wednesday, Jun. 09, 2010 1:08PM




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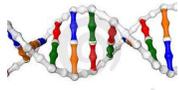
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## ASD RISK RATES



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## GPS Technology



\*GPS Devices Examples:

-Wearable, tamper-resistant GPS locator with 2-way talk, listen-in and family conferencing capabilities.

<http://www.revolutionarytracker.com>



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**Anxiety = The  
Missing Piece of  
the Meltdown  
Puzzle?**

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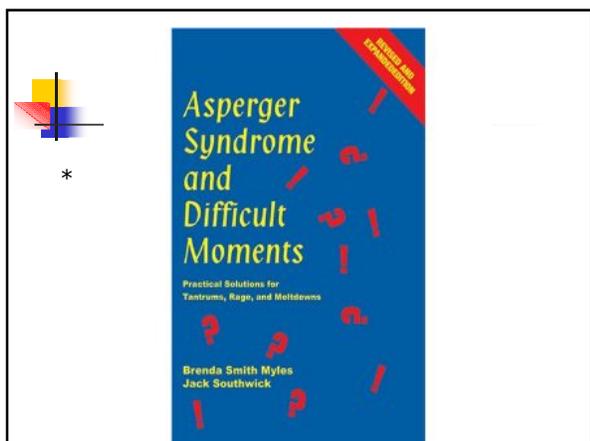
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**5 Point Scale & Anxiety Curve**

Level	Color	Emotion
5	Red	Angry
4	Orange	Neutral
3	Yellow	Neutral
2	Blue	Neutral
1	Green	Happy

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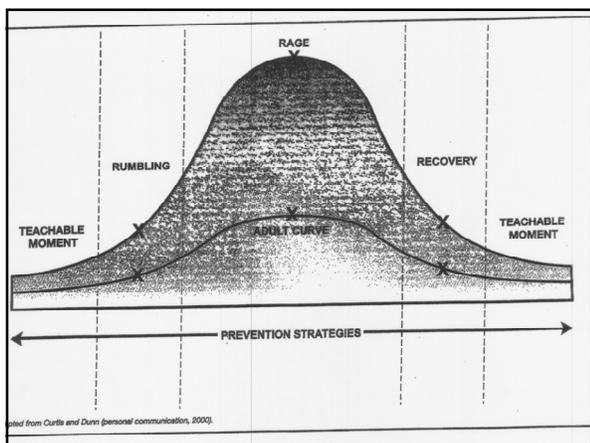
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### - The RAGE Cycle

- Teachable Moments
  - The Rumbling Stage
  - Rage Stage
  - Recovery Stage
  - Teachable Moments
- NOTE: ONLY teachable times are well before or after meltdowns

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## MANAGING ANXIETY



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## Defining Anxiety



\*A psychological and physiological state characterized by somatic, emotional, cognitive, and behavioral components

\*Anxiety is considered to be a normal reaction to a stressor. It may help an individual to deal with a demanding situation by prompting them to cope with it. However, when anxiety becomes overwhelming, it may fall under the classification of an anxiety disorder.

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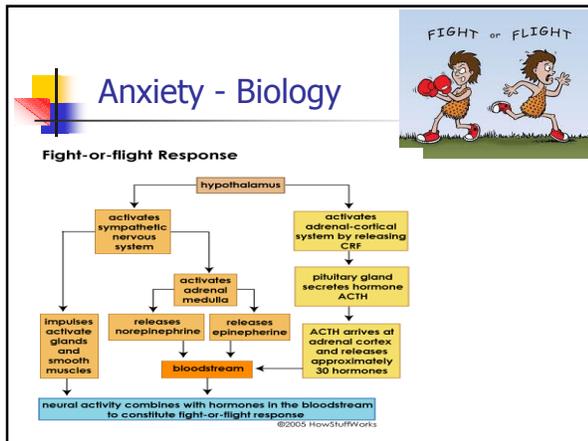
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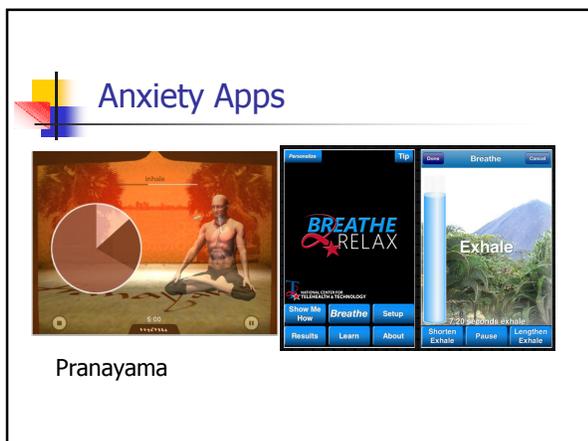
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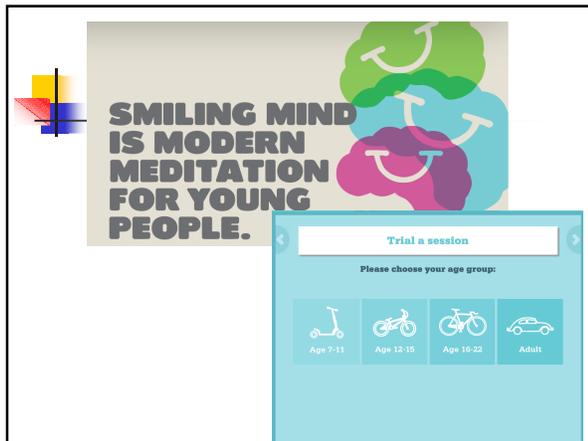
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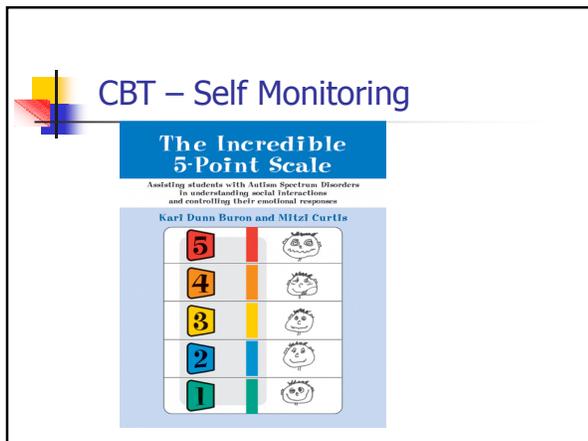
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## Cognitive Exercises

- Mindfulness (Eating, Pet, Walking in Yard)
- Talk Back To Worries
  - #1 Ask – Is this OK or SILLY to worry about
  - #2 Decide – What am I going to think of instead
- Thought Distraction
  - Musical String Drawing

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### 5 Steps to Thought Stopping

- #1 Notice Anxious Thought
- #2 Tell self to STOP
- #3 Exchange Anxious Thought for Peaceful one
- #4 Repeat peaceful thought
- #5 Keep mind focused on peaceful thought



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