Report is on a DISORDER or a MOTOR CONTROL ISSUE (circle one)

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<th>Exceptional</th>
<th>Good</th>
<th>Some Improvement Needed</th>
<th>Weak</th>
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<tbody>
<tr>
<td>Obvious extra effort in research &amp; reporting</td>
<td>Correct facts at sufficient detail to explain issues, and presentation without any significant errors</td>
<td>Facts &amp; detail explain issues, but more detail, easily possible, or some explanation confusing. Presentation with some significant errors</td>
<td>Facts &amp; detail do not explain issues, or some significant errors. Presentation with very significant errors</td>
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**FACTUAL CONTENT**

Plain description: for a paper on a disorder

itaalic desc: for an "issue" paper

WHAT IS IT? May include physiology of the normal system, what has gone wrong, incident rates, populations affected, (not symptoms) Review critical issues in the topic - using subheadings

CAUSES or hypothesized causes Review critical issues in the topic - using subheadings

SYMPTOMS, including motor control symptoms/effect Review critical issues in the topic - using subheadings

TREATMENT (not emphasizing my role) Key issues yet to be resolved

HOW I WOULD WORK WITH A PERSON WITH SUCH A DISORDER How I would use this motor control information when working with a person in my career

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**PREPARATION OF PAPER**

Paper and paragraph organization of material, use of required headings to organize material. Spelling, punctuation, & sentence structure Minimum 7 references: >= 4 journals, <= 1 book, <= 3 quality websites, up-to-date information Reference list follows APA modified sample style. Citations within paper follow sample style

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1.5 pages, no wasted space

Grading sheet attached

General Comments:

Exellent paper! It was packed a large amount of information into well written, is easy to read papers.

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Autism:

What is it?

Autism is a developmental syndrome usually surfacing in early childhood that is characterized by impaired social interaction, problems with communication, and unusual interest or limitations in activities. Autism is one of five ailments that falls into the category of Pervasive Developmental Disorders (PDD), which are neurological complications that affect the normal functioning of the brain. It is the most common disability in a group of disorders referred to as autism spectrum disorders (ASDs) and experts estimate that three to six out of 1,000 children will have autism.

Causes:

Researchers have discovered many genes associated with the disorder, they are still unsure whether the cause is genetic, environmental, or both. Though there is no known single cause for autism, brain scans do show variations in brain structure between children with autism and those without. Studies show that serotonin and other neurotransmitters in the brain are at abnormal levels and irregularities exist in autistic individuals. Furthermore, there is preliminary research to show that early brain development and genetic defects are linked to the cause of autism. The theory that parental practices and vaccines could induce autism in early childhood was disproved in February 2009. However, studies suggest that predispositions to autism do exist; the incidence rate of a second child having the disorder in families with one or more autistic children is 1 in 20.

Symptoms:

Symptoms can begin to show as early as 12-18 months and if left untreated can seriously impair a child's ability to function normally later in life. Autism is a spectral disorder meaning signs vary based on intensity and severity of the syndrome. Furthermore, children with autism are more susceptible to other co-existing conditions such as fragile X syndrome, tuberous sclerosis, epileptic seizures, tourette syndrome, learning disabilities, and attention deficit disorder. However, the most common signs of autism are:

- Narrow, obsessive interests
- Difficulty with complex motor tasks
- Reduced communications skills
- Repetitive movements

- Impaired social interactions
- Reduced sensitivity to pain
- Increased tendency to use simple objects
- Abnormal sensitivity to sensory stimulation

Treatment:

Early detection is essential in order for the individual to attain maximal benefits from the array of intervention methods targeted at treatment and education. With an incurable disease such as autism, therapy, behavioral interventions/adjustments, and educational modifications have been shown to alleviate the symptoms. Therapists help autistic individuals using intricate skill training sessions to help progress language and social skills. Educational classes are also offered to parents and caregivers to help gain understanding of the needs of an autistic individual. Medication is another common method of reducing symptoms, and injections of secretin have been thought to be a possible treatment, but research shows that no significant results are found using secretin against a placebo. Prescriptions of antidepressants are beneficial for symptoms of anxiety, depression, and obsessive-compulsive disorder, while others with severe behavioral problems are given anti-psychotic medications. Stimulants are used to
treat impulsive behavior and hyperactivity. Other interventions and treatment do exist, but most of these therapies are not supported with scientific research.

How to work with autistic people in an educational setting:

Education of an autistic individual is a challenging process and requires open communication between the parents and the teacher in order to achieve a beneficial learning environment. As an educator, it is important to know from the parent’s perspective what the child does well, poorly, what their needs are, and how to interact with them. Research has shown that positive relationships between autistic students and teachers are important for learning, and behavioral issues have a negative impact on the relationship. Learning is also affected by the peer social status, which is shown to be linked to the student-teacher relationship. It is debatable whether or not paraprofessionals in the classroom benefit autistic children, but research shows that the presence of a paraprofessional does not significantly influence the teacher-student relationship. Autistic children with a strong positive relational connection spend more time playing and social relationships have a positive correlation with symbolic play behavior. Research shows that those with autism tend to choose to play with more simple toys and stay away from daily utensils and books. Physical activity instruction must be conducted in a simple manner so the student can maintain attention and perform the skill. The amount of total playtime also has a positive correlation with autistic children who have a secure relational attachment. In a physical education classroom environment, it is important for a teacher to develop a relationship with the student prior to teaching simple movements/activities using basic implements.

References


