



Ελληνική Δημοκρατία
Τεχνολογικό Εκπαιδευτικό
Ίδρυμα Ηπείρου

Αγγλική Ορολογία

Ενότητα 3: Η Αγγλική Ορολογία των Διαταραχών
στις ΔΑΦ.

Μελομένη (Μελίνα) Νησιώτη



Ευρωπαϊκή Ένωση
Ευρωπαϊκό Κοινωνικό Ταμείο



ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ & ΘΡΗΣΚΕΥΜΑΤΩΝ, ΠΟΛΙΤΙΣΜΟΥ & ΑΘΛΗΤΙΣΜΟΥ
ΕΙΔΙΚΗ ΥΠΗΡΕΣΙΑ ΔΙΑΧΕΙΡΙΣΗΣ

Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης





Τμήμα Λογοθεραπείας

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Ενότητα 3: Η Αγγλική Ορολογία των Διαταραχών στις ΔΑΦ.

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M.Sc., Καθηγήτρια Εφαρμογών

Ιωάννινα, 2015



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- Το έργο υλοποιείται στο πλαίσιο του Επιχειρησιακού Προγράμματος «**Εκπαίδευση και Δια Βίου Μάθηση**» και συγχρηματοδοτείται από την Ευρωπαϊκή Ένωση (Ευρωπαϊκό Κοινωνικό Ταμείο) και από εθνικούς πόρους.
- Το έργο «**Ανοικτά Ακαδημαϊκά Μαθήματα στο ΤΕΙ Ηπείρου**» έχει χρηματοδοτήσει μόνο τη αναδιαμόρφωση του εκπαιδευτικού υλικού.
- Το παρόν εκπαιδευτικό υλικό έχει αναπτυχθεί στα πλαίσια του εκπαιδευτικού έργου του διδάσκοντα.



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ΕΥΡΩΠΑΪΚΟ ΚΟΙΝΩΝΙΚΟ ΤΑΜΕΙΟ



Σκοποί ενότητας

- Εισαγωγή στο βασικό λεξιλόγιο που αναφέρεται στις διαταραχές στο φάσμα του αυτισμού (ΔΑΦ).
- Η ανάπτυξή του γίνεται μέσω ασκήσεων ακρόασης (listening), αναγνωστικής κατανόησης επιστημονικών κειμένων (reading comprehension), συγγραφής (writing) και μετάφρασης (translation).



Περιεχόμενα ενότητας

- Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension)
- Άσκηση Συγγραφή Περίληψης στην Αγγλική Γλώσσα Βασισμένη σε Κείμενο (Writing Abstract)
- Άσκηση Μετάφρασης (Translation)
- Άσκηση Ακρόασης (Listening)



ΤΕΙ ΗΠΕΙΡΟΥ



ανοικτά μαθήματα
opencourses

Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (1 από 93)

- Please underline the terminology you can seek in the text, on the following templates.



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (2 από 93)

Overview

- Autism spectrum disorder (ASD) is a neurodevelopmental disorder characterized by deficits in social communication and social interaction and the presence of restricted, repetitive behaviors. Social communication deficits include impairments in aspects of joint attention and social reciprocity, as well as challenges in the use of verbal and nonverbal communicative behaviors for social interaction. [\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (3 από 93)

Overview

- **Autism spectrum disorder** (ASD) is a neurodevelopmental disorder characterized by deficits in **social communication** and **social interaction** and the presence of restricted, **repetitive behaviors**. **Social communication** deficits include impairments in aspects of **joint attention** and **social reciprocity**, as well as challenges in the use of **verbal** and **nonverbal communicative** behaviors for **social interaction**. [\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (4 από 93)

Overview

- Restricted, repetitive behaviors, interests, or activities are manifested by stereotyped, repetitive speech, motor movement, or use of objects; inflexible adherence to routines; restricted interests; and hyper- and/or hypo-sensitivity to sensory input. [\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (5 από 93)

Overview

- Restricted, repetitive behaviors, interests, or activities are manifested by stereotyped, repetitive speech, motor movement, or use of objects; inflexible adherence to routines; restricted interests; and hyper- and/or hypo-sensitivity to sensory input. [\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (6 από 93)

- This definition is consistent with the diagnostic criteria for ASD detailed in the Diagnostic and Statistical Manual of Mental Disorders, 5th edition (DSM-5; American Psychiatric Association, 2013). The criteria specified in the DSM-5 reflect a number of changes from those in the DSM-IV, the most notable of which are: [\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (7 από 93)

- This definition is **consistent** with the diagnostic criteria for **ASD** detailed in the **Diagnostic and Statistical Manual of Mental Disorders, 5th edition** (DSM-5; American Psychiatric Association, 2013). The criteria specified in the DSM-5 reflect a number of changes from those in the DSM-IV, the most notable of which are: [\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (8 από 93)

- elimination of the Pervasive Developmental Disorders category that included diagnoses of Autistic Disorder, Asperger's Disorder, Childhood Disintegrative Disorder, Rett's Disorder, and Pervasive Developmental Disorder-Not Otherwise Specified (PDD-NOS). The DSM-5 criteria for ASD encompass the social and behavioral deficits typically associated with these populations (Note: The DSM-5 lists Rett syndrome as a separate diagnosis in which disruptions of social interaction may be observed during the regressive phase);[\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (9 από 93)

- **elimination** of the **Pervasive Developmental Disorders** category that included diagnoses of **Autistic Disorder**, **Asperger's Disorder**, **Childhood Disintegrative Disorder**, **Rett's Disorder**, and **Pervasive Developmental Disorder-Not Otherwise Specified** (PDD-NOS). The DSM-5 criteria for ASD encompass the social and behavioral deficits typically associated with these populations (Note: The DSM-5 lists Rett syndrome as a separate diagnosis in which **disruptions** of **social interaction** may be observed during the **regressive phase**);[\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (10 από 93)

- omission of criteria related to delay in or lack of development of spoken language and, instead, allowance for the clinician to specify whether ASD occurs "with or without accompanying language impairment";
- change in age of onset from "prior to 3 years" to the presence of symptoms "in the early developmental period";
- recognition of unusual reactions to sensory input (e.g., hyper- or hypo-reactivity to sensory input, unusual interest in sensory aspects of environment). [\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (11 από 93)

- **omission** of criteria related to delay in or lack of development of **spoken language** and, instead, allowance for the clinician to specify whether ASD occurs "with or without accompanying language impairment";
- change in age of **onset** from "prior to 3 years" to the **presence** of symptoms "in the early **developmental period**";
- **recognition** of **unusual reactions** to **sensory input** (e.g., **hyper-** or **hypo-reactivity** to **sensory input**, unusual interest in **sensory aspects** of environment). [\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (12 από 93)

- According to the DSM-5, individuals who meet the specified criteria are given the diagnosis of "autism spectrum disorder (ASD)" with one of three levels of severity. Level of severity is defined in terms of the amount of support needed in the area of social communication and with restricted, repetitive behaviors, recognizing that severity may vary by context and fluctuate over time.[\[1\]](#)

Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (13 από 93)

- According to the DSM-5, individuals who meet the specified **criteria** are given the diagnosis of "**autism spectrum disorder** (ASD)" with one of three levels of severity. Level of **severity** is defined in **terms** of the amount of support needed in the area of social communication and with **restricted, repetitive behaviors, recognizing** that **severity** may vary by context and **fluctuate** over time.[\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (14 από 93)

- Severity ratings are used for descriptive purposes only and not to diagnose or determine eligibility for services (American Psychiatric Association, 2013). See Paul (2013) for a more detailed discussion of DSM-5 changes and potential practice implications. [\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (15 από 93)

- **Severity ratings** are used for **descriptive** purposes only and not to diagnose or determine eligibility for services (American Psychiatric Association, 2013). See Paul (2013) for a more detailed discussion of DSM-5 changes and potential practice implications. [\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (16 από 93)

- There is some research to suggest that most individuals previously diagnosed with pervasive developmental delay (PDD) based on DSM-IV criteria would also receive a diagnosis of ASD using DSM-5 criteria (Huerta, Bishop, Duncan, Hus, & Lord, 2012). Additional research will be needed to evaluate the impact of the new DSM-5 criteria on the diagnosis of ASD.[\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (17 από 93)

- There is some research to suggest that most **individuals** previously diagnosed with **pervasive developmental delay** (PDD) based on DSM-IV criteria would also receive a **diagnosis** of ASD using DSM-5 criteria (Huerta, Bishop, Duncan, Hus, & Lord, 2012). Additional research will be needed to evaluate the impact of the new DSM-5 criteria on the diagnosis of ASD.[\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (18 από 93)

- It is important to differentiate between ASD and social communication disorders (i.e., difficulty with social communication skills—including pragmatic language—but without restricted or repetitive patterns of behavior). Speech-language pathologists (SLPs) will be instrumental in making this differential diagnosis and ensuring that individuals with ASD and those with social communication disorders gain access to services. [\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (19 από 93)

- It is important to differentiate between ASD and social communication disorders (i.e., difficulty with **social communication skills—including pragmatic language—but** without restricted or repetitive patterns of behavior). Speech-language pathologists (SLPs) will be instrumental in making this **differential diagnosis** and ensuring that individuals with ASD and those with **social communication** disorders gain access to services.[\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (20 από 93)

Incidence and Prevalence

- In 2010, overall estimated ASD prevalence was 14.7 per 1,000 (1 in 68) children age 8 years (U.S. Centers for Disease Control and Prevention [CDC], 2014).
- Reported prevalence rates have been rising steadily since the 1960s, and it is not completely clear to what extent this is reflective of a true increase in prevalence or increased awareness of ASD and its diagnosis. [\[2\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (21 από 93)

Incidence and Prevalence

- In 2010, overall estimated ASD **prevalence** was 14.7 per 1,000 (1 in 68) children age 8 years (U.S. Centers for Disease Control and Prevention [CDC], 2014).
- Reported **prevalence** rates have been rising steadily since the 1960s, and it is not completely clear to what extent this is **reflective** of a true **increase** in **prevalence** or **increased awareness** of ASD and its diagnosis. [\[2\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (22 από 93)

- For example, studies with access to both school and health records have found substantially higher rates than those with access to health records only. Some researchers believe that the increased prevalence of ASD may reflect changes in practices for diagnosing autism. For example, the likelihood of receiving a diagnosis of ASD increased as children with an earlier diagnosis of intellectual disability (ID) subsequently acquire the diagnosis of ASD (King & Bearman, 2009; Shattuck, 2006). [\[2\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (23 από 93)

- For example, studies with access to both **school** and **health records** have found substantially higher rates than those with access to health records only. Some researchers believe that the increased prevalence of ASD may reflect changes in practices for diagnosing autism. For example, the **likelihood** of receiving a diagnosis of ASD increased as children with an earlier diagnosis of **intellectual disability (ID)** **subsequently acquire** the diagnosis of ASD (King & Bearman, 2009; Shattuck, 2006). [\[2\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (24 από 93)

- It has been established that prevalence varies by gender and race/ethnicity. The CDC study found that prevalence was 18.4 per 1,000 (1 in 54) among males and 4.0 per 1,000 (1 in 252) in females. Prevalence among non-Hispanic white children (12.0 per 1,000) was significantly greater than among non-Hispanic black children (10.2 per 1,000) and Hispanic children (7.9 per 1,000). Insufficient data were available for children of Asian/Pacific Island descent. [\[2\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (25 από 93)

- It has been **established** that **prevalence** varies by gender and race/ethnicity. The CDC study found that prevalence was 18.4 per 1,000 (1 in 54) among males and 4.0 per 1,000 (1 in 252) in females. Prevalence among non-Hispanic white children (12.0 per 1,000) was **significantly greater** than among non-Hispanic black children (10.2 per 1,000) and Hispanic children (7.9 per 1,000). **Insufficient** data were available for children of Asian/Pacific Island descent. [\[2\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (26 από 93)

Signs and Symptoms

- The population of ASD presents with tremendous heterogeneity. Individuals can have abilities ranging from significant cognitive and language impairments (e.g., nonverbal) to superior cognitive and language abilities (e.g., college- and career-bound). However, regardless of these differences, the common characteristics and challenges associated with ASD impact the development of critical social communication skills. [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (27 από 93)

Signs and Symptoms

- The population of ASD presents with **tremendous heterogeneity**. Individuals can have abilities ranging from significant **cognitive** and **language impairments** (e.g., nonverbal) to superior cognitive and language abilities (e.g., **college-** and **career-bound**). However, regardless of these differences, the common characteristics and challenges associated with ASD impact the development of **critical social communication skills**. [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (28 από 93)

- The core features of ASD [PDF] include (a) impairments in social communication, language, and related cognitive skills and behavioral and emotional regulation and (b) the presence of restricted, repetitive behaviors. These core features are significantly influenced by an individual's developmental level of language acquisition (e.g., pre-symbolic, emerging language, and conversational language) and the level of severity of the disorder. In addition to these core features, sensory and feeding issues can also be present. [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (29 από 93)

- The **core features** of ASD [PDF] include (a) impairments in **social communication, language, and related cognitive skills** and behavioral and emotional regulation and (b) the presence of restricted, **repetitive behaviors**. These core features are significantly influenced by an individual's developmental level of language acquisition (e.g., **pre-symbolic, emerging language, and conversational language**) and the level of severity of the disorder. In addition to these core features, **sensory and feeding issues** can also be present. [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (30 από 93)

- Awareness of individual and cultural differences is necessary to differentiate differences from disordered behaviors. For example, direct eye contact with an authority figure may be considered disrespectful due to cultural influences, and silence may be valued as a sign of respect. When observing signs and symptoms, an SLP must be sure to account for cultural factors that influence social communication skills.[\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (31 από 93)

- **Awareness** of **individual** and cultural differences is necessary to differentiate differences from disordered behaviors. For example, direct eye contact with an authority figure may be **considered disrespectful** due to **cultural influences**, and silence may be valued as a sign of respect. When observing signs and symptoms, an SLP must be sure to account for **cultural factors** that **influence social communication skills**.[\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (32 από 93)

Deficits in joint attention include

- difficulty orienting to people in a social environment,
- limited frequency of shared attention,
- impaired monitoring of emotional states,
- restricted range of communicative functions to seek engagement and comfort from others,
- limitations in considering another's intention and perspective.

[\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (33 από 93)

Deficits in joint attention include

- difficulty **orienting** to people in a **social environment**,
- limited frequency of **shared attention**,
- **impaired monitoring** of **emotional states**,
- restricted range of **communicative functions** to seek **engagement** and **comfort** from others,
- limitations in considering another's **intention** and **perspective**.

[\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (34 από 93)

Deficits in social reciprocity include

- difficulty initiating and responding to bids for interaction,
- limitations with maintaining turn-taking in interactions,
- problems with providing contingent responses to bids for interaction initiated by others. [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (35 από 93)

Deficits in social reciprocity include

- difficulty **initiating** and **responding** to bids for **interaction**,
- limitations with **maintaining turn-taking** in **interactions**,
- problems with providing **contingent responses** to bids for **interaction initiated** by others. [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (36 από 93)

Social Cognition

Social cognition refers to the mental processes involved in perceiving, attending to, remembering, thinking about, and making sense of the people in our social world (Moskowitz, 2005). Deficits in social cognition include:

- deficits in social and emotional learning including difficulty
- managing emotions, [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (37 από 93)

Social Cognition

Social cognition refers to the mental processes involved in **perceiving**, **attending** to, **remembering**, **thinking** about, and making sense of the people in our social world (Moskowitz, 2005). Deficits in social cognition include:

- deficits in **social** and **emotional learning** including difficulty
- **managing emotions**, [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (38 από 93)

- appreciating the perspectives of others,
- developing prosocial goals,
- using interpersonal skills to handle developmentally appropriate tasks (Payton et al., 2000);
- difficulty differentiating one's own feelings from the feelings of others (i.e., Theory of Mind);
- difficulty integrating diverse information to construct meaning in context (i.e., central coherence) (Frith & Happé, 1994). [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (39 από 93)

- appreciating the perspectives of others,
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Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (40 από 93)

Deficits in language and related cognitive skills include

- impaired acquisition of words, word combinations, and syntax—
- initial words are often nouns and attributes, while words representing social stimuli, such as people's names (i.e., subjects) and actions (i.e., verbs), are delayed;
- the child loses words previously acquired;
- use and understanding of nonverbal and verbal communication. [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (41 από 93)

Deficits in language and related cognitive skills include

- impaired **acquisition of words, word combinations, and syntax**—
- **initial words** are often **nouns** and attributes, while words representing social stimuli, such as people's **names** (i.e., **subjects**) and **actions** (i.e., **verbs**), are delayed;
- the child loses words previously **acquired**;
- use and understanding of **nonverbal** and **verbal communication**. [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (42 από 93)

- facial expressions, body language, and gestures as forms of communication are delayed in the latter part of the first year of life and remain unconventional throughout development;
- unconventional gestures (e.g., pulling a caregiver's hand toward an item) emerge prior to more conventional gestures (e.g., giving, pointing, and head nods/headshakes);
- understanding of gaze shifting, distal gestures, facial expressions, and rules of proximity and body language is limited; [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (43 από 93)

- **facial expressions**, **body language**, and **gestures** as forms of communication are delayed in the latter part of the first year of life and remain unconventional throughout development;
- **unconventional gestures** (e.g., pulling a **caregiver's** hand toward an item) emerge prior to more **conventional gestures** (e.g., giving, **pointing**, and head **nods/headshakes**);
- understanding of **gaze shifting**, **distal gestures**, **facial expressions**, and rules of **proximity** and body language is limited; [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (44 από 93)

- receptive language appears more delayed than expressive;
- use of immediate echolalia and/or delayed echolalia (scripted language) is observed;
- vocal development deficits, including
- atypical response to caregiver's vocalizations,
- atypical vocal productions beyond the first year of life,
- abnormal prosody once speech emerges (speech may sound robotic);
- symbolic play deficits, including [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (45 από 93)

- **receptive language** appears more delayed than expressive;
- use of **immediate echolalia** and/or **delayed echolalia** (scripted language) is observed;
- **vocal development deficits**, including
- **atypical** response to **caregiver's vocalizations**,
- atypical **vocal productions** beyond the first year of life,
- **abnormal prosody** once **speech emerges** (speech may **sound robotic**);
- **symbolic play** deficits, including [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (46 από 93)

- delayed acquisition of functional and conventional use of objects,
- repetitive, inflexible play,
- limited cooperative play in interactive situations;
- conversation deficits, including
- limitations in understanding and applying social norms of conversation (e.g., balancing turns, vocal volume, proximity, and conversational timing); [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (47 από 93)

- delayed acquisition of **functional** and **conventional** use of objects,
- **repetitive, inflexible play,**
- limited **cooperative** play in **interactive situations;**
- conversation deficits, including
- limitations in understanding and applying **social norms** of conversation (e.g., **balancing turns, vocal volume, proximity,** and **conversational timing**); [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (48 από 93)

- provision of inappropriate and unnecessary information in conversational contexts;
- problems taking turns during conversation;
- difficulty initiating topics of shared interest;
- preference for topics of special interest;
- difficulties in recognizing the need for clarification;
- challenges adequately repairing miscommunications; [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (49 από 93)

- provision of inappropriate and unnecessary information in conversational contexts;
- problems taking turns during conversation;
- difficulty initiating topics of shared interest;
- preference for topics of special interest;
- difficulties in recognizing the need for clarification;
- challenges adequately repairing miscommunications; [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (50 από 93)

- problems understanding figurative language, including idioms, multiple meanings, and sarcasm;
- literacy deficits, including difficulty
- reading for meaning (functional use of books),
- understanding narratives and expository text genres that require multiple perspectives (e.g., persuasive and comparative/contrastive),
- getting the main idea and summarizing, [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (51 από 93)

- problems understanding **figurative language**, including **idioms**, multiple **meanings**, and **sarcasm**;
- **literacy deficits**, including difficulty
- reading for meaning (functional use of books),
- understanding **narratives** and **expository text** genres that require **multiple perspectives** (e.g., **persuasive** and **comparative/contrastive**),
- getting the main idea and **summarizing**,[\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (52 από 93)

- providing sufficient information for the reader when writing;
- executive functioning deficits, including
- lacking/limited flexibility,
- poor problem solving,
- poor planning and organization,
- lack of inhibition.
- Behavior and Emotional Regulation [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (53 από 93)

- providing sufficient information for the reader when writing;
- executive functioning deficits, including
- lacking/limited flexibility,
- poor problem solving,
- poor planning and organization,
- lack of inhibition.
- Behavior and Emotional Regulation [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (54 από 93)

Deficits in behavior and emotional regulation, including

- problems dealing with changes in routine and/or changing from one activity to the next;
- problems generalizing learned skills;
- using objects in unusual ways and uncommon attachments to objects;
- difficulty sleeping;
- crying, becoming angry, or laughing for no known reason or at inappropriate times; [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (55 από 93)

Deficits in **behavior** and **emotional regulation**, including

- problems dealing with changes in **routine** and/or **changing from** one activity to the next;
- problems **generalizing learned skills**;
- using objects in unusual ways and **uncommon attachments** to objects;
- difficulty sleeping;
- crying, becoming angry, or laughing for no known reason or at **inappropriate times**; [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (56 από 93)

- anxiety and/or social withdrawal (possibly due to factors such as misinterpretation of social events and failure to identify salient or irrelevant information); using early-developing and/or idiosyncratic strategies for self-regulation (e.g., chewing on clothing, rocking, hand flapping, vocal play); using unconventional behavioral strategies and emotional expressions (e.g., aggression, tantrums, bolting from situations);
- restricted, repetitive patterns of behavior, interests, or activities (e.g., immediate echolalia and scripted language);
- problems with self-management. [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (57 από 93)

- **anxiety** and/or social withdrawal (possibly due to factors such as **misinterpretation** of social events and failure to identify salient or **irrelevant information**); using early-developing and/or **idiosyncratic strategies** for self-regulation (e.g., **chewing** on clothing, **rocking**, **hand flapping**, **vocal play**); using unconventional behavioral strategies and **emotional expressions** (e.g., **aggression**, **tantrums**, **bolting** from **situations**);
- restricted, **repetitive patterns** of behavior, interests, or activities (e.g., immediate echolalia and scripted language);
- problems with self-management. [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (58 από 93)

Sensory and feeding challenges, include

- sensory modality difficulties, including over-responsiveness, under-responsiveness, or mixed responsiveness patterns to environmental sounds, light, visual clutter, and social stimuli (e.g., social touch, proximity of others, voices); preference for nonsocial stimuli leading to intense interests with sensory aspects of objects and events;
- patterns of food acceptance or rejection based on manner of presentation or food texture; consumption of a smaller variety of foods than the variety consumed by other family members.



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (59 από 93)

Sensory and feeding challenges, include

- **sensory modality difficulties**, including **over-responsiveness**, **under-responsiveness**, or **mixed responsiveness** patterns to environmental sounds, light, visual clutter, and social stimuli (e.g., **social touch**, **proximity** of others, voices); preference for nonsocial stimuli leading to intense interests with sensory aspects of objects and events;
- patterns of **food acceptance** or **rejection** based on manner of presentation or **food texture**; consumption of a smaller variety of foods than the variety consumed by other family members.



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (60 από 93)

Causes

- Autism spectrum disorders (ASD) is typically diagnosed on the basis of behavioral symptoms, without reference to etiology. However, considerable research has been devoted to investigations of etiological factors. While no single cause has been identified, the available data suggest that autism results from different sets of causal factors—including genetic, neurobiological, and environmental—that manifest in characteristic behavioral symptoms.[\[4\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (61 από 93)

Causes

- Autism spectrum disorders (ASD) is typically diagnosed on the basis of **behavioral symptoms**, without reference to etiology. However, considerable research has been devoted to **investigations** of **etiological factors**. While no single cause has been identified, the available data suggest that autism results from different sets of causal **factors—including genetic, neurobiological, and environmental** —that manifest in characteristic behavioral symptoms. [\[4\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (62 από 93)

Genetic Risk Factors

It is largely agreed that ASD is the result of hereditary genetic differences and/or mutations, although not all children can be identified as having a genetic linkage or mutation that is obvious to family members. Findings in support of a genetic link include research results showing that ASD is more common in boys than girls—most likely due to genetic differences associated with the X chromosome (Chakrabarti & Fombonne, 2005). [\[4\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (63 από 93)

Genetic Risk Factors

It is largely agreed that ASD is the result of **hereditary genetic differences** and/or **mutations**, although not all children can be identified as having a **genetic linkage** or mutation that is obvious to family members. Findings in support of a **genetic link** include research results showing that ASD is more common in boys than girls—most likely due to genetic differences associated with the **X chromosome** (Chakrabarti & Fombonne, 2005). [\[4\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (64 από 93)

- Twin studies that show a 60% to 90% rate of concordance for identical twins compared with a 0% to 10% rate of concordance for fraternal twins (Bailey et al., 1995). In a study conducted by Ozonoff et al. (2011), almost 20% of infants with an older biological sibling with ASD also developed ASD; the risk for developing ASD was greater if there was more than one older affected sibling. [\[4\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (65 από 93)

- **Twin studies** that show a 60% to 90% rate of **concordance** for identical twins compared with a 0% to 10% rate of concordance for **fraternal twins** (Bailey et al., 1995). In a study conducted by Ozonoff et al. (2011), almost 20% of infants with an **older biological sibling** with ASD also **developed ASD**; the risk for developing ASD was greater if there was more than one older affected sibling. [\[4\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (66 από 93)

Neurobiological Factors

- Abnormalities in the genetic code may result in abnormal mechanisms for brain development, leading in turn to structural and functional brain abnormalities, cognitive and neurobiological abnormalities, and symptomatic behaviors (Abraham & Geschwind, 2010; Carper & Courchesne, 2005; Elsabbagh et al., 2012; Hazlett, Poe, Gerig, Smith, & Piven, 2006; Palmen et al., 2005; Volkmar, Lord, Bailey, Schultz, & Klin, 2004; Williams, 2012). [\[4\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (67 από 93)

Neurobiological Factors

- Abnormalities in the **genetic code** may result in **abnormal mechanisms** for **brain development**, leading in turn to **structural** and **functional brain abnormalities**, **cognitive** and **neurobiological abnormalities**, and **symptomatic behaviors** (Abraham & Geschwind, 2010; Carper & Courchesne, 2005; Elsabbagh et al., 2012; Hazlett, Poe, Gerig, Smith, & Piven, 2006; Palmen et al., 2005; Volkmar, Lord, Bailey, Schultz, & Klin, 2004; Williams, 2012). [\[4\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (68 από 93)

Environmental Factors

Given the complexity of autism risk, researchers have begun to investigate how pre- and post-natal environmental factors (e.g., dietary factors, exposure to drugs and environmental toxicants) might interact with genetic susceptibility to ASD. (Landrigan, Lambertini, & Birnbaum, 2012; Shelton, Hertz-Picciotto, & Pessah, 2012). However, no specific environmental triggers have been identified at this time.[\[4\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (69 από 93)

Environmental Factors

Given the **complexity** of autism risk, researchers have begun to investigate how **pre-** and **post-natal environmental factors** (e.g., **dietary factors**, **exposure to drugs** and **environmental toxicants**) might **interact** with genetic susceptibility to ASD. (Landrigan, Lambertini, & Birnbaum, 2012; Shelton, Hertz-Picciotto, & Pessah, 2012). However, no specific environmental triggers have been identified at this time.[\[4\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (70 από 93)

Roles and Responsibilities

- SLPs play a central role in the screening, assessment, diagnosis, and treatment of persons with ASD. The professional roles and activities in speech-language pathology include clinical/educational services (diagnosis, assessment, planning, and treatment); prevention and advocacy; and education, administration, and research. See ASHA's Scope of Practice in Speech-Language Pathology (2007). As indicated in the Code of Ethics (ASHA, 2010). [\[5\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (71 από 93)

Roles and Responsibilities

- SLPs play a central role in the screening, **assessment**, **diagnosis**, and **treatment** of persons with ASD. The professional roles and activities in speech-language pathology include clinical/educational services (**diagnosis**, **assessment**, **planning**, and **treatment**); prevention and advocacy; and education, administration, and research. See ASHA's Scope of Practice in Speech-Language Pathology (2007). As indicated in the **Code of Ethics** (ASHA, 2010). [\[5\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (72 από 93)

Assessment

In most cases, a stable diagnosis of ASD is possible before or around a child's second birthday (Chawarska, Klin, Paul, Macari, & Volkmar, 2009). An early, accurate diagnosis can help families access appropriate services, provide a common language across interdisciplinary teams, and establish a framework for families and caregivers within which to understand the child's difficulties. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (73 από 93)

Assessment

In most cases, a **stable diagnosis** of ASD is possible before or around a child's second birthday (Chawarska, Klin, Paul, Macari, & Volkmar, 2009). An early, **accurate diagnosis** can help families access appropriate services, provide a **common language across interdisciplinary teams**, and establish a **framework** for **families** and **caregivers** within which to understand the child's difficulties. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (74 από 93)

- Interdisciplinary collaboration and family involvement are essential in assessing and diagnosing ASD; the SLP is a key member of a multidisciplinary team. In diagnosing ASD, it is important to have clinical experts agree that assessment results are consistent with the diagnostic characteristics of the disorder.[\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (75 από 93)

- **Interdisciplinary collaboration** and family **involvement** are essential in assessing and diagnosing ASD; the SLP is a key member of a **multidisciplinary team**. In diagnosing ASD, it is important to have clinical experts agree that **assessment** results are consistent with the **diagnostic characteristics** of the disorder. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (76 από 93)

- Assessment, intervention, and support for individuals receiving speech and language services are consistent with the World Health Organization's International Classification of Functioning, Disability, and Health (2001) framework. This framework considers impairments in body structures/functions, the individual's communication activities and participation, and contextual factors, including environmental barriers/facilitators and personal identity. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (77 από 93)

- **Assessment, intervention**, and support for individuals receiving speech and language services are consistent with the World Health Organization's International Classification of **Functioning, Disability**, and Health (2001) framework. This framework considers impairments in body structures/functions, the individual's **communication** activities and **participation**, and **contextual factors**, including environmental barriers/facilitators and personal identity. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (78 από 93)

- There is research on the use of screening tools, including a broadband screener to identify communication delays (including ASD) in children from 9 to 24 months of age (Pierce et al., 2011; Wetherby, et al., 2008) and questionnaire-based tools to screen for children at risk for ASD as early as 12 months of age (Turner-Brown, et al., 2012). There are also a number of algorithms and tools available to help physicians develop a strategy for early identification of children with ASD (Johnson & Myers, 2007).[\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (79 από 93)

- There is research on the use of **screening tools**, including a **broadband screener** to identify communication delays (including ASD) in children from 9 to 24 months of age (Pierce et al., 2011; Wetherby, et al., 2008) and **questionnaire-based** tools to screen for children at risk for ASD as early as 12 months of age (Turner-Brown, et al., 2012). There are also a number of **algorithms** and tools available to help **physicians** develop a strategy for early identification of children with ASD (Johnson & Myers, 2007).[\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (80 από 93)

Screening

- Screening for ASD includes broadband screeners designed to detect developmental delays in the general pediatric population and autism-specific screening tools designed for either the general population or high-risk populations, such as children referred to the early intervention system. Any screening tool should have strong psychometric features to support its accuracy and be culturally and linguistically appropriate. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (81 από 93)

Screening

- Screening for ASD includes **broadband screeners** designed to detect **developmental delays** in the general pediatric population and autism-specific screening tools designed for either the general population or high-risk populations, such as children referred to the early intervention system. Any **screening tool** should have strong **psychometric features** to support its accuracy and be culturally and linguistically appropriate. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (82 από 93)

- Loss of language or social skills at any age should be considered grounds for screening. In cases where children are being raised in a bilingual environment, consider whether language loss is attributable to language attrition. See bilingual service delivery.
- Because children with ASD are often initially suspected of having a hearing problem, audiologists play a critical role in recognizing possible signs of ASD in children whose hearing they test and making appropriate referrals for screening and diagnosis of ASD. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (83 από 93)

- Loss of language or social skills at any age should be considered grounds for screening. In cases where children are being raised in a **bilingual environment**, consider whether language loss is attributable to **language attrition**.
- Because children with ASD are often initially suspected of having a hearing problem, **audiologists** play a critical role in **recognizing** possible signs of ASD in children whose hearing they test and making **appropriate referrals** for screening and diagnosis of ASD. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (84 από 93)

Comprehensive Assessment

Individuals suspected of having ASD based on screening results are referred to an SLP, and other professionals as needed, for a comprehensive assessment. Assessment of social communication skills should be culturally sensitive, functional, and sensitive to the wide range of acceptable social norms that exist within and across communities; and involve the collaborative efforts of families, caregivers, classroom teachers, SLPs, special educators, and psychologists as needed. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (85 από 93)

Comprehensive Assessment

Individuals suspected of having ASD based on screening results are referred to an SLP, and other professionals as needed, for a **comprehensive assessment**. Assessment of **social communication skills** should be **culturally sensitive**, **functional**, and **sensitive** to the wide range of acceptable social norms that exist within and across communities; and involve the **collaborative efforts** of **families**, **caregivers**, **classroom teachers**, SLPs, **special educators**, and psychologists as needed. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (86 από 93)

- The SLP's role includes incorporating a family perspective into the assessment, effectively eliciting information from families about their concerns, beliefs, skills, and knowledge in relation to the individual being assessed. It is important to convey information to families clearly and empathetically, with an understanding that the assessment and diagnosis process is likely to be stressful and emotion-laden for family members (Marcus, Kuncze, & Schopler, 2005).[\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (87 από 93)

- The SLP's role includes **incorporating** a **family perspective** into the assessment, effectively **eliciting information** from families about their concerns, beliefs, skills, and knowledge in relation to the individual being assessed. It is important to convey information to families **clearly** and **empathetically**, with an understanding that the assessment and diagnosis process is likely to be **stressful** and **emotion-laden** for family members (Marcus, Kuncce, & Schopler, 2005).[\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (88 από 93)

Treatment

The goal of intervention is to improve social communication and other language impairments and modify behaviors to improve an individual's quality of life and increase social acceptance. Essential outcomes focus on improvements in social communication that affect the individual's ability to develop relationships, function effectively, and actively participate in everyday life. SLPs often collaborate with other professionals on the individual's team in designing and implementing effective treatment plans. [\[7\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (89 από 93)

Treatment

The goal of **intervention** is to improve social communication and other language impairments and **modify behaviors** to improve an individual's **quality of life** and increase **social acceptance**. Essential outcomes focus on improvements in **social communication** that affect the individual's ability to **develop relationships**, **function effectively**, and **actively participate** in everyday life. SLPs often **collaborate** with other **professionals** on the individual's team in designing and **implementing effective** treatment plans. [\[7\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (90 από 93)

Family Involvement

Given the nature of autism and the needs of individuals with ASD, families often become teachers and interventionists. Most comprehensive programs for individuals with autism offer parents/caregiver training. SLPs establish ongoing partnerships with families to develop meaningful learning opportunities, provide information, teach strategies, and offer feedback. [\[7\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (91 από 93)

Family Involvement

Given the nature of autism and the needs of individuals with ASD, families often become teachers and **interventionists**. Most **comprehensive programs** for individuals with autism offer parents/caregiver training. SLPs establish ongoing partnerships with families to develop **meaningful learning opportunities**, provide information, teach strategies, and offer feedback. [\[7\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (92 από 93)

Treatment Strategies

Individuals with ASD have unique needs with respect to learning independence and self-advocacy due to their core challenges in social interaction and verbal and nonverbal communication. SLPs can contribute to the independence and self-advocacy of individuals with ASD by ensuring each individual has a functional communication system (including AAC) and by supporting communication in different social settings with a variety of partners to promote generalization of skills. [\[7\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (93 από 93)

Treatment Strategies

Individuals with ASD have unique needs with respect to **learning independence** and **self-advocacy** due to their core challenges in social interaction and **verbal** and **nonverbal communication**. SLPs can contribute to the independence and **self-advocacy** of individuals with ASD by **ensuring** each individual has a functional communication system (including AAC) and by **supporting communication** in different social settings with a variety of partners to **promote generalization** of skills. [\[7\]](#)



Ερωτήσεις (Students Questions)

1. What are the symptoms that must be treated during therapy?
2. What are the symptoms of this disorder?
3. What is the impact of the disorder to patient's life?
4. Is there a final cure to this disorder or we just cope with it for life time?
5. In text what are the to evaluation and diagnostic procedures?



ΤΕΙ ΗΠΕΙΡΟΥ



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Άσκηση Συγγραφή Περίληψης στην Αγγλική Γλώσσα Βασισμένη σε Κείμενο (Writing Abstract)



Άσκηση Συγγραφή Περίληψης στην Αγγλική Γλώσσα Βασισμένη σε Κείμενο (Writing Abstract)

Please make a summary/abstract of the text given in templates No 89 till No 93.



Άσκηση Μετάφρασης (Translation)



Άσκηση Μετάφρασης (Translation)

Please translate templates No 2 till No 26.



Άσκηση Ακρόασης (Listening)



Άσκηση Ακρόασης (Listening) (1 από 3)

- Wendy Chung: Autism — what we know (and what we don't know yet)

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

- BBC - My Autism and Me – AutismAssociationS's channel

<https://www.youtube.com/watch?v=ejpWWP1HNGQ>



Άσκηση Ακρόασης (Listening) (2 από 3)

1. Please collect all the terminology you can here during this video.
2. What is the end point of this video?
3. What are the techniques that there used during therapy?
4. What are the symptoms of this disorder?
5. What is the impact of the disorder to client's life?
6. What are the causes of this disorder?



Άσκηση Ακρόασης (Listening) (3 από 3)

7. What are the clinical symptoms of this disorder?
8. Is there a final cure to this disorder or we just cope with it for life time?
9. In this video the speakers referred to evaluation and diagnostic procedures?
10. What are the benefits of speech and language therapy upon the disorder mentioned in these videos?



Αναφορές Κειμένων

1. <http://www.asha.org/Practice-Portal/Clinical-Topics/Autism/>
2. http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935303§ion=Incidence_and_Prevalence
3. http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935303§ion=Signs_and_Symptoms
4. <http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935303§ion=Causes>
5. http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935303§ion=Roles_and_Responsibilities
6. <http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935303§ion=Assessment>
7. <http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935303§ion=Treatment>
8. <http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935303§ion=References>



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