
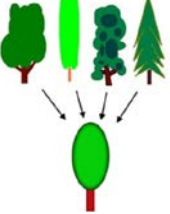


Thinking style differences in the autism spectrum

Thinking style	How this can present in autistics 	Strategies for educators
 <p>Now is forever</p>	<ul style="list-style-type: none"> • Struggle to transition as worried may never be able to go back to what they were doing • Struggle to turn take • May struggle to share • May have high anxiety 	<ul style="list-style-type: none"> • Explicitly explain when they can go back to activity; eg put your iPad away now, you can have it back at 2 • Teach your turn, my turn, waiting • Teach about change explicitly • Do interoception activities 2-3x day
 <p>No interest = No attention</p>	<ul style="list-style-type: none"> • May not engage in things they perceive as boring or pointless • Struggle to learn unless interested • Learning is easier through interests • Not motivated unless interested 	<ul style="list-style-type: none"> • Teach through interests and passions &/or give rationale • Use engaging modalities and topics • Have higher expectations for interest based learning
 <p>Passionate interests</p>	<ul style="list-style-type: none"> • May have much higher skills and knowledge in area of interest 	<ul style="list-style-type: none"> • Deepen and broaden skills and knowledge in areas of interest then connect out to other areas
 <p>Hyper focus</p>	<ul style="list-style-type: none"> • When interested, attention and focus can be intense • Difficult to gain/shift attention when in hyper focus • Can build connections and deepen learnings when in hyper focus 	<ul style="list-style-type: none"> • Engaging intense focus prevents behaviours of concern • Pre-arrange signal to gain attention during hyper focus • Timetable regular interest based learning time to build connections
 <p>Single minded/ single train of thought</p>	<ul style="list-style-type: none"> • Good at attending to one thing at a time • May not notice other things when already focused on something • Actions or communication may drift along a logic sequence from one thought/action to the next 	<ul style="list-style-type: none"> • Break new skills/knowledge down into component steps • Pre-arrange signal to gain attention during hyper focus • Seek clarification when actions or communications seem out of sync; eg what steps did they go along
<p>Can only multi-task or attention shift when connected/ interested</p>	<ul style="list-style-type: none"> • When interested can more easily grasp new concepts, make new connections and hold myriad things in attention • May not be able to multi-task or shift attention unless interested 	<ul style="list-style-type: none"> • Introduce new concepts or connections between concepts through interests • Scaffold multi-tasking through activities involving interests
 <p>Generalisation</p>	<ul style="list-style-type: none"> • May over generalise; eg you wave hello when you see someone so waves hello throughout the day repeatedly to the same people • May under generalise; eg can tie shoelaces on school shoes but not on any other shoes 	<ul style="list-style-type: none"> • Explicitly teach the exceptions to the rule &/or the details of the rule; eg only wave hello the first time you see someone each day • Provide opportunities to practice and apply new skills and knowledge in a range of contexts
 <p>Object permanence</p>	<ul style="list-style-type: none"> • May struggle to understand object permanence for people, things and places, can be misinterpreted as separation anxiety 	<ul style="list-style-type: none"> • Provide visual supports, photos and videos, to demonstrate the continued existence of people, places and things that cannot be seen in the moment
<p>Focus on details</p>	<ul style="list-style-type: none"> • Notice and attend to details, but not necessarily the details you want 	<ul style="list-style-type: none"> • Draw attention to the details that are important for scaffolding learning