

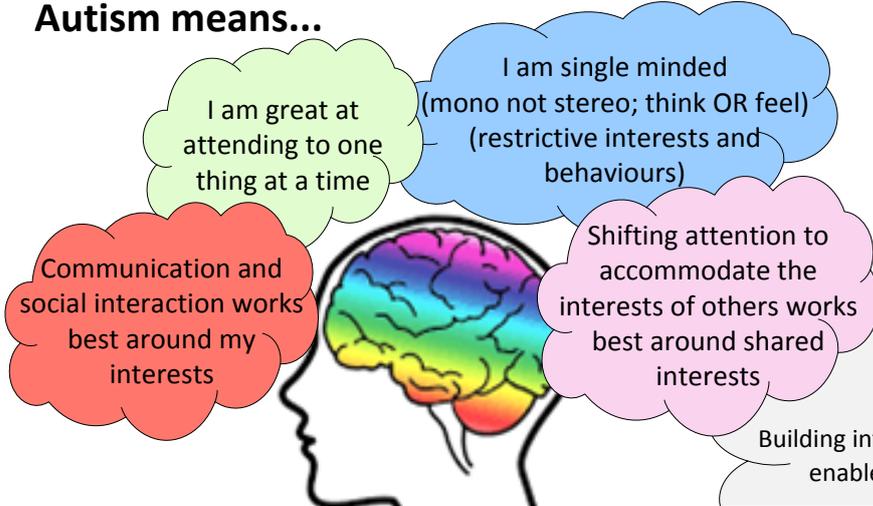


Learning: what works in autism



(for professionals)

Autism means...



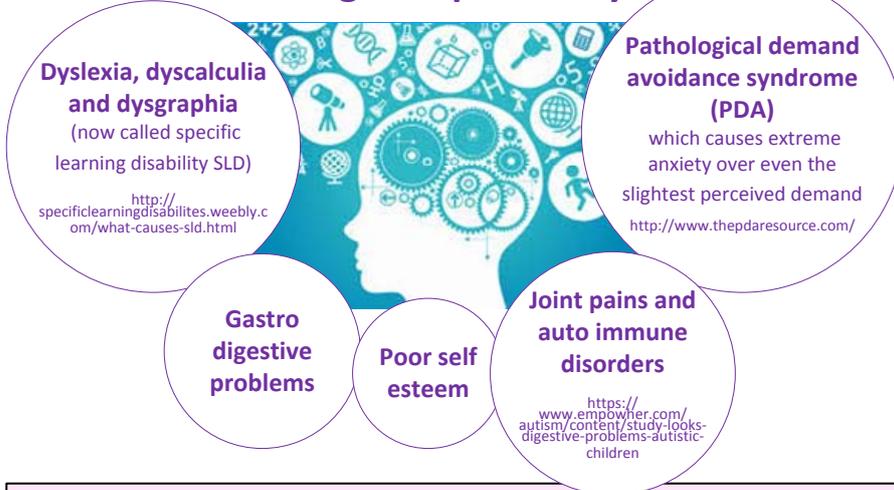
How do I like to be addressed?

I am an individual on the autism spectrum (AS) or an autistic individual. Please check with me rather than assume how I wish to be addressed

I cannot multi-task unless I am connected by interests that motivate me. Without motivation learning is offline. Building interests into relationships, education and employment enables, facilitates and maintains learning for autistics.

AUTISM: THE FACTS	30%	1-46%	14%
	have intellectual challenges. Learning is impacted by sensory issues	have epilepsy (compared to 2% of the general population)	have attention deficit disorder with or without hyperactivity (ADHD)
	https://www.spdstar.org/basic/co-morbidity	(Spence and Schneider, 2009)	https://www.cdc.gov/ncbddd/adhd/data.html

Learning is impacted by...



But the bigger role is that of motivation in autism.

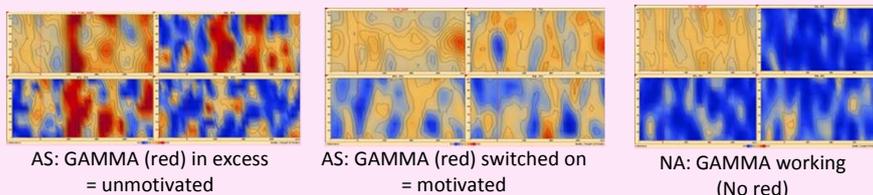


The science of motivation in autism:

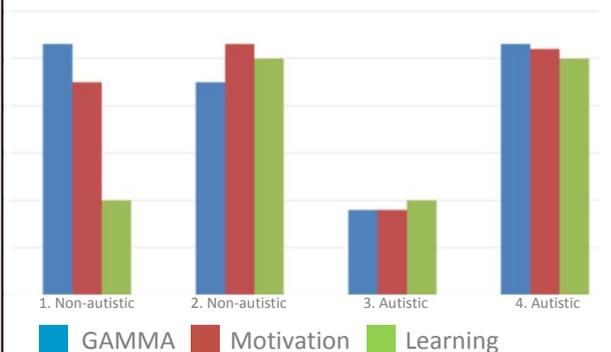
Autobiographical accounts by autistics demonstrate 'interest' has opened doors to learning in ways not otherwise available.

(eg: Williams, 1994. Grandin & Scariano, 1986. Elder Robison 2007. Lawson, 1998: 2000. Perks, 2006. Holiday Willey, 2006. Santomaura, 2012. Salisbury 2009. Murray, et al. 2006.)

A study (Kiser, 2013) demonstrated autistic participants had GAMMA in excess (scattered and not available typically unless motivated). Non-autistics (NA) have access to GAMMA informing bigger picture thinking whether motivated or not. Observations showed when autistic children in the study were interested with a favourite game or topic their GAMMA was switched on and activated rather than in excess and scattered (Lawson, 2013). GAMMA is known as the 'binding' brain wave enabling access to bigger picture thinking. If GAMMA is offline so is the brain's ability to process context and forward think. Object permanence, sensory dispositions and other issues are also offline. When autistic individuals are motivated this switches on their GAMMA, and learning is switched on too!



Typical Learning compared to Learning in AS



1 & 2. Shows non-autistic with good motivation allowing them big picture thinking; may choose not to learn (1) or to learn (2).
 3. Shows limited access to learning in AS because GAMMA is switched off.
 4. Shows GAMMA switched on because interest motivates. Learning can now occur.