



Pathway to Empowerment

Overcoming Intellectual Disability and Autism to Achieve Vocational & Academic Success

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What's the problem?

Confusion about intellectual disability, autism, and making a distinction between the two for academic and vocational success.



Objectives

- 1 Learn to distinguish between intellectual disability and autism spectrum disorders.
- 2 Enhance skillset in identifying appropriate level of functioning for intellectual disability and autism spectrum disorder.
- 3 Assess clients' skillset to better plan for interventions based upon client critical factors.
- 4 Build treatment planning skills to enhance your clients' intrinsic motivation to achieve vocational, academic, and treatment success.



Intellectual Disability



Intellectual Deficits defined

Impaired reasoning, problem-solving, planning, abstract thinking, judgment, academic learning and learning from experience, and practical understanding

Intellectual Disability defined

Not IQ Alone

Adaptive Deficits defined

Impairment in one or more activities of daily life, such as communication, social participation, and independent living, and across multiple environments, such as home, school, work, and recreation.

Developmental Period defined

Recognition of intellectual and adaptive deficits during childhood or adolescence


What about levels of severity?

Severity levels

	Conceptual	Social	Practical
Mild	The ability to think creatively about, analyze and understand complicated and abstract ideas.	Any skill facilitating interaction and communication with others.	'Doing skills', e.g., the ability to perform tasks.
Moderate			
Severe			
Profound			


Severity levels

	Conceptual	Social	Practical
Mild	In school - Difficulties in learning academic material to be on same level as same aged peers. Adult – abstract thinking, executive functioning, STM, and academic skills impaired.	Immature in social interactions. Impaired ability to perceive social cues. May have difficulty regulating emotion and behavior in age-appropriate manner.	Difficulty completing complex tasks. Typically needs help with grocery shopping, transportation, organization, preparing healthy foods, banking, and money management.




Severity levels

	Conceptual	Social	Practical
Moderate	In school – Significantly lag behind same aged peers. Adult – needs help with daily life skills, others may take over these responsibilities throughout lifespan.	Social and communication impairment in friendships. Significant social and communicative support is needed in work setting for success.	Individual can care for personal needs– dressing, eating, toileting, and hygiene, but extensive teaching in these areas is needed along with continuous reminders.



Severity levels

	Conceptual	Social	Practical
Severe	Caretakers provide extensive supports for problem solving throughout life. Limited understanding of money, time, or quantity, for example.	Vocabulary and grammar is significantly limited. Speech may be single phrase or word. Communication focused on here-and-now. Pleasure derived from family and familiar others relationships.	Individual requires support for personal needs – dressing, eating, toileting, and hygiene. Requires supervision at all times. Cannot make responsible decisions regarding self and others.

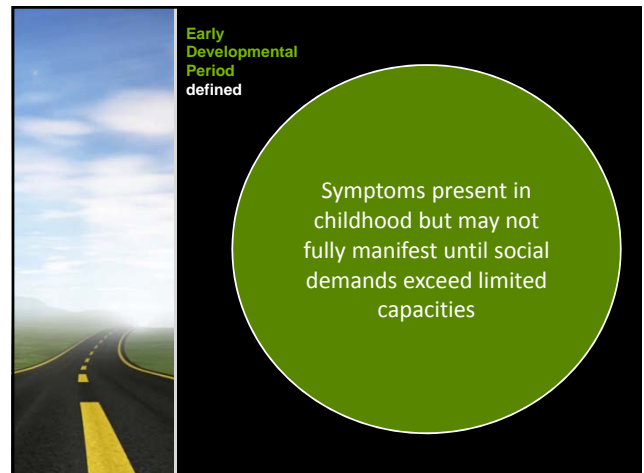
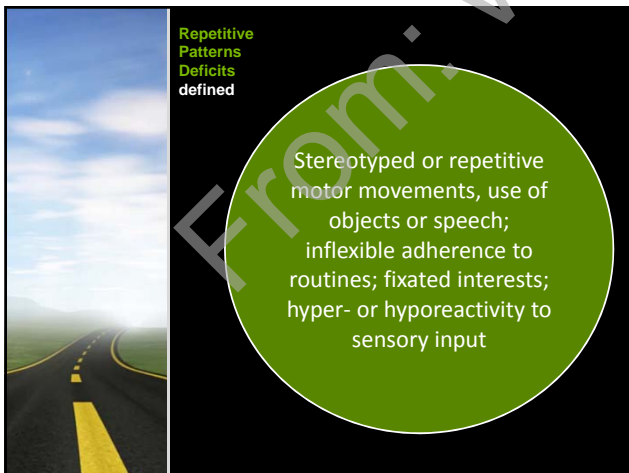
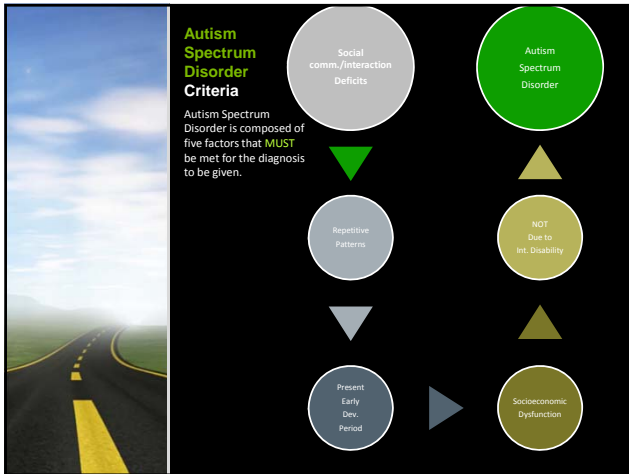



Severity levels

	Conceptual	Social	Practical
Profound	Motor and sensory impairments may prevent functional use of objects. Can match items but cannot understand functional use.	Speech and gestures are significantly limited. Uses nonverbal communication to express desires and emotions. Enjoys relationships with well-known family members and caretakers primarily.	Individual dependent upon others for daily living. Simple actions with objects may be the basis of participation in some vocational activities with high levels of continuous support.




Autism Spectrum Disorder






Socioeconomic Dysfunction defined

Symptoms must cause clinically significant impairment in:

- Social
- Occupational
- Or
- other important areas of functioning



NOT Due to Intellectual Disability defined

Social communication and interaction are significantly impaired relative to developmental level of nonverbal skills (e.g., fine motor skills, nonverbal problem solving)

Rule Out ID





What about levels of severity?




Severity levels

	Social Communication	Restricted, repetitive behaviors
Level 1 "Requiring support"	Language that is used in social situations. During the school years this refers to a child's ability to use language (syntax, semantics, and pragmatics) to interact with others in a host of situations, from entering peer groups to resolving conflicts.	Repeated occurrence, inappropriateness, and behavioral rigidity.
Level 2 "Requiring substantial support"		
Level 3 "Requiring very substantial support"		




Severity levels

	Social Communication	Restricted, repetitive behaviors
Level 1 "Requiring support"	Without support noticeable impairment. Difficulty initiating social interactions and instances of unsuccessful responses to social expressions. Appear to have decreased interest in social interaction.	Inflexibility of behavior causes significant interference with functioning in one or more contexts. Difficulty switching between activities. Problems of organization and planning hamper independence.




Severity levels

	Social Communication	Restricted, repetitive behaviors
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. Speaks simple sentences, interaction is limited to narrow special interests, and markedly odd nonverbal communication.	Inflexibility of behavior, difficulty coping with change, or other restricted/repetitive behaviors appear frequently enough to be obvious to the casual observer and interfere with functioning in a variety of contexts. Distress and/or difficulty changing focus or action.



Severity levels

	Social Communication	Restricted, 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 response to social overtures from others. Person with few words of intelligible speech, rarely initiates interaction, and makes unusual approaches to meet needs only and responds to only very direct social approaches	Inflexibility of behavior, extreme difficulty coping with change, or other restricted/repetitive behaviors markedly interfere with functioning in all spheres. Great distress/difficulty changing focus or action.

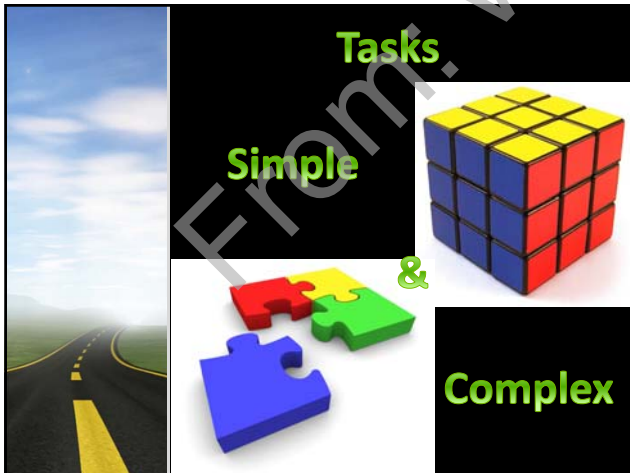


Distinguishing ID and ASD

Most people with autism (80%) also have intellectual disability ranging from mild to severe.

Be vigilant


Intellectual Disability	Autism Spectrum Disorder
Show relatively even skill development.	Typically show uneven skill development with deficits in certain areas (most frequently in their ability to communicate and relate to others) and distinct skills in other areas.











Time Required to Achieve Academic Goals




Vocational Factors



Concrete

Concrete	Manipulative	Pictorial	Abstract
			1
Concrete	Semi Concrete	Semi Abstract	Abstract

Abstract



Pace

