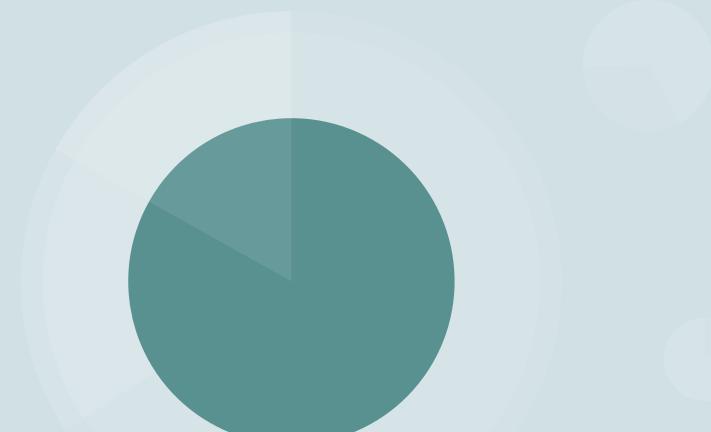


Special Needs

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Brief Overview

Physical impediment

Visual impediment

ASD

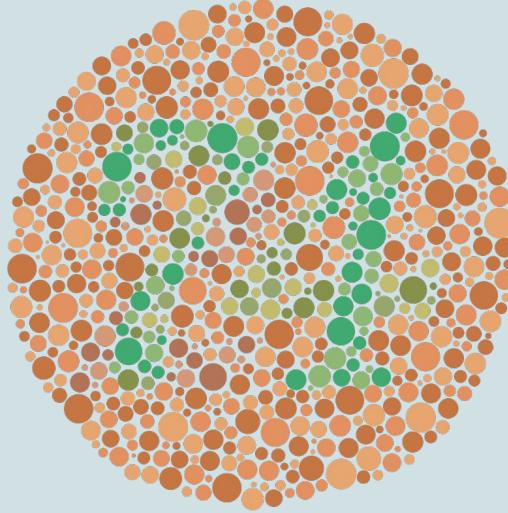
Why?

Physical and Visual Impediments

Movement and higher level thinking

Irlen syndrome (glasses)

Color blindness (markers)



should provide a floor of basic needs to everyone regardless of age or other personal attributes. Social policies are not age-based when minimums are increased for the elderly—often legitimated as those over sixty years of age.

SEVEN REASONS FOR THE EXPANSION OF THE UNITED STATES AND THE EXPANSION OF THE FEDERAL GOVERNMENT'S POWER OVER THE NATIONAL ECONOMY. The political success of the Old American West and other frontier territories helped spur this expansion by the creation of separate departments and a government structure to deal with different aspects of the problems of frontier population growth. The expansion of the Administration of Aging, however, offers a good example of the expansion as a political success for the Department of Health, Education, and Welfare. It operates independently of the Department of Health and Welfare (programmatically, the Medicare and Medicaid programs).

and it is also distinct from the Social Security Administration, which administers the Old Age and Survivors' Income Program, along with the Supplementary Security Income program. It is of course separate from the Departments of Housing and Urban Development, Transportation, Labor, and Agriculture, all of which administer major programs directly affecting the elderly. At the time of the Veterans' Administration, VINA provides long-term care for senior citizens, veterans, and disabled veterans benefit programs.

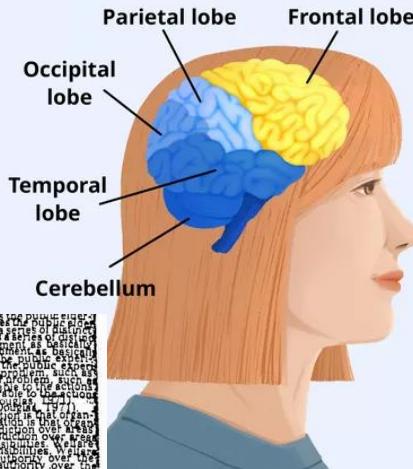
In addition, Congress failed to grant sufficient authority to the very organization—the Administration for Seniors—that was created to carry out the objectives of the Older Americans Act. Its objectives relate to health, housing, employment, recreation, transportation, community, and social services, which should readily

importance of environmental causes for public health. In addition, environmental health issues are of particular concern to the public because of the complexity of the environment, as basically unpredictable. Moreover, health problems can cause a complex and difficult social problem, such as

Another aspect of county segmentation is the open access to employment resources. In this case, the question is do the various human service agencies involved in their community have the same access to the same employment resources. For example, have the various employment resources essential to welfare well defined and well organized. Organizations which are well determined by organizational function, as has been described in "The nature of human service delivery systems" (1970) and "The development of a delivery system: an accompaniment to the development of a delivery system" (1977, p. 59). The addition of Agency 10 provides a classic illustration of the

A related problem is that services often do not encourage the breaking apart of public institutions into specialized categorical responses to meet individual needs, thereby increasing fragmentation of services, provision and prevention of integrated areas of care, and multifaceted and complex problems of the old person. The specialization often produces ever growing classes of service-provider specialists, leads to continual conflict between public and private providers, and creates a requirement for administrative interfaces to calculate and coordinate the many different services and levels of care for which new needs are frequently manifested. Again, while the goal of the service providers and the community is to provide the highest level of integrated, comprehensive care, the fragmentation of services often results in a lack of coordination and communication of services, leading to a lack of integration of services.

Functions of the Frontal Lobe



- Motor control
- Thinking
- Memory
- Reasoning
- Self-control
- Maintaining social expectations
- Planning
- Abstract thinking

verywell health



ASD - Autism Spectrum Disorder

What it is not:

- bad parenting
- poor self-discipline
- a personality disorder, or
- a trauma response. (K. Partlow)

“Autism is a complex neurological condition that includes impairments in social interaction, language, and communication skills, combined with rigid, repetitive behaviors.” *Nat. Geo. May 2020*

NB! Only ca 10% have savant skills.

If you've seen one autist, you've seen ... ONE autist.



Who is on the spectrum?

“Just because you can’t see my disability doesn’t mean it’s invisible.” K.Partlow



Severity of ASD

American Psychiatric Association (2013):

1. requiring support (*the 'invisible' higher functioning, 'Aspies'*)
language abled
restricted (*food, details*), rigid (*sore loser*), clumsy (*music vs clothes*)
repetitive behavior (*stimming/tics*)
anxiety, panic attacks (*changes*) → manners!
2. requiring substantial support
language limitations (*curt, repetitive*)
black-white/literal approach
changes → frequent meltdowns/anger outbursts
intensive stimming
3. requiring very substantial support (potentially non-speaking)

“All behavior is communication - what is the child trying to say?”

T.Grandin, S.Barron

Major problems people with ASD face:

‘Observer bias’

Sensory issues

No learning through observation (*no ‘social sense’, personal space*)

No reading between the lines (*punishments, humor, irony*)

Not able to improvise (*creating rules vs exceptions to rules*), rigidity (*handwriting, decision paralysis, chronology, text*)

All-or-nothing attitude (*change vs elimination, turn-taking*)

No ‘naturalizing’ social skills: “***practice makes possible***”



What's the tune?

https://www.youtube.com/watch?v=IKMkz93e87A&list=RDIKMkz93e87A&start_radio=1

“I hated making mistakes because I felt that I was a mistake.” S.Barron

Hopefully helpful tips :)

Provide predictability.

“No matter what piece of information you give, the autistic person needs to be able to eliminate guesswork.” K.Partlow

Clear and specific guidelines, direct teaching.

- ‘you’ and present tenses
- easy and active verbs instead passive forms
- lists and tables to illustrate complex concepts
- use ‘must’ for requirements (not ‘should’)
- stick to the rules and explain consequences.

Teach and practice asking for help.

Use statements instead of open-ended questions.

Put emphasis on the behavior not the person. Use verbs.

Don’t punish their bad motor skills, e.g. handwriting.



“Learn to recognize the signs of impending overload or outburst - they are there.” T.Grandin, S.Barron

Meltdowns:

Stop - Think - Go

Flip the lid ([D.Siegel](#)) - bring the upstairs brain back.

Find a distraction or teach them to leave.

Switch one emotional outburst to another.

Teach Downstairs Brain Protectors



DOWNSTAIRS BRAIN MOMENTS



I'm having a **PORCUPINE** moment when I'm grumpy, prickly toward others, or stuck in my negative thoughts.



I'm having a **SQUIRREL** moment when I don't want to share, take other people's things, or want everything for myself.



I'm having a **TIGER** moment when I hurt people or damage things, act big & scary, or use loud, mean words.



I'm having a **CHAMELEON** moment when I try to blend in too much, copy others, or don't let people say nice things about me.



I'm having a **TURTLE** moment when it's tough to talk, I hide away, or I have a hard time letting someone help me.



Thank you!

?Questions?

"Autism is not a disease. Don't try to cure us. Try to understand us."

Brian R. King



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Slide 3

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