

# Special Needs

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August 23, Pärnu 2025





# Brief Overview

Physical impediment

Visual impediment

ASD

Why?





# 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=RDlKMkz93e87A&start\\_radio=1](https://www.youtube.com/watch?v=IKMkz93e87A&list=RDlKMkz93e87A&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.

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Thank you!


?Questions?

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

Brian R. King



# Sources Used



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Rohtla, Eili “HEV õpilane ja võimalused teda toetada.” (lecture) 2017

Siegel, Daniel J. and Bryson Tina P. “The Whole-Brain Child” 2012

Sinarski, Jessica “Light Up the Learning Brain” 2024

Verdick, Elizabeth & Reeve, Elizabeth “The Survival Guide for Kids with Autism Spectrum Disorder (And Their Parents)” 2021 Updated Ed.

# Pictures Used

## Slide 3

Functions of the Frontal Lobe: <https://www.verywellhealth.com/frontal-lobe-8690029>

Distorted picture <https://www.nzoptics.co.nz/live-articles/ranzco-the-case-against-irlen/#>

Color blindness test: [https://en.wikipedia.org/wiki/Color\\_blindness](https://en.wikipedia.org/wiki/Color_blindness)

## Slide 5

Daryl Hannah: <https://screenrant.com/what-happened-to-daryl-hannah/>

Sean Barron: <https://www.autismtoday.com/autism-expert-help-and-solutions/sean-barron/>

Temple Grandin: <https://www.facebook.com/drtemplegrandin/>

Kaelynn Partlow: <https://collectivespeakers.com/speakers/kaelynn-partlow/>

Lionel Messi: <https://players.fcbarcelona.com/en/player/548-messi-lionel-andres-messi-cuccitini>

## Slide 9

<https://www.dreamstime.com/illustration/patience.html> (*Adjusted, 'PATIENCE' added*)

## Slide 10

Video excerpt at [https://www.youtube.com/watch?v=G0T\\_2NNoC68](https://www.youtube.com/watch?v=G0T_2NNoC68) (Dan Siegel - "Flipping Your Lid:" A Scientific Explanation)

Downstairs brain moments: <https://jessicasinarski.com/what-to-do-when-fear-brain-kicks-in-as-a-parent/>

Downstairs Brain Protectors: <https://jessicasinarski.com/brain-game/> 4 roles

## Slide 11

Brian R. King: <https://leadersoftransformation.com/podcast/mindset/059-brian-r-king-turning-failures-fuel/>