

Effective Interaction with Children with High Functioning Autism: From Diagnosis to the Classroom

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This paper reviews the literature examining benefits of early diagnosis in children with Asperger's Syndrome (AS) and adult interaction from birth through elementary school years. The review highlights the disparity between children who go without a diagnosis and those who are diagnosed early and the efforts of parents, teachers and helping professionals to effectively interact and teach these children. Studies show that children with AS are best served by parents and professionals through early diagnosis. If adults understand symptoms of AS they will be better equipped to aid children who fail to be diagnosed.

Keywords: Asperger's Syndrome, Infant and Child Development, Autistic Spectrum Disorder, Disability Intervention, Teaching Methods.

NASW Code of Ethics: This research study will meet the ethical standards of the code of Ethics of the National Association of Social Workers. In reference to informed consent, participants will be informed of the purpose of the research. Participants who are personally known to the researcher will not be included in this study. Participants will be informed of their rights to confidentiality and each will be provided a form to fill out assuring their privacy. Questionnaires will be kept in a secure location and will be destroyed when no longer needed. As the researcher has a responsibility to do no harm to participants, efforts will be made to minimize negative response to study. Teacher and parents will be assured they are doing the best job possible in their roles and damage to self esteem will be minimized. Years of teaching and parenting experience will be discussed and results of the study will be reported accurately. There are many reasons teachers may not be able to identify a student with Asperger's Syndrome; including not enough time, too many students, and lack of interest.

Biography

Laura is a tenured professor and the director of the 3 + 1 social work program at University of Nevada, Reno and Great Basin College. She has worked as both an educator and in the social work field since 1987. Laura's focus has been in domestic violence, autism, parent education, grief, life coaching, women's issues, couple communication and career counseling. Laura utilizes a strengths based model in order to empower individuals, couples and families. Laura is a past family counselor at Glass House Counseling in Las Vegas, a family advocate at The Family Tree Center in Billings, Montana and owner/instructor for TBA Think Before Acting in Elko. Laura has worked as a school social worker for Elko Institute of Academic Achievement as well as facilitating a teen treatment program in the inner city of Las Vegas. Laura is the author of three books; Changing the World One Diaper at a Time, Solid as a Rock and Painting Daisies

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