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ECE 410

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### Final Project: Autism

The prevalence of autism spectrum disorder (ASD) and its symptoms in 4 year olds in the United States. The frequency of ASD among 4-year-olds rose from 13.4 instances per 1,000 children in 2010 to 17.0 cases per 1,000 children in 2014, according to the article. ASD was more frequently identified in boys than in girls, and it was more prevalent in non-Hispanic white or Hispanic youngsters. The article also discusses the traits of kids with ASD, such as their cognitive ability, language abilities, and behavioral difficulties. Overall, the paper makes the case that ASD is a serious public health issue for preschoolers in the United States and emphasizes the need for more study as well as assistance for those who are impacted and their families.(p.7<https://stacks.cdc.gov/view/cdc/77432>).

The prevalence of autism among children in the United States and provides updated information on the condition. The article also highlights some of the key

factors that may contribute to the development of autism, such as genetic and environmental factors, and provides recommendations for future research and intervention efforts. (P.1 <https://www.cdc.gov/mmwr/volumes/69/ss/ss6904a1.htm>)

When it comes to detecting autism in preschool-aged children, a variety of different screening techniques are available. The Modified Checklist for Autism in Toddlers (M-CHAT) is among the most frequently utilized screening instruments. Parents or other adults who are responsible for the child are asked to complete a questionnaire on the child's behavior and development. The Screening Tool for Autism in Toddlers and Young Children (STAT) is another frequently used screening instrument. This is a quick assessment that is based on observation and is often given by a healthcare provider or early childhood educator. Parents and educators can discover autism in early children using a variety of techniques in addition to these screening measures. Look for early indicators including delayed language development, a lack of social contact, or repetitive tendencies, among others. Even with the most careful observation and assessment, it's possible for children to slip through the cracks, therefore it's vital to keep in mind that screening methods and strategies are not always perfect. To ensure that kids get the help and services they need to grow, it's crucial to collaborate closely with experts in healthcare and other fields. To accommodate autistic students, classroom teachers can make a variety of adjustments, such as creating a calm and orderly

learning atmosphere, breaking down assignments into manageable steps, giving visual aids and calendars, employing positive reinforcement, and communicating clearly. Many improvements can be made by teachers in the classroom to help students with autism. One important tactic is to give them a calm, orderly learning environment that encourages attentiveness and a sense of security. To make assignments easier for pupils to understand and finish, teachers might also divide activities into smaller steps. A clear and consistent method of conveying information is provided through visual aids and schedules, which can both be highly beneficial. Classroom teachers can also provide opportunities for sensory breaks and physical activity, as well as using technology and other assistive devices to support learning and communication. It's also important to involve parents and other professionals in the child's education, as they can provide valuable insights and support that can help to improve the quality of learning experiences for children with autism. Finally, teachers can encourage students by using clear communication and helpful criticism. There are certain adult-child relationships that can be very beneficial when it comes to enhancing the caliber of learning experiences for kids with autism. For instance, studies have indicated that routines and activities that are structured, predictable, and include clear and regular adult communication are often beneficial for kids with autism. By offering opportunities for play and social engagement while also taking into account the

child's particular needs and preferences, adults may support children with autism. This could entail employing visual aids or other supports to assist the kid comprehend social cues and expectations, as well as giving them extra support and direction while they're playing or participating in group activities. The child's cultural background and specific developmental needs should also be taken into consideration, as these factors can have a big impact on the interactions that work best. We can help to improve the quality of learning experiences and support the development of critical skills and abilities by adjusting adult-child interactions to match the specific requirements of each child. It's also crucial to be compassionate and patient with autistic children because they may require additional time and support to learn and grow new skills “Nowadays, ASD diagnosis is based on standard clinical criteria ([Table 1](#)) that evaluate the symptoms and their severity in each case [[1](#)]. However, ASD symptoms can vary a lot between individuals. In the most severe cases, an accurate diagnosis is usually made at an early age (1–2% of the population), but milder phenotypes can be harder to identify for clinicians, as different NDDs can co-occur and symptoms might be very similar [[1,7,23](#)].”

(p.1 <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7699923/>)

## References

1. CDC. (2018). Prevalence and characteristics of autism spectrum disorder among children aged 4 years — Early Autism and Developmental Disabilities Monitoring Network, seven sites, United States, 2010, 2012, and 2014. *Morbidity and Mortality Weekly Report*, 67(6), 1-23.
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3. Genes (Basel). (2020). Title of the article. 11(11), 1376.  
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