



Disabilities

Who what where how? •

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Master Special Education
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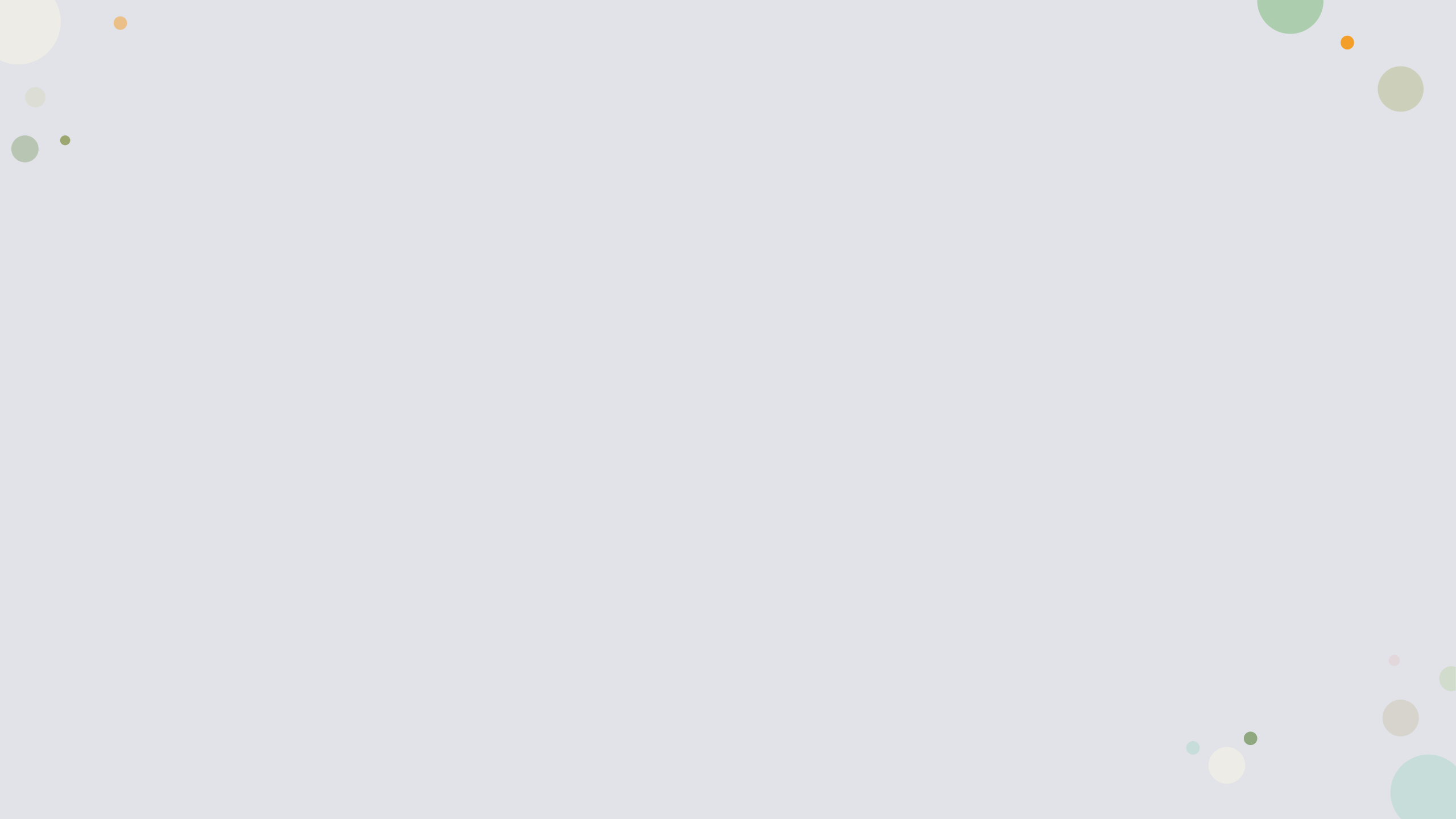
Education Certifications:

NJ Standard NJ Supervisor Certification k-12
NJ Principal Certification Standard k-12
NJ Standard Teacher of English k-12
NJ Standard Teacher of Social Studies k-12
NJ Standard Teacher of Psychology k-12
NJ Standard Teacher in Special Education k-12
NJ Standard Teacher of Agriculture Business k-12
NJ Standard Teacher of Carpentry k-12

History:

EMT 25 + years, EMT Coordinator /Trainer 15 years
ARC CPR AED First Aid Instructor Trainer 35+ years
Firefighter Rescue EMT 25+ years
Water Rescue, Ski Patrol

Current : Assistant Director of Homebound Brookfield Schools



Disabilities

- ADA saysHearing Loss Blindness Cancer
Cerebral Palsy Epilepsy Mobility Intellectual Diabetes
Depression Brain Injury Low vision Asthma Deafness
Wheelchair Hearing Loss Injuries Post traumatic
stress anxiety ADHD Neurological Bipolar
Schizophrenia.....and more!!!
- ADA says “ physical or mental impairment that substantially limits major life activities”

The slide features a light blue background with decorative elements consisting of various colored circles (yellow, green, orange, brown) scattered in the top-left and bottom-right corners. The word "Autism" is written in a large, dark blue, sans-serif font on the left side of the slide.

Autism

- Developmental disabilities caused by difference in the brain
- Not responding to one's name
- Avoiding eye contact
- Not smiling
- Upset over taste, smell or sound
- Repetitive motions such as flapping, flicking, stemming or rocking

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Autism

- Savant:
- A very learned or talented person, especially one distinguished in a particular field of science or the arts

The slide features decorative elements consisting of several circles of varying sizes and colors (yellow, green, orange, and grey) scattered in the top-left and bottom-right corners. The main title is positioned in the upper left area.

Autism Levels

- Level 1 Lowest classification
- Level 2 Mid range
- Level 3 most severe

The Three Functional Levels of Autism

ASD Level 1 Requiring Support



difficulty initiating social interactions

organization and planning problems can hamper independence

ASD Level 2 Requiring Substantial Support



social interactions limited to narrow special interests

frequent restricted/repetitive behaviors

ASD Level 3 Requiring Very Substantial Support



severe deficits in verbal and nonverbal social communication skills

great distress/difficulty changing actions or focus

The spectrum? What is that?

- “What is it like to be on the autism spectrum?”
- It’s a question many neurotypicals have, but it’s not always easy for people with autism to answer. After all, how do you explain something when that’s all you know? And how can you explain the autism experience when it’s so diverse?

Common encounters:

- ADHD attention deficit hyperactivity disorder
- ODD oppositional deficit disorder
- Behavior
- CD conduct disorder
- Anxiety
- Depression
- Autism

Communication

- How do I communicate????
- Its SO hard
- I'm not comfortable
- What's a “trigger”



Trigger's

- Lights, noise, color, demands, anger, uncertainty, fear, strange noises, quick movements, smells.



IMPORTANT FACT

- **SAFETY is a Priority!!!!!!!!!!!!!!!!!!!!!!**
- **You come first!!!**
- **Ask for help**
- **Leave the area**

The slide features decorative elements consisting of several circles of varying sizes and colors (yellow, green, orange, and grey) scattered in the top-left and bottom-right corners. The main content is a list of instructions for a specific task.

I should....

- **Remain calm**
- **Maintain eye contact**
- **Speak clearly**
- **WAIT for response many times it might be delayed**
- **Try manipulatives**
- **Try calming tactics**
- **Use an exam room at the end of the hallway**

I should.....

- **Allow patient to stand or sit, give an option**
- **Turn the bright lighting down**
- **Use a room away from loud noises**
- **Allow extra visit time**
- **Enlist the caregiver to help**
- **Allow stuffed animals, spinner, I Pads etc.**


The slide features a light blue background with decorative elements consisting of various colored circles (yellow, green, orange, brown) scattered in the top-left and bottom-right corners. The word "Allow" is written in a large, dark blue, sans-serif font.

Allow

- **Use pictures or books**
- **Fidgets**
- **Spinners**
- **Stuffed animals**
- **Pillows or blankets**
- **Weighted blankets ,vests, pillows**
- **Toys**

I should

- **Introduce yourself**
- **Explain, explain everything you do, take extended time as needed.**
- **Feel it, touch it, see it, figure how it works**
- **Listen**
- **Only one person talks**
- **Be mindful that many do not hear the first 4 words you speak**

A cluster of decorative circles in the top-left corner, including a large yellow circle, a small orange circle, a small light green circle, and a medium green circle.

Do not raise your voice

Be respectful if the patient wants “someone else”

Be flexible/ firm

Be cautious

Be respectful

A cluster of decorative circles in the bottom-right corner, including a small light blue circle, a small dark green circle, a medium yellow circle, a large brown circle, a small pink circle, a medium green circle, and a large teal circle.

Thank you.

- ????? ???? ?????

QUESTIONS

- ??????????