

Asperger's Syndrome

What is it?

Asperger's Disorder is a milder variant of Autistic Disorder. Both Asperger's Disorder and Autism are subgroups of either Autistic Spectrum Disorders or Pervasive Developmental Disorders ("PDD"). (Ozbayrak, 2006). The most distinguishing symptom of AS is a child's obsessive interest in a single object or topic to the exclusion of any other. Children with AS want to know everything about their topic of interest and their conversations with others will be about little else. Their expertise, high level of vocabulary, and formal speech patterns make them seem like little professors. (NINDS, 2006).

Common Characteristics

- Peculiarities in speech and language
- Socially and emotionally inappropriate behavior and the inability to interact successfully with peers
- Clumsy and uncoordinated motor movements
- Usually has a history of developmental delays in motor skills such as pedaling a bike, catching a ball, or climbing outdoor play equipment
- Awkwardness and poor coordination
- Impairments in two-sided social interaction and non-verbal communication
- Limited area of interest which usually leaves no space for more age appropriate, common interests (e.g., obsession with train schedules, phone books, or collections of objects) (Ozbayrak, 2006)
- Abnormal nonverbal communication, such as problems with eye contact, facial expressions, body postures, or gestures
- Failure to develop peer relationships
- Inability to return social or emotional feelings
- Inflexibility about specific routines or rituals
- Repetitive behaviors including finger flapping, twisting, whole body movements, self-injurious behavior
- Unusually intense preoccupation with narrow areas of interest, Preoccupation with parts of whole objects
- No delay in cognitive development, in the development of age-appropriate self-help skills, or in curiosity about the environment
- Generally, there is no language development delay

Strategies for working with person	<p>Strategies for working with students with Asperger’s Syndrome are similar to those used with persons with Autism. See Strategies for Working with Autism.</p> <ul style="list-style-type: none"> • Clear, consistent rules and expectations • Highly structured routines and schedules • Advanced notice if routines or schedules will change <p>Note: In any treatment plan, a functional behavioral assessment is required to develop the most effective plan for students with these types of disabilities.</p>
For more information	<ul style="list-style-type: none"> • Health Line http://www.healthline.com a web-based service that allows users to input conditions and receive information relating to definition, causes, common characteristics, and potential treatments. • Ozbayrak, R. K.(2006).<i>Asperger’s disorders homepage</i>. http://www.aspergers.com/aspclin.htm (Retrieved Dec. 1, 2006). • NINDS (2006). <i>NINDS Asperger’s syndrome information page</i>. http://www.ninds.nih.gov/disorders/ (Retrieved Dec. 1, 2006).
References	<p>Healthline Beta (2006). <i>Asperger’s syndrome: health article</i>. http://www.healthline.com/adamcontent/asperger-syndrome. (Retrieved December 1, 2006).</p> <p>Ozbayrak, R. K.(2006).<i>Asperger’s disorders homepage</i>. http://www.aspergers.com/aspclin.htm (Retrieved Dec. 1, 2006).</p> <p>NINDS (2006). <i>NINDS Asperger’s syndrome information page</i>. http://www.ninds.nih.gov/disorders/ (Retrieved Dec. 1, 2006).</p>

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Preparation of this material was supported in part through an agreement (#AF-14481-05-06) between the Employment and Training Administration, US Department of Labor and the North Dakota Center for Persons with Disabilities at Minot State University. The opinions expressed are those of the authors and do not necessarily reflect the opinions or policy of the Us Department of Labor.