

DISCLAIMER

The information contained within this document does not constitute medical advice or diagnosis and is intended for education and information purposes only. It was current at the time of publication and every effort is made to keep the document up to date.

The information contained herein includes both psychological and non psychological interventions. The delivery of psychological services requires a medical referral whilst non psychological services do not.

Each person is an individual and has a unique psychological profile, biochemistry, developmental and social history. As such, advice will not be given over the internet and recommendations and interventions within this website cannot be taken as a substitute for a thorough medical or allied health professional assessment or diagnosis.

Aspersers' Syndrome – What is it?

**An explanation of the disorder courtesy of the
Aspersers' Syndrome Parent Support Group**

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ASPERGER'S SYNDROME

Is a pervasive developmental disorder which falls in the Autism Spectrum. The main features of disorder become obvious during early childhood remain constant throughout life, although adaptation and degree of actual disability vary. It is rarely recognised before the age of three and is more common in boys than in girls.

Some Common Features of Asperger's Syndrome Children: ,

- These children have excellent rote memory and absorb facts easily.
- They generally perform well at maths and science.
- They are generally anxious children who are unable to cope with any form of criticism or imperfection.
- They can be the victims of teasing in a school environment, which may cause them to withdraw into isolated activities.
- They find it difficult to generalise learned skills and appear to need to re-learn the procedure for each situation.
- They often appear clumsy and may have an unusual gait and stance.
- They are often seen as being odd and / or eccentric.
- Language often appears good but may have limited content and poor social understanding.
- Most attend normal primary and secondary schools.

While Asperger's Syndrome children have many of features of the Syndrome in common, they may vary enormously in other ways especially in the areas of intelligence and temperament.

DIFFICULTIES ARE OBSERVED IN THE FOLLOWING AREAS...

COMMUNICATION

Usually speaks at the age expected. A full command of grammar is usually acquired. Content of speech may be abnormal, tending to be pedantic and often centering on one or two favourite topics. Sometimes a word or phrase is repeated over and over in stereotyped fashion. Usually there is a comprehension deficit despite apparent superior verbal skills. Non verbal communication, both expressive and receptive is often impaired.

SOCIAL INTERACTION

There tends to be impairment in two-way social interaction due in the most part to an inability to understand the rules governing social behaviour. A lack of empathy with others and little or no eye contact may be evident. Appears to be stuck at the egocentric stage of social and emotional development and therefore these people perceive the world almost exclusively from their own point of view.

SOCIAL BEHAVIOUR

Social behaviour is often naive and peculiar. They tend to become intensely attached to particular possessions. They engage in repetitive activities and are resistant to change, coping best when life is predictable. They are rigid and prefer structure and may concentrate exclusively on matters in which they are interested. May appear non-compliant as they have difficulty taking direction and coping with negative feedback.

PROFILE

The typical person with Asperger's is a 'loner' who never quite fits in because of eccentric behaviour, peculiar ways of speaking and a lack of social skills.

He or she may be interested in social relationships but lacks the ability to understand and use the rules governing social behaviour. He or she may try to make contact inappropriately. e.g. ignoring contextual cues or expressing inadequacy aggressively.

People with Asperger's Syndrome may graduate from regular schools and hold down jobs, but they are often disadvantaged by their odd behaviour and resistance to change.

They have difficulty establishing relationships and children often refuse to return to their homes to play with them.

Older children may over time withdraw from the uncomfortable interactions which characterised their early years and retreat into the safety of their family or even isolate themselves from their family.

They may feel rejected but do not understand how their behavioural responses contributed to their isolation.

Some Anecdotes:

- He referred to a hole in his sock as a "temporary loss of knitting".
- Yes he did want to go to school but he wished all the other children weren't there!
- "Did you mop up the coffee you spilt on the carpet?" "No," she said, "it was too wet!"

ASPERGER'S SYNDROME PARENT SUPPORT GROUP

Commenced in 1990 by a group of parents affiliated with the Autistic Association in NSW

Aims and Objectives:

- Giving mutual support
- Providing relevant information
- Supporting research
- Engaging in community education
- Campaigning for necessary change
- Providing services to members
- Provision of resource library
- Maintaining a register of professionals familiar with Asperger's Syndrome
- Maintaining links with other Associations

LINK

PLEASE NOTE :

Learning Discoveries offers the link below as a convenience to our clients and the users of this website. However, we do not control third party websites and we are not responsible for the websites content.

For more information on the Social Group Programme for Adolescents and Young Adults

- **Asperger's Syndrome Support Unit – NSW, Australia**

<http://www.autismsupport.org.au/>

The Autism and Aspergers Support Group was formed in 1998 by a group of parents and carers of individuals who had the diagnosis of either Autism or Aspergers Syndrome: both are forms of Autism known as Autism Spectrum Disorders (ASD).