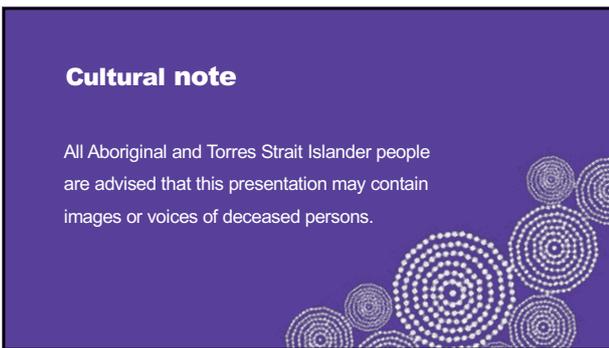




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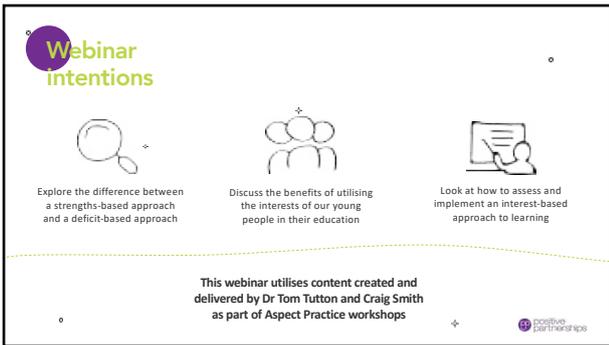
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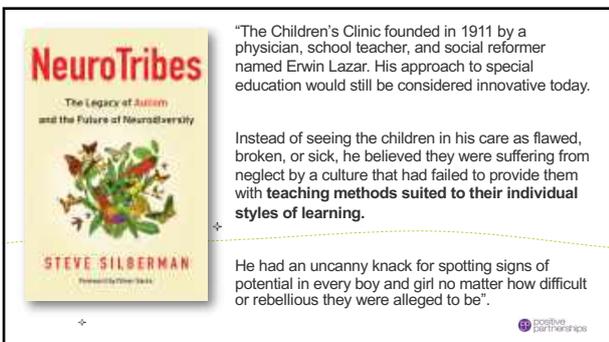
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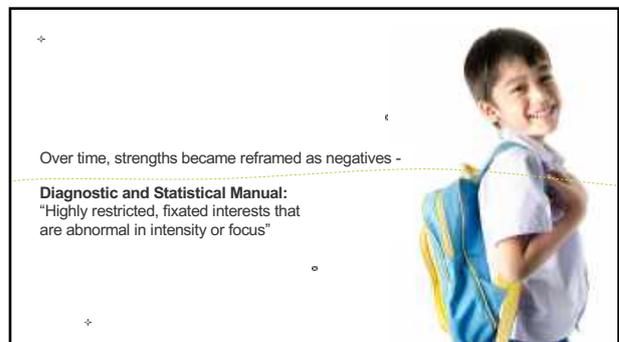
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**Deficit and Disorder approach**

A 'deficit' approach is focused on what people find difficult or cannot do at the present time. It is an approach that identifies attributes that are considered 'wrong'.

"Autism research is gradually shifting towards a strengths-based focus that counteracts the predominant deficit-based disability framework"

July 2, 2020 – Griffith University



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**Goals based on deficits:**

"Michael will not call out in class"

"Thomas will join in with others at recess and spend less time playing alone"

"Kate will reduce the number of times she stands up from her desk and seeks out distractions in the room"



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"When all that is known about someone is what they cannot do, it is not surprising when others struggle to envision a place for people in workplaces, community groups or social networks."

Carter et al, 2015



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**Strengths and Interests**

**Strength:** Any skill where someone does something well (for them)

**Interest:** Activities that give joy. They are things that people naturally choose to do whenever they have the time and access



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**Benefits of Strengths and Interests**

- Strengthened relationships
- Increased motivation and engagement
- Social skills and communication
- Task completion and skill acquisition
- Motivation to engage in activities that are less-preferred



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**Goals based on strengths and interests:**

"Tim will work on his 'Weather' project at least three days a week, and will share the finished product with the class at the end of term"

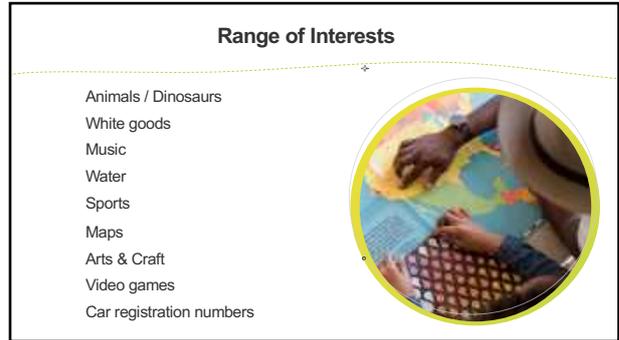
"Teachers in Year 8 will be made aware of Caitlyn's interest in mountain lions and will ensure to ask her about them in between lessons across the day"




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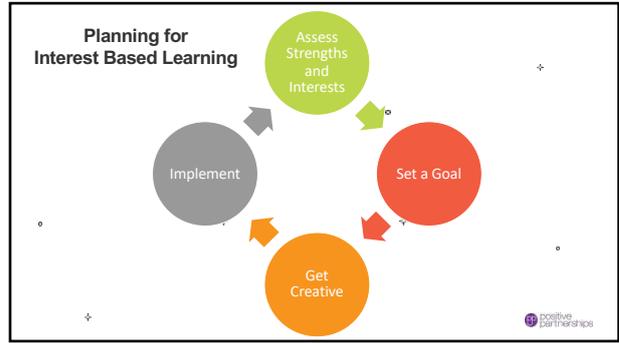
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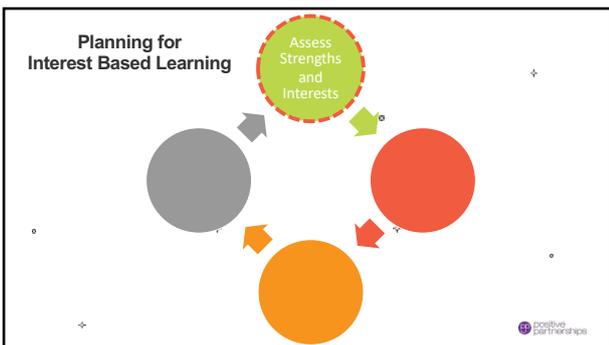
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- Speak to the young person about their strengths and interests.
- Speak to their parents and their teachers.
- Observe the young person – what do they like doing, what do they like talking about?
- What gives them a sense of purpose and contributes to their quality of life?

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**Owen**

“Our son, like so many with autism, has an ‘affinity’ — in his case, a deep connection to the Disney movies he’s watched countless times to make sense of an often-bewildering world.”

When we first shared Owen’s story, we thought he was one in a million. But the responses we received showed that Owen was one *among millions*”

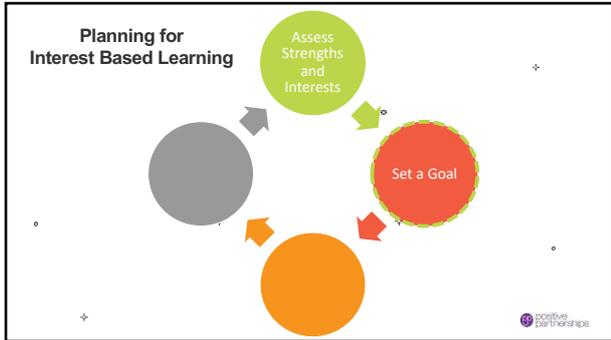
[lifeanimated.net](http://lifeanimated.net)

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**Interview Prompts**

- If you had some free time to do anything, what would you choose?
- Are there activities that you are usually good at?
- What do you like? What do you enjoy doing?
- Are there times when you totally relax?
- What do you get excited about?
- What makes you laugh or smile?
- When do you learn the best?
- What do you get complimented on?
- Are there things they usually succeed in doing?
- Are there activities that make you feel more capable or confident?
- Are there activities where you get so involved you lose sense of time?

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### Set a Goal

Think about deficit-based goals vs strengths-based goals.  
 Be clear with what you want to achieve, in dialogue with the young person.  
 Set a SMART goal to help ensure its success:

**S** – Specific  
**M** – Measurable  
**A** – Achievable  
**R** – Realistic / Relevant  
**T** – Timed

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### Goals based on strengths and interests:

“Tim will work on his ‘Weather’ project at least three days a week, and will share the finished product with the class at the end of term”

“Teachers in Year 8 will be made aware of Caitlyn’s interest in mountain lions and will ensure to ask her about them in between lessons across the day”

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Name: \_\_\_\_\_ Area of strength or interest: \_\_\_\_\_

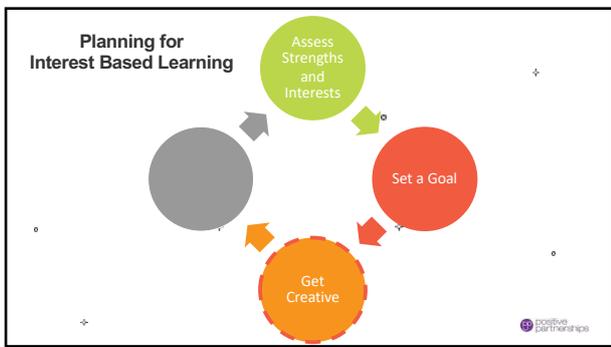
What is one goal to how the individual might use their strength or interest (at school, home, work, leisure)?

**Strengths and Interests**  
 Planning Sheet

What new projects and projects have that could benefit from the individual's strength or interest?

Strength or Interest

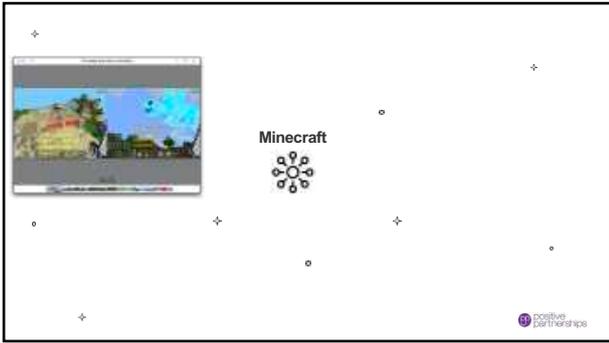
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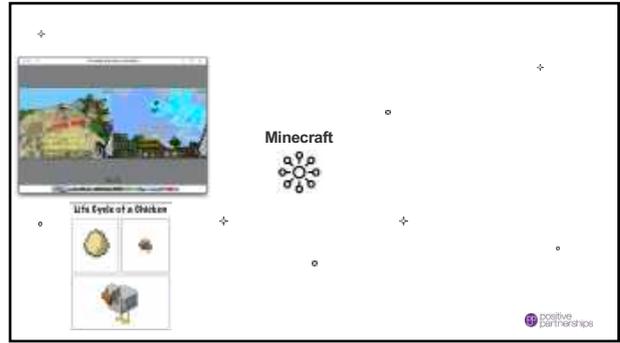
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Minecraft

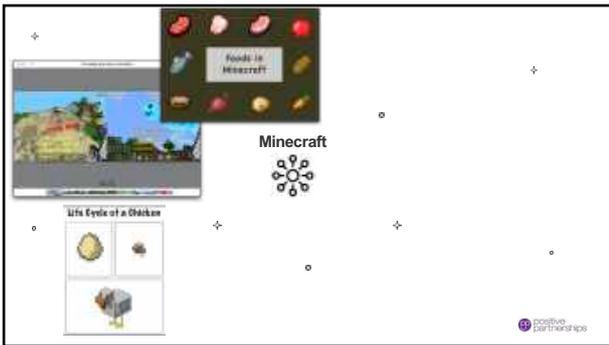
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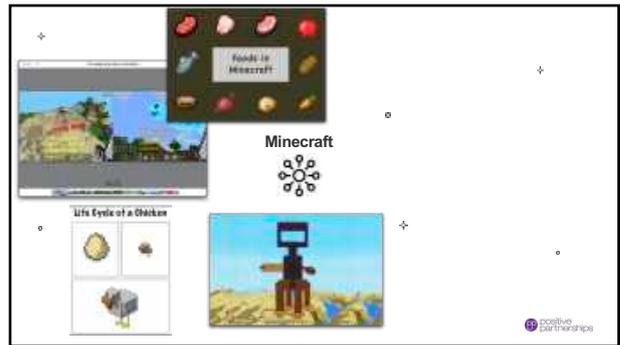
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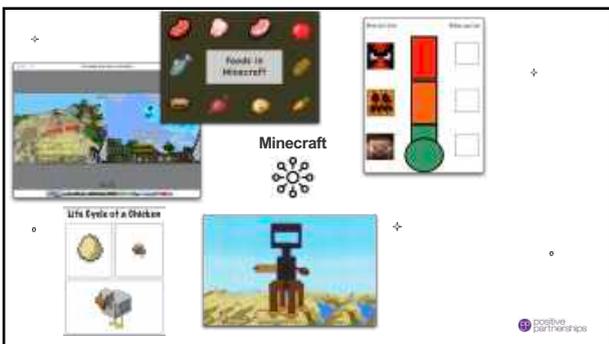
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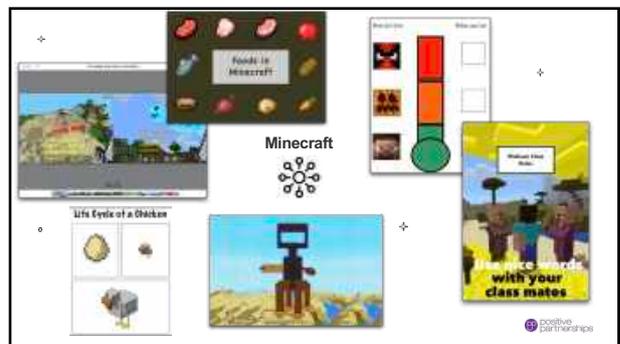
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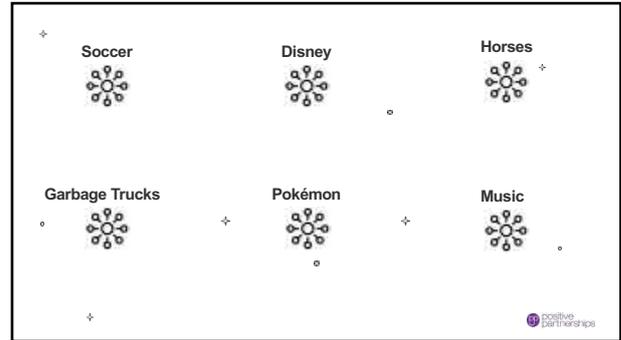
Name: \_\_\_\_\_ Area of Strength or Interest: \_\_\_\_\_

What is your goal for how the school might use their strength or interest (at school, home, work, etc.?)

	<b>Strengths and Interest</b> <b>Relating Self</b> What are strengths and interests that could flourish from the individual's strength or interest?	
	 Strength or Interest	



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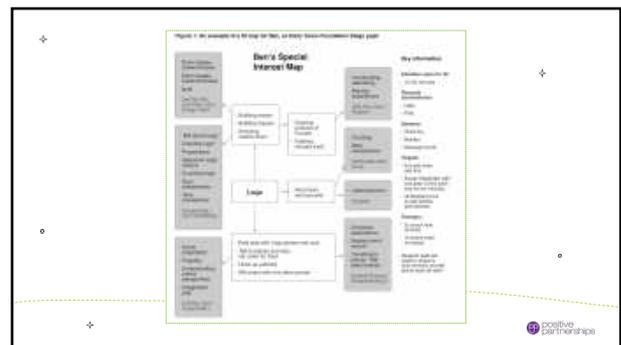
### Using the special interests of autistic children to facilitate meaningful engagement and learning

*Lynita Davvy, Croatia, UK*

Positive responses were given which showed that using SIs motivated the child to engage in tasks, developed their relationship with staff, and, for some, led to an increase in expressive language in both spoken and written form. Davvy argues that the inclusion of autistic children is made easier and more enjoyable if their SIs are incorporated. On that basis, professionals and parents alike may benefit from creating and using an SI map and the wellbeing and self-esteem of all concerned is likely to be enhanced.



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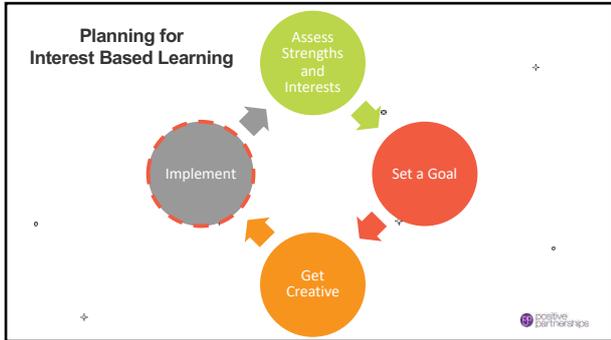
<b>SCIENCE</b> <ul style="list-style-type: none"> <li>Classify animals</li> <li>Maple classification</li> <li>Algebraic proof of Fermat's last theorem</li> <li>Researching mathematics</li> </ul>	<b>SOCIAL SKILLS</b> <ul style="list-style-type: none"> <li>Learn about leadership skills and apply them through modeling horse behavior</li> <li>Observe the horse world in order to learn</li> <li>Learn to lead your horse in a way that is safe and enjoyable</li> </ul>	<b>SOCIAL STORIES</b> <ul style="list-style-type: none"> <li>Learn about the history of all horses and how they are currently contributing to society</li> <li>Research and create social stories</li> <li>Learn to apply social stories to real life situations</li> </ul>
<b>ART</b> <ul style="list-style-type: none"> <li>Identify and draw different horse breeds</li> <li>Create a story about a horse's life</li> <li>Use a horse to inspire art projects</li> </ul>	 <b>MIA'S PASSION AREA: HORSES</b>	
<b>COMMUNICATION SKILLS</b> <ul style="list-style-type: none"> <li>Learn to communicate with horses</li> <li>Use a horse to inspire communication skills</li> <li>Use a horse to inspire communication skills</li> </ul>	<b>EMOTION</b> <ul style="list-style-type: none"> <li>Learn to identify and express emotions</li> <li>Use a horse to inspire emotional regulation</li> </ul>	<b>MATHS</b> <ul style="list-style-type: none"> <li>Learn to use math to measure horse-related items</li> <li>Use a horse to inspire math skills</li> </ul>



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Task	Who will do it and when	Completed
1. [Redacted]	March April 20	<input type="checkbox"/>
2. [Redacted]		<input type="checkbox"/>

Strategies	Mon	Tue	Wed	Thurs	Fri	Sat	Sun
1. [Redacted]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
2. [Redacted]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

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- ❖ **Barriers to implementation - real world quotes**  
*How do you problem solve these challenges?*
1. He is happy to talk about his interest but won't do any work
  2. It isn't age appropriate & might lead to rejection from peers
  3. She has no strengths or interests
  4. Their interests change over time
  5. They want to do it all day everyday – I don't want to encourage it any more
  6. We have a curriculum to deliver
  7. It's really tiring to listen to the same topic over & over

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- ❖ **Challenges with Preferred Interests**
- Sometimes preferred interests can impact on a young person's quality of life and participation in everyday activities.
1. Understand why it is a challenge
  2. Reduce stressors, including the sensory environment
  3. Manage anxiety and relaxation opportunities
  4. Increase structure and predictability
  5. Offer choices
  6. Set boundaries
  7. Build on the interest in new ways
  8. Use the interest to support skill development
  9. Engage with the young person and build rapport
  10. Demonstrate how you manage your own interests
- 

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