

Specific educational needs detection in Autism spectrum disorder (ASD) in superior middle level students

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Purpose:

Detection ASD and intervention in superior middle level students at Universidad Autónoma de Nuevo León (UANL), Mexico.

Description:

Upon admission to superior middle level at UANL, modified Gilliam Asperger's disorder scale (GADS) was applied to parents in a Program to identify behavioral characteristics associated to ASD.

Parents of students with positive GADS were informed and students were scheduled for standard psychological testing in order to evaluate cognitive process, study habits, social anxiety and self-esteem, prior to an intervention.

From 2014 to 2020, 178 013 GADS were applied; there were 332 (0.19%) students with definite or suggestive pattern of ASD. Among them, 247 (74.4%) consented to continue in Program to receive psychologic and pedagogic intervention, according to found needs.

During program, an intense collaboration of all superior middle level education Departments at UANL was shown.

This Program promotes inclusive education in order to transform the learning process so that educational needs of ADS students are met. This implies a team effort with clear levels of responsibilities and fields of action.

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