



He pēhea te āhua o te ASD?



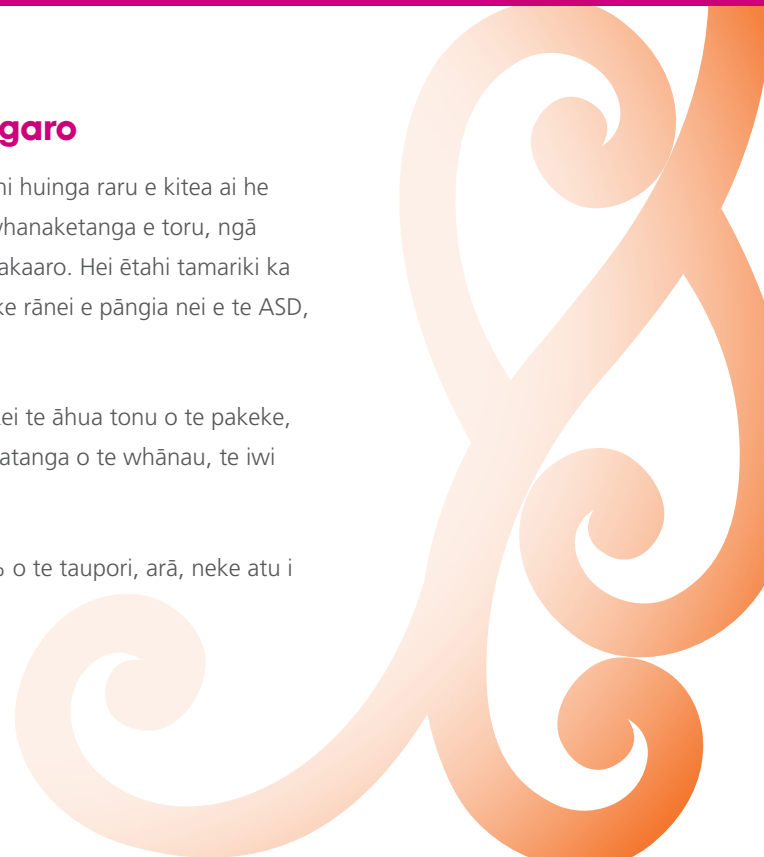
E te iwi, tēnā koutou katoa,

Mō te raru tūāwhiotanga whanonga ā-hinengaro

- Hei ingoa te raru tūāwhiotanga whanonga ā-hinengaro (ASD) mō tētahi huinga raru e kitea ai he tōmuritanga, he uauatanga rānei tō te tupu o te tangata i ētahi rohe whanaketanga e toru, ngā mahi whakawhiti kōrero, ngā huihuinga tāngata, me te whanonga whakaaro. Hei ētahi tamariki ka kitea he tōmuritanga i tētahi o ēnei rohe, engari ko te tamaiti, te pakeke rānei e pāngia nei e te ASD, ka whai uauatanga i ngā rohe e toru.
- He rerekē te putanga mai o te ASD i ngā tāngata nō rātou tēnei raru; kei te āhua tonu o te pakeke, he rerekē te tāne i te wahine, kei te āhua o te momo tangata, ngā āhuatanga o te whānau, te iwi me te ahurea, te taumaha o te pānga me te mārama o te hinengaro.
- E whakaarotia ana ko te whānuitanga o te raru ASD ka pā ki tētahi 1% o te taupori, arā, neke atu i te 40,000 tāngata i Aotearoa.

Mō ētahi atu kōrero haere ki: www.nzgg.org.nz/asd

Tirohia te whārangi i muri nei mō **Ētahi tohu pea o te ASD.**



He tohu pea o ASD

Tērā pea koe e kite (mā te matua, mā ētahi atu rānei e whakaatu mai) i tētahi tamaiti, i tētahi pakeke rānei, he pēnei tāna mahi:

Māori

Ngā mahi whakawhiti kōrero

- kua uaua te tupu o te mōhio ki te kōrero, o te reo rānei
- he tikanga rerekē ō rātou mō te whakamōhio i ō rātou whakaaro (ka whakamahia he taputapu, te ringaringa rānei o te tangata kē, hei tohu i tāna i hiahia ai)
- he uaua te whakarongo ki ngā kōrero a te tangata kē (i ētahi wā ānō nei kāore i te aro mai, i te rongō rānei)
- he whakamahi i tētahi momo reo kōrero rerekē tonu (he reo tāngurunguru, he whakatau, (copy) he whakahokihoki rānei i ngā kōrero a ōna hoa kōrero, ka whakamahia ko te reo tiketike rawa, te reo whare wānanga rānei).

Ngā huihuinga tāngata

- e kore pea e tino whakauru ki ngā mahi tākaro me ngā whāinga wāhi noho tahi ki te tangata kē
- he pai kē tana noho me tōna kotahi
- he kore e urupare ki ngā mihi, ki ngā memene, ki ngā tāwhiri a te tangata ki a ia
- he kore e whakaatu i ana taonga tākaro, taputapu, kaingākau rānei ki tāngata kē
- he uaua ngā wā noho tahi, te kōrerorero tahi me ngā ture o te taha tangata.

Te whanonga whakaaro

- ka whāia he kawa tino rerekē, he raupapa mahi rerekē (inā koa, te āta whakarārangi mārire i ngā taputapu, te whai i tētahi kawa motuhake hei whakaoti i ana mahi, te kati haere tonu i ngā kūwaha, te aha, te aha)
- ka tino pouri ina tahuri atu i tētahi mahi ki tētahi mahi hōu, i tētahi wāhi ki tētahi wāhi hōu rānei, ina haukotia te raupapa mahi o ia rā rānei
- ka tākirikiri ngā whatu, te kanohi rānei
- ka keka noa pea ki ngā turituri, ki ētahi kakara, haunga rānei, tāwhara rānei, kākano rānei
- he ngoikore pea ngā pūkenga hīraurau hopanga, whakahaere rānei
- he mahi tino kaingākau tāna, ka hiahia tonu ia ki te kōrero mō taua mahi, ka hokia tonutia e ia i ngā haora katoa ko taua mahi anō
- he ngoikore pea ngā pūkenga hīraurau hopanga, whakahaere rānei.

Mō ētahi atu kōrero haere ki: www.nzgg.org.nz/asd

Signs of possible ASD

A person of any age with ASD will have some delay or difficulty in **all three** development areas. For example, they might:

English

Communication

- be delayed in developing communication or language
- have unusual ways of making themselves understood (may use objects or another person's hand to indicate what s/he wants)
- find difficulty in understanding others (can sometimes appear to ignore or not to hear)
- use language in an unusual way (monotone voice, copy or echo what others say, use overly formal or academic language).

Social interaction

- not join in with play or social opportunities
- prefer to do things alone
- not respond to other people's greetings, smiles or waves
- not show toys, objects or share their interests with other people
- have difficulty with social situations, conversation or social rules.

Thinking (cognition) or behaviour

- need unusual rituals or routines (such as lining things up, completing tasks in a particular pattern, shutting doors etc)
- get very upset when moving from one task or place to another or when routines are interrupted
- make unusual movements near their eyes or face
- over-react to loud noises or be very sensitive to particular smells, tastes or textures
- have poor problem-solving or organisation skills
- have a strong interest which s/he likes to talk about and takes up a lot of time
- have poor coordination or motor skills.

More information at: www.nzgg.org.nz/asd

Mehemea e mea ana ahau he ASD te raru, me aha?

Mā te tangata mātau anō ka mōhioia ai mehemea e tika ana te kī, he raru ASD tō te tangata, mehemea hoki e tika ana kia kōrero mō tēnei āhuatanga ki a rātou, ki tō rātou whānau hoki. I ētahi wā me whakapā atu ki ētahi atu tāngata, kua pea ki te tangata kotahi. Kua oti te hātepe te whakarāpopoto i raro iho nei.

Te huarahi ki te whakaingoatanga i te mate



* Kua e tukua he tangata mehemea kāore anō kia whakaae mārika taua tangata i runga i te mōhio kia tukua.

I roto i ngā mahi tirohiro/whakaingoa i te mate ka taea pea e ngā whānau ētahi atu mōhiohio, rauemi, mātauranga, āwhina te whātoro atu, tae atu ki ngā tohutohu me ngā ratonga a te hunga ngaio.

Ahakoia pēhea te pakeke o te tangata i te tirohanga/te whakaingoa rānei, e kore rawa e taea te ki kua tūreiti mō tētahi painga mai i ngā rautaki me ngā kōkiri i āta whakamaheretia, mō te hunga he raru ASD tō rātou.

Mō ētahi atu kōrero haere ki: www.nzgg.org.nz/asd

I takea mai tēnei Kāri Hohoro i tētahi whakarāpopototanga i-puka, he mahi tango mai i te 'New Zealand Autism Spectrum Disorder Guideline' (Ngā Aratohu ASD mō Aotearoa) e kīia nei 'What does ASD look like?' Tonoa ētahi kape kore-utu ki www.nzgg.org.nz/asd Nama tono HP5119. Ka wātea katoa ngā rauemi aratohu i te ipurangi.

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