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CAUSING FACTORS AND FIRST SIGNS OF AUTISM IN **CHILDREN**

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ABSTRACT

Autism in children is a disease related to the disorder of the development of specific psychological functions, which manifests itself in various difficulties and social interactions of the child with the surrounding environment, motor-motor skills, and other conditions. All cases of pain are diagnosed when children are 3-4 years old, and in some cases, it is not possible to get rid of the first priznaki. Obshchego lecheniya patologii ne sushchestvuet: spetsialisty razrabatyvayut individualnye metody korrektsii autisma u detey, ottalkivayas ot sostoyaniya korknetnogo patsinita.

KEYWORDS

Autism, autistic, diagnosis, communication, emotion, motivation.

Introduction

Autism, also known as autism spectrum disorder, is a group of different conditions related to brain development. Characteristics can be identified in early childhood, but autism is often not diagnosed until much later. Autism spectrum disorders

(ASD) are a diverse group of conditions. They are characterized by some difficulty in social interaction and communication. Other characteristics are atypical patterns of activity and behavior, such as difficulty switching from

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one activity to another, attention to detail, and unusual reactions to emotions.

Children's social interaction and communication development in the first year of life is an important area to monitor for early signs of autism. Normal social and communication development in children includes things like responding to their name, making eye contact, and using gestures.

Autistic people's abilities and needs are different and can develop over time. While some people with autism can live independently, others have severe disabilities and need lifelong care and support. Autism often affects educational and employment opportunities. In addition, the demands placed on caring and supporting families can be significant. Social attitudes and the level of support provided by local and national authorities are important determinants of the quality of life of people with autism.Individuals with autism exhibit many patterns of repetitive or restricted behaviors, which are classified by the Repetitive Behavior Scale-Revised (RBS-R) as:

- Stereotyping aimless movements (waves of the hands, rotation of the head, swaying of the torso).
- Compulsive behavior is the deliberate observance of certain rules, for example, placing objects in a certain way.
- The need for uniformity, resistance to changes; example - resistance to the movement of furniture, refusal to be distracted by someone else's intervention.

- Ritual behavior doing everyday things in the same order and at the same time, for example, following a strict diet or dress. This trait is closely related to the need for prior homogeneity, and one independent RBS-R validation study suggested combining the two
- Restricted behavior is narrowly focused in which a person's interest or activity is focused on a single television program or toy.

Autistic traits can be detected in early childhood, but autism is often not detected until much later. People with autism often have epilepsy, depression, anxiety and attention deficit hyperactivity disorder, as well as challenging behaviors such as difficulty sleeping and selfinjury. The level of intellectual functioning among autistic people varies widely, from profoundly impaired to advanced levels. This method is recommended to detect early signs of autism in children. These are the four early signs of autism:

- Social differences such as not making eye contact, pretending to play, or not showing interest in other children.
- Persistent sensory differences, such as overreaction or underreaction to including light, smells, tastes, and textures, and often being upset by common sounds.
- Obsessive or repetitive behaviors, such as rocking back and forth, waving the arms, or obsessing over a particular object or activity

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- Speech or communication delay, such as no speech by 12 months, no words by 16 months, or loss of previous verbal skills.

According to the DSM-5 diagnostic criteria for autism, a child must have impairments in the following areas of social communication and interaction:

- Socio-emotional interaction, such as not responding to social interactions or being unable to participate in normal conversations.
- Non-verbal forms of communicative behavior used for social interaction, such as lack of eye contact, body language or facial expressions
- Developing, maintaining, and understanding relationships, such as difficulty participating in creative play or lack of interest in peers.

Analysis of verbal behavior not only helps to better understand the functions of language and master the method of teaching a child to speak. One of the major disadvantages of the verbal behavior analysis method is the ability to identify and learn to use the child's natural motivation so that he wants to master the skills that you want to teach him. In addition, a child must exhibit at least two of the following four restricted, repetitive behaviors to receive a diagnosis of autism:

- Use of objects or speech such as stereotypic or repetitive motor movements, lining toys, or meaningless repetition of other people's words
- -Insistence on uniformity and strict adherence to routines or ritualized patterns of verbal or

nonverbal behavior, such as having rituals around eating or greeting the same food every day

- Very limited, fixed interests that are unusually strong or focused, such as a preoccupation with specific objects
- Low or excessive sensitivity to sensory input or unusual interest in sensory aspects of their environment, such as excessive touching of objects or negative reaction to certain sounds.

Although the terms "stimulating conditions" and "mochi-vatia" are not synonymous, we can use the word "motivation" when we need to explain how to use motivating conditions to help your child learn. Some experts prefer to focus only on the motivational power of motivating conditions and therefore use the term "Motivating Operation" (Motivating Operation, MO). Whatever term you choose, you are dealing with motivation.

Today, scientists are studying individuals with autism syndrome into 4 groups. These include the following.

Group 1: Early childhood autism (children under 2 years old)

Children's development in early childhood autism is divided into 4 different types. Some children are completely oblivious to the events around them. It is possible to observe fear and aggression when deviating from the regular way of life. They always perform the same reversible actions. They can talk about only one topic for years, draw a picture with the same plot. Children belonging to

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the last group can start communication. But the process of entering this dialogue is difficult.

Group 2: Children's autism (children aged 2-11). Children's autism also has the same symptoms as early childhood autism. They constantly repeat a word or a piece of music, and have a hard time acquiring skills and abilities.

Group 3: Adolescent autism (children aged 11-18).Children of this age acquire the simplest communication skills. But they want to be alone more. In many cases, they are in a state of depression

Group 4: Adult autism In adult autism, a person has a serious mental disorder. He walks completely in his own world, he is very indifferent to events and events in the external world.

In the last 10 years, the number of children with autism syndrome has increased 10 times. At first, this syndrome was manifested in 3-4 out of 100,000 people, by 2000 it was found in 5-20 out of 10,000 people, and by 2008, one in every 150 children was diagnosed with autism.

Conclusion

In conclusion, it can be said that correcting children's autism is a long, difficult and complex process that drains a person's mental and physical strength. Parents of such children should be prepared for the fact that the fight against the disease will take a long time and may end in failure. Drug treatment is not considered to be very effective in childhood autism. However, they can eliminate other accompanying symptoms. Because every child has the right to live feeling that there are loving people around him.

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