

Like a Ferrari stuck in a traffic jam – how executive dysfunction affects the transition of students with high-functioning ASD across educational settings.

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Against the backdrop of increasing incidence of ASD in Singapore (Magiati, Min, Fung & Aljunied, 2015), this presentation discusses the impact of impairment in executive function (or 'executive dysfunction') in children with ASD (Ozonoff, 1995; Hill, 2004). Specific focus is given to its effects on the child's transition into new environments, such as at early entry into school, across levels, and across settings. Drawing from clinical case studies and a comparison study (Aljunied & Frederickson, 2011) involving 18 children with high-functioning autism, this presentation aims to illustrate the specific cognitive difficulties associated with executive dysfunction, and how these impact the children responses in teaching and learning situations. Implications for intervention strategies are discussed.