

We are IntechOpen, the world's leading publisher of Open Access books Built by scientists, for scientists

6,900

Open access books available

186,000

International authors and editors

200M

Downloads

Our authors are among the

154

Countries delivered to

TOP 1%

most cited scientists

12.2%

Contributors from top 500 universities



WEB OF SCIENCE™

Selection of our books indexed in the Book Citation Index
in Web of Science™ Core Collection (BKCI)

Interested in publishing with us?
Contact book.department@intechopen.com

Numbers displayed above are based on latest data collected.
For more information visit www.intechopen.com



Emotional Intelligence as a Haruspex of Societal Aftermath in Adults with Asperger Syndrome

Anjali Daisy

Abstract

Asperger's syndrome is not a learning disability and it has features of autism spectrum disorder, nonverbal learning disabilities and ADHD. Asperger syndrome in the context of the domains within which some of those characteristics occur. To begin with social interaction and then move to language and then move to other "in the social interaction domain. Individuals with Asperger's syndrome tend to have limited and sometime inappropriate kinds of behaviours in the social interaction domain. They have difficulties with nonverbal communication For example they have hard time reading gestures or facial expressions and sometimes their gesture and facial expressions, don't communicate what it is that they're thinking and feeling they often have difficulties understanding emotional cues so they miscue when listening to someone or watching somebody they may then say something inappropriate or they may repeat something that isn't appropriate to the situation. Because they're miss reading the social aspect of the situation or the emotional aspect of the situation. Individuals with Asperger's are often seen to have low eye contact either not making good eye contact or sustaining good eye contact and in this social interaction domain. Those with Asperger's tend also to be at risk for not having many friends, they tend to be socially isolated in the language area. Those with Asperger's often are extremely verbal, highly verbal and their language can be very sophisticated at times what they do, when they're talking is that they tend to discuss themselves and their interests and not focus on the interests of others. It can be a one-sided conversation and some of that prosody the flow the reciprocal flow between one person another can be awkward they tend to be literal in the ways that they understand language".

Keywords: emotional intelligence, Asperger syndrome, learning disability

1. Introduction

The ways that they use their voice both the tone of their voice, the pitch of their voice when they're speaking and the way that they modulate the volume of their voice can be problematic but as mentioned before those with Asperger's tend to be very sophisticated in terms of the language that they use the vocabulary and language when we think about Asperger's syndrome [1]. I listed other but can almost think of them as quirky kinds of behaviours "in the same way that individuals on the autism spectrum disorder are fascinated and focused on pieces or things

in an expanded kind of a way. Those with Asperger's tend to focus on or many have particular interests in unusual objects or topics so they may memorize the map of a subway system or they may be fascinated by the specifics of what constitutes the decorative ironwork on bridges they focus on those kinds of peculiarities and they run with them and they become quite expert at them. They exhibit often awkward body language, their posture and their movement They don't often know what they do with their hands. They stand in a funny kind of a way they may posture difficulties they may have posture difficulties or present differently in social situations that are individuals with Asperger's are also at times bothered by noise or by lights or by certain textures or intense kinds of tastes. They tend to have difficulties often in areas of motor coordination so sports can be an area of difficulty. Many individuals with autism do really well in individual sports and not so well in team sports and they tend sometimes to have difficulties not just with the coordination or the rules or the following of the interactive nature of sports but also with balance and muscle control. Individuals with Asperger's syndrome will struggle often with routines or changes in routines. They have pitfalls in transition periods moving from one activity to another and they are known often to have difficulties with the physical act of writing, the handwriting process, the motor control needed to do written expression. Those with Asperger's syndrome are almost always of at least average intelligence and they can certainly demonstrate characteristics of giftedness as I mentioned earlier Asperger's often manifests itself in features of attention deficit hyperactivity disorder Anxiety becomes an issue at certain points with individuals with Asperger's as does depression and that needs to be looked at carefully and monitored carefully. They may have some several like qualities as might those in the autism spectrum disorder category and as mentioned earlier they may also be referred to at times as high functioning autistics”.

2. Social: emotional deficits in Asperger syndrome

Youngsters and youthful grown-ups with Asperger's are the same—aside from they might be more powerless against enraptured considering. These passionate direction troubles come from contrasts profound inside their brains, alongside other phenomenal blessings [2], for example, solid consideration abilities or elevated visual and sound-related detail. The cost of this blessing may show up as restrictions in the capacity to see the ten thousand-foot view and the social subtlety (or hazy areas) of a circumstance [3]. This implies numerous Asperger's are vulnerable to surveying every day knocks out and about of life as settled, as opposed to adaptable. Those with Asperger's face challenges that would undermine anybody's capacity to remain sincerely managed and adaptively issue fathom notwithstanding a harsh circumstance.

The ability to think outside about the crate, identify with the mental states and expectations of others around them (emotional Theory of Mind) viably verbalise his or her own particular passionate encounters [4]. Moreover, in light of the fact that this kid or youthful grown-up has authentic difficulties in emoting and verbally communicating their own particular passionate experience, their parent or guardian's capacity to help in co-directing them from early stages and toddlerhood ahead may likewise have been weakened [5].

3. Asperger disorder and non-verbal learning disability

Asperger's syndrome and nonverbal learning disabilities and do a bit of a comparison since those two terms and these two conditions are very often confused

and in fact share many characteristics in common so let us begin with a little bit of a refresher about Asperger's syndrome and nonverbal learning disabilities and for a deeper dive a closer look at each of these [6], when we think about Asperger's syndrome we think about individuals who have very strong visual spatial thinking and learning abilities these are individuals who often are very attentive to detail these strong vocabularies they have speech language development that's somewhat robust. They often exhibit very intense and narrow focus on particular types of objects or subjects topics and we do see in Asperger's syndrome individuals some repetitive behaviours different from Asperger syndrome. Those individuals different from the visual thinking strengths that those with Asperger's have [1]. These are individuals who have very strong auditory skills They're good auditory listeners good auditory thinkers and learners a little bit confusing because the title says nonverbal learning disabilities when in fact that's their area of strength. The verbal areas in fact where they often have some of their strongest skills these are individuals who in the auditory domain in the listening domain have very good attention skills they are able to concentrate for long periods of time they have good receptive [7] or listening vocabularies and they have very good auditory memory skills listening skills often these individuals with nonverbal learning [8] disabilities are very strong and reading and often in spelling as well it's in the areas of written expression and often in the handwriting the actual act of writing and also in the areas of math where they struggle individuals with nonverbal learning disabilities like those with [9] Asperger's often pay attention to detail but not so much as a fascination or a preoccupation and these individuals with nonverbal LD rarely exhibit the kinds of rituals that we associate with other kinds of disorders they have some functional routines things that they do to help them along to do things but they often do not exhibit [10] what we refer to as non-functional routines so here are some of the differences between Asperger's and nonverbal learning disabilities as two different types of disorder but what are some of the shared characteristics [11] and here's where this here's why there's often confusion about these two disorders and they are sometimes thought about interchangeably both individuals with Asperger's [12, 13] and nonverbal learning disabilities often struggle in the area of eye contact there sometimes and often literal thinkers they do not read between the lines they miss innuendo in the ways [14] that things are communicated to them. They struggle with social reciprocity the give-and-take in social situations that makes for conversation and a relaxed social rapport they are at risk for anxiety and depression more so than many other kinds of individuals [15] who have learning and behavioural issues. There is a motor skill delay and even if there's ketchup very often individuals with Asperger's and nonverbal learning disabilities will maintain a sense of motor awkwardness about them both of these types of individuals often have difficulty understanding social cues [16, 17] and reading body language they may and often do struggle with changes in routine and have difficulties during periods of transition they often struggle with spatial relationships sort of figuring out where they are supposed to go to the left to the right how far is it, how long does it take their empathy and their social judgement [18] can be areas of concern because of some of these language and social kinds of issues some of these eye contact issues some of these social reciprocity issues it's often hard for them to establish and maintain productive peer relationships and another aspect of that peer interaction is impacted by difficulties that they have in shared enjoyment or interest in others often [19] what they'll talk about is something that they are very much focused on but it's hard for them to read whether the person who they are talking to is similarly interested in what they are interested at the same time when we think about Asperger's syndrome and nonverbal learning disabilities.

4. EI: a promising approach

The social shortfalls in AS cannot be sufficiently clarified by existing speculations, for example, ToM and EF. Therefore, it will be useful to investigate substitute builds that hold guarantee to upgrade comprehension of the social association issues of people with AS. Passionate knowledge (EI) is a developing build which has as of late been shown to foresee fruitful social interactions, informal community measure [20], and life fulfilment. These results are of enthusiasm for people with AS. “While EI has for quite some time been in people in general eye, two models win in the exploration writing and have been exhibited to be unmistakable in conceptualization and shape. The capacity EI approach conceptualises EI as the subjective reaction to enthusiastic data. In this approach, EI is measured utilising execution tests. Interestingly, the quality EI approach portrays EI as a progression of related skills in feeling related ranges that may incorporate attributes, for example, good faith, mindfulness, confidence, and self-completions. This conceptualization of EI ordinarily utilises self-report in the estimation of the develop Capacity EI is conceptualised as a between related arrangement of psychological capacities, abilities, or limits that include: perceiving the implications of feeling; perceiving the mind boggling connections amongst feelings; and, thinking and critical thinking on the premise of this data. Capacity EI has been appeared to be unmistakable from identity and IQ and is prescient of social aberrance Self-report capacity EI anticipated life fulfilment and showed incremental legitimacy over identity This preparatory proof recommends that capacity EI predicts critical results, well beyond that which is anticipated by identity measures Assist, Ability EI emphatically associates with self-announced compassion, life fulfilment, and self-revealed relationship quality Once more, it shows up there is adequate confirmation to demonstrate that this type of EI gives data well beyond conventional identity or IQ [21, 22] and that it can represent numerous vital results that conceivable identify with effective social associations Quality EI is thought to be a dispositional propensity like identity which can be evaluated without anyone else’s input report poll While a typical feedback of the characteristic EI approach is that it is too firmly identified with identity to give any novel data, late reviews have demonstrated that attribute EI shows incremental legitimacy over identity in the forecast of life fulfilment, informal community quality, dejection, and melancholy inclination Assist, relationship between quality EI and alexithymia, mental misery, and depression have been illustrated Finally, factor examination of quality EI has uncovered that the Eysenck Personality Scales and the Five Factor Model of Personality uncover an unmistakable EI calculate [23] Thus, it shows up there is adequate proof to demonstrate that attribute EI tests measure some part of mental prosperity past that of identity measures.

5. Conclusion

While Asperger himself noticed a “discord of perception and influence” for the people he considered, and numerous others have noted issues in passionate preparing for this gathering, little exertion has been made to archive a connection between emotional handling and challenges in social association for those with AS. Contemplate 1 showed that attribute EI was altogether impeded while capacity EI was in place in the AS gathering. Examination of branch results for capacity EI uncovered data about territories of quality that have suggestions for mediation design. Specifically, the AS gathering showed in place psychological abilities in connection to passionate data. In any case, a similar gathering likewise revealed weakened execution [24] in passionate collaborations, all things considered,

settings. At last, the consequences of the previously mentioned review uncovered that EI anticipated vital social results for the AS gathering. In this manner, utilising capacity and characteristic EI approaches together gives a multidimensional way to deal with evaluation, which thusly has suggestions for mediation. While the examination of EI uncovered vital data for mediations, an investigation of ToM and EF together with EI may enhance the forecast of social results and educate appraisal hones for those with AS.

IntechOpen

IntechOpen

Author details

Anjali Daisy
SASTRA Deemed University, Thanjavur, Tamil Nadu, India

*Address all correspondence to: anjalidaisy@sastra.ac.in

IntechOpen

© 2021 The Author(s). Licensee IntechOpen. This chapter is distributed under the terms of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/3.0>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. 

References

- [1] Attwood, T. (2000). Strategies for improving the social integration of children with Asperger syndrome. *Autism*, 4, 85-100.
- [2] Bowler, D. M. (1992). "Theory of mind" in Asperger's syndrome. *Journal of Child Psychology and Psychiatry and Allied Disciplines*, 33, 877- 893.
- [3] Berthoz, S., & Hill, E. L. (2005). The validity of using self-reports to assess emotional regulation abilities in adults with autism spectrum disorders. *European Psychiatry*, 20, 291-298.
- [4] Brackett, M.A., Rivers, S. E., Shiffman, S., Lerner, N., & Salovey, P. (2006). Relating emotional abilities to social functioning: A comparison of selfreport and performance measures of emotional intelligence. *Journal of Personality and Social Psychology*, 91, 780 -795.
- [5] Brackett, M. A., Mayer, J. D., & Warner, R. M. (2004). Emotional intelligence and its relation to everyday behaviour. *Personality & Individual Differences*, 36, 1387-1402.
- [6] Ganon, N., & Ranzijn, R. (2005). Does emotional intelligence predict unique variance in life satisfaction beyond IQ and personality? *Personality & Individual Differences*, 38, 1353-1364.
- [7] Austin, E. J., Saklofske, D. H., & Egan, V. (2005). Personality, well-being, and health correlates of trait emotional intelligence. *Personality & Individual Differences*, 38, 547-558.
- [8] Barnhill, P. (2001). Social attributions and depression in adolescents with Asperger syndrome. *Focus on Autism and other Developmental Disabilities*, 16, 46 -53.
- [9] Aydemir, O. (2000). Rating depression in patients with alexithymia: Self-report scale versus observer rated scale. *Turkish Psikiyatri Dergisi*, 11, 127-130.
- [10] Bellini, S. (2006). The Development of social anxiety in adolescents with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities*, 21, 138 -145.
- [11] Baron-Cohen, S., O'Riordan, M., Stone, V., Jones, R., & Plaisted, K. (1999). Recognition of faux pas by normally developing children and children with Asperger syndrome or high-functioning autism. *Journal of Autism and Developmental Disorders*, 29, 407- 418.
- [12] Brackett, M. A., & Mayer, J. D. (2003). Convergent, discriminant, and incremental validity of competing measures of emotional intelligence. *Personality and Social Psychology Bulletin*, 29, 1147-1158.
- [13] Campbell, D. T., & Fiske, D. (1959). Convergent and discriminant validation by the multi-traitmultimethod matrix. *Psychological Bulletin*, 56, 81- 105. 34, 1327-1350.
- [14] Bar-On, R. (2003). How important is it to educate people to be emotionally and socially intelligent, 578 / *Education and Training in Autism and Developmental Disabilities*-December 2010 and can it be done? *Perspectives in Education*, 21(4)
- [15] Campbell, J. M. (2005). Diagnostic assessment of Asperger's Disorder: A review of five third-party rating scales. *Journal of Autism and Developmental Disorders*, 35, 25-35.
- [16] Bar-On, R. (2002). *BarOn Emotional Quotient Inventory Short Form (EQ-i:S)*, Technical Manual. Toronto: ON: Multi-health Systems.

- [17] Bar-On, R. (1997). Bar-On Emotional Quotient Inventory (EQ-i): Technical Manual. Toronto, ON: MultiHealth Systems.
- [18] Forgas, J. (2008). Affect and Cognition. *Perspectives on Psychological Science*, 3, 94 –101. Frith, U. (Ed.). (1991). *Autism and Asperger Syndrome*. New York: Cambridge University Press.
- [19] Ehlers, S., Nyden, A., Gillberg, C. L., Sandberg, A. D., Dahlgren, S. O., Hjelmquist, E., et al. (1997). Asperger syndrome, autism and attention disorders: A Comparative study of the cognitive profiles of 120 children. *Journal of Child Psychology and Psychiatry and Allied Disciplines*, 38, 207-217.
- [20] Austin, E. J., & Saklofske, D. H. (2005). Far too many intelligences? On the commonalities and differences between social, practical, and emotional intelligence. In R. Schultz & R. D. Roberts (Eds.), *The International Handbook of Emotional Intelligence*. Gottingen, Germany: Hogrefe.
- [21] Baron-Cohen, S. (2003). *The essential difference: The truth about the male and female brain*. New York: Basic Books. Baron-Cohen, S. (1995). *Mindblindness: An essay on autism and theory of mind*. Cambridge, MA: MIT Press.
- [22] Baron-Cohen, S., & Wheelwright, S. (2004). The Empathy Quotient: An investigation of adults with asperger syndrome or high functioning autism, and normal sex differences. *Journal of Autism and Developmental Disorders*, 34, 163-175.
- [23] Baron-Cohen, S., Jolliffe, T., Mortimore, C., & Robertson, M. (1997). Another advanced test of theory of mind: Evidence from very high functioning adults with autism or Asperger syndrome. *Journal of Child Psychology and Psychiatry*, 38, 813– 822.
- [24] vidya bhagat, joash jayaraj, mainul haque(2015) parent's self-efficacy, emotionality, and intellectual ability impacting the intervention of autism spectrum disorders: a review proposed model for appraisal of intervention, *International Journal of Pharmacy and Pharmaceutical Sciences* Vol 7, Issue 11, 2015 Page: 7-12