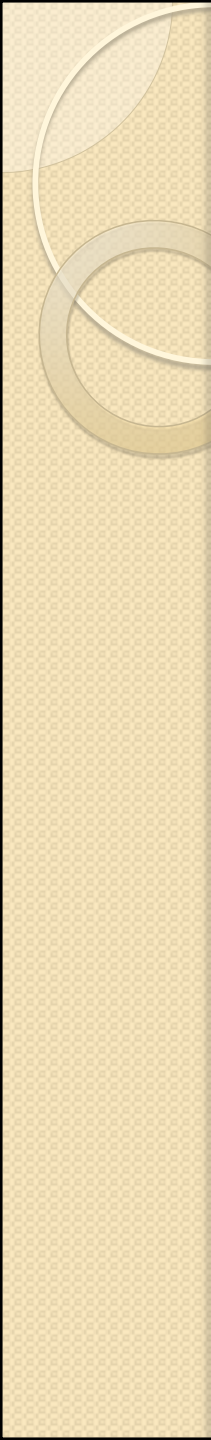




Working with students with Autism Spectrum Disorders (ASD)

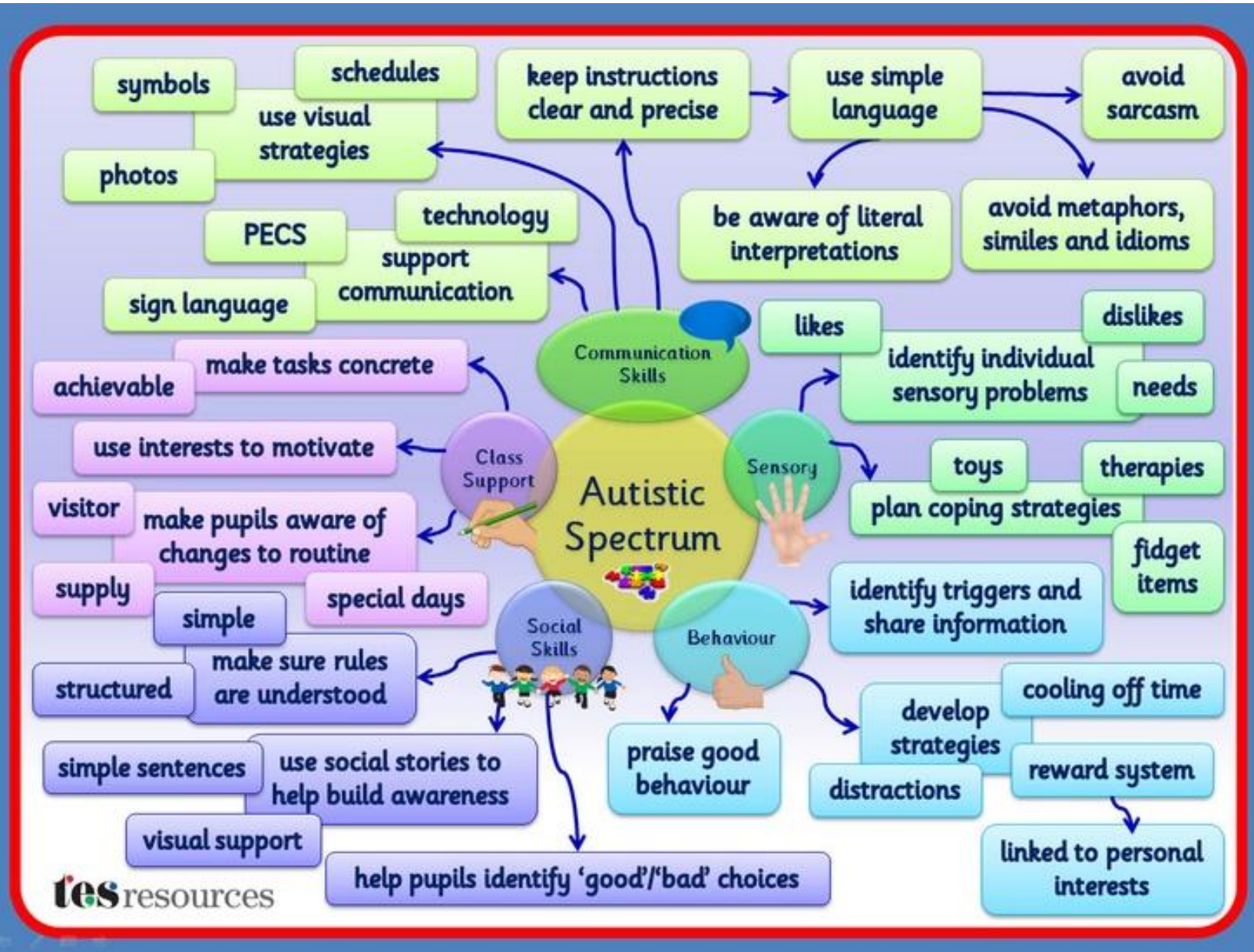
Harvey County Autism Team

November 25, 2013

- 
- Life with Autism: In Their Own Words
 - <http://www.youtube.com/watch?v=ZfzqBCC30as>
 - Why Autism is a Gift (Temple Grandin)
 - <http://www.youtube.com/watch?v=Fl676-aTQU>

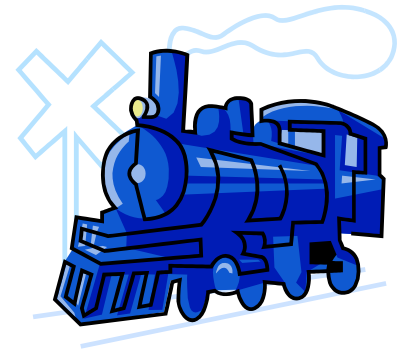
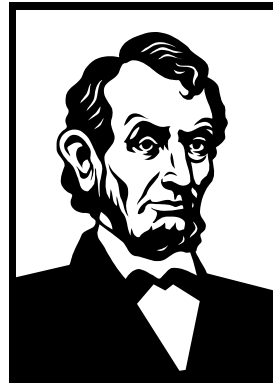
What is Autism Spectrum Disorder?

- A group of common disorders of brain development characterized by:
 - Deficits in social communication and social interaction across multiple contexts
 - Restricted, repetitive patterns of behavior, interests, or activities
 - Symptoms must be present in early developmental period
 - Clinically significant impairment in social or other important areas of functioning
 - Not explained by intellectual disabilities or other known condition



Class Support

- Beneficial for all students
- Use interests to motivate



Class Support

- Reduce distractions
- Keep classroom materials organized and areas of the room designated

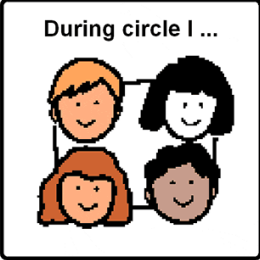


Class Support


- Communicate rules for different times of the day.

Circle Time Rules

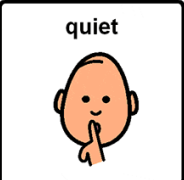
During circle I ...





sit



quiet



listen to speaker



Find a safe person to help

Take a deep breath and count to 3

I can run around the track

What can I do...

Ignore and walk away

I can use an "I" message

Relax at the picnic table

Choice Wheel

Choice wheel provides the student with a list of strategies that can be used for a specific time (recess), area or activity. Each strategy should be taught, practiced and practiced.

Class Support

- Pre-teach any changes in the schedule

CHANGE IN ROUTINE CARD	
NOTICE:	_____ will be changed on _____
because	_____

The new	_____
is	_____

Social Skill Strategy – Taken from: *Simple Strategies That Work!*
Brenda Smith Myles, Diane Adreon, Dena Gitlitz

- Prime students for unexpected activities (different supplies, subs, moving desks, etc.)

Class Support

- Make tasks concrete
- Provide accommodations
 - Additional time
 - Shorten tasks
 - Outline precisely what information the student should learn
 - Give them a model of what is expected on assignments

Class Support

- Handwriting is often difficult for these students.
- Use accommodations such as:
 - Writing only key words rather than sentences
 - Use multiple-choice or fill-in-the-blank
 - Underline or highlight in a reading passage to answer questions
 - Use a computer rather than write by hand
 - Give verbal answers

Class Support

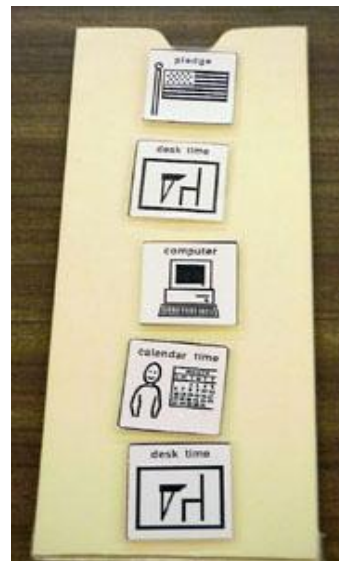
- Homework Considerations
 - Handwriting is often involved – may not be showing what they are capable of
 - Many of these students are emotionally exhausted by the time they get home. They may need their evenings to relax without demands or they may reach their emotional limit for the day.
 - Social skills groups or other activities may be happening in the evenings, which are very important for them.
 - Determine homework on an individual basis with the team.

Communication Skills

- Use simple language
 - Avoid sarcasm
 - Be aware of literal interpretations
 - Avoid similes, metaphors, and idioms
 - State what you want to happen
- Unable to read body language
 - Teach children to read social visual cues and gestures

Communication Skills

- Structure
 - Create a daily schedule
 - Younger students may need a picture schedule
 - Older students may be able to use a classroom schedule



Communication Skills

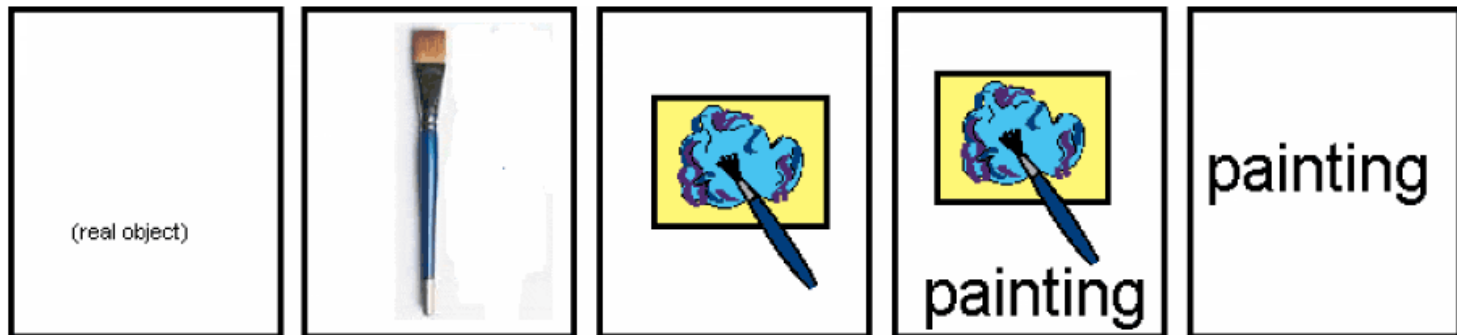
- Structure
 - Break down complex or multi-step tasks
 - Teach skills in repetition
 - Continue with visual skills



Communication Skills

- Teach Visually rather than Orally
 - Many of these students think very concretely. They need to be taught a transition to abstract.

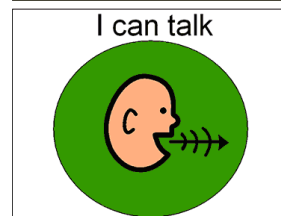
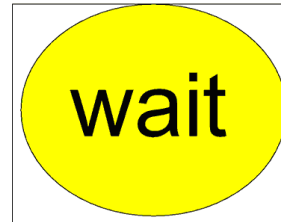
Concrete to Abstract



This board shows the transition of the actual object (concrete) to the written word (abstract).
For example, - painting is an activity a child could choose, the most concrete to abstract would be:

Communication Skills

- Teach Visually rather than Orally
- Try to find ways to give visual cues instead of verbal cues



Communication Skills

- Early Intervention / Preschool
 - Teach joint attention, eye contact
 - Teach awareness of others and environment
 - Teach how to play
 - Pair gestures with words
 - Gain attention and eye contact before giving directions
 - Work into social routines
 - Multiple opportunities

Communication Skills

- Scripted talk – using this to help
- Watching video to learn new skills
- PECS and alternative communication
- Emotion training
- Pair with a peer
- Cartooning
- Social stories for new situations
- Give rules / structure to abstract and unstructured social scenerios

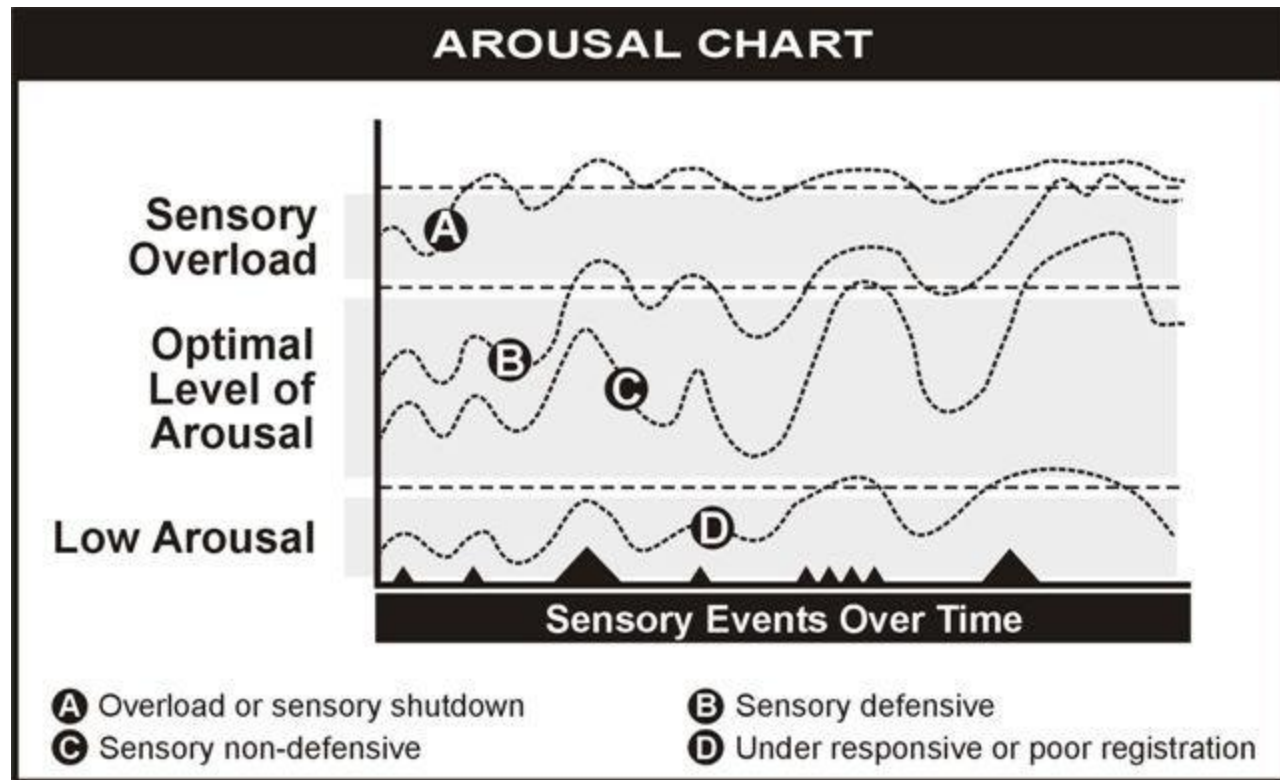
Communication Skills

Visual Strategies for Older Students

- Map of school outlining classes
- List of classes, room numbers, books, and other supplies needed for each period
- List of teacher expectations and routines for each class
- Outlines and notes from lectures
- List of test reminders
- List of schedule changes
- List of homework assignments with due dates
- Cue to use home base (leave classroom to lower stress or anxiety level)
- A note on desk to denote when topic will change

Sensory

- Understanding Arousal



Sensory Over-Responsivity (SOR)

- Indicators
 - High Arousal
 - Fright-flight-fight-freeze
 - Lack of focus
 - Impulsive
 - May appear to be aggressive
 - Sensory defensive
 - Behavioral Indicators

Sensory Over-Responsivity

Intervention strategies

- Environmental adaptations
- Provide input which decreases state of defensiveness
- Work toward state of optimal arousal by adding vestibular (balance) and proprioceptive (pressure) input

Oral input

- Gum
- Sucking
- Blowing hard

Resistive Upper Body Activities

- Playdough

Using Weight

Resistive Exercises

- Push down the wall

Slow Rhythmical Movements

- Rocking

Heavy Work/Chores

- Raking, shoveling dirt

Sensory Under-Responsivity (SUR)

- Indicators
 - Decreased Arousal level
 - Inattentive / Passive
 - Disinterested / Daydreamer
 - Flat affect
 - May crave movement experiences
 - Seeks out proprioceptive (pressure) opportunities

Sensory Under-Responsivity

Intervention strategies

- Vestibular (balance) and proprioceptive (pressure) input
- Weight bearing activities
- Bilateral activities (jumping rope, tug-of-war)
- Music (clapping, quick moving/bouncing)
- Movement (swinging, sliding, bouncing, jumping)
- Strong smells or flavors, sensory bins

Sensory Seekers / Sensory Cravers (SS/SC)

- Indicators
 - Heightened arousal
 - Poorly modulated attention
 - Easily excited
 - Risk taker / impulsive
 - Need for constant stimulation
 - Crave attention

Sensory Seekers/Sensory Cravers

Intervention strategies

- Environmental Adaptation (bring what they need to them)
- Prepare child's sensory system using selected input before a task (frequent movement breaks and fidgets)
- Provide the input the child seeks, but in a meaningful experience
- Teaching calming/self-regulation strategies (sensory breaks or fidgets)

Behavior

- Identify triggers and communicate needs
- Praise good behavior
- Don't get involved in power struggles or discussions about behavior/tasks (5 Second Response Time)
- Build in small choices and decisions in daily routines and activities

Behavior

It's important to understand that a meltdown isn't a tantrum, so you need a different approach to handling them. A tantrum is an act of defiance that can be controlled or stopped - which is why things like discipline, reasoning, rules and bribes can all be effective ways of dealing with them.

A meltdown is triggered by an overwhelming situation from which the student can't easily escape, like a confusing social encounter or the anxiety caused by a sudden change of plans. It's an overload of the sensory system that the child can't control or stop, no matter what the consequence.

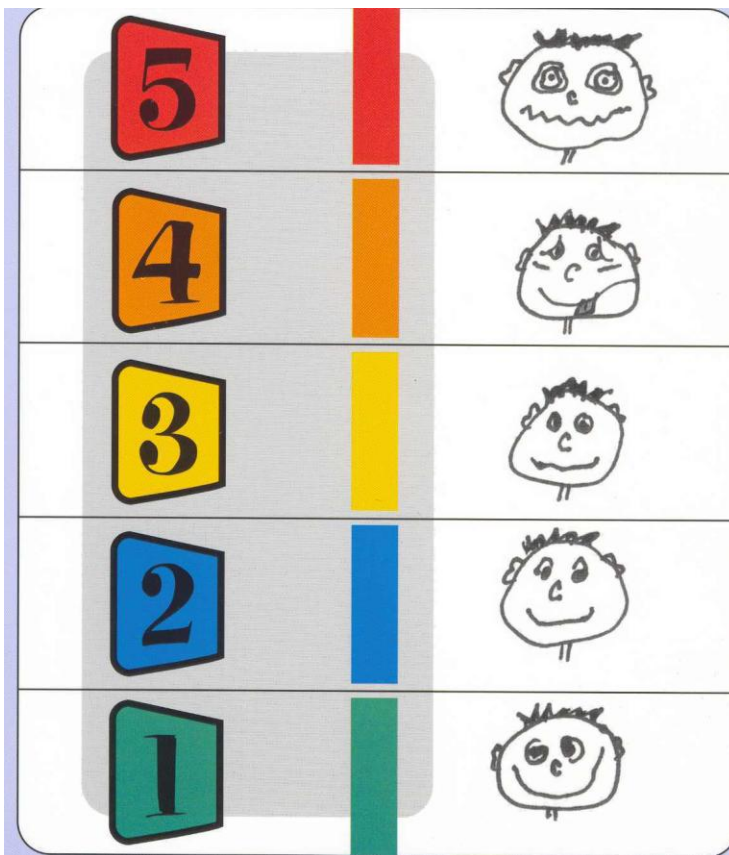
During a meltdown, sensory input is shut out so talking, reasoning, discipline, teaching or bribing won't help. In fact they make things worse, creating even more input for the overloaded system to deal with.

Behavior Interventions

- Because students with ASD struggle with communication, they often communicate through their behavior. Pay attention to what they are saying.
- Communication goes both ways. If you can't understand what they want, don't assume they understand what you want.

Behavior Interventions

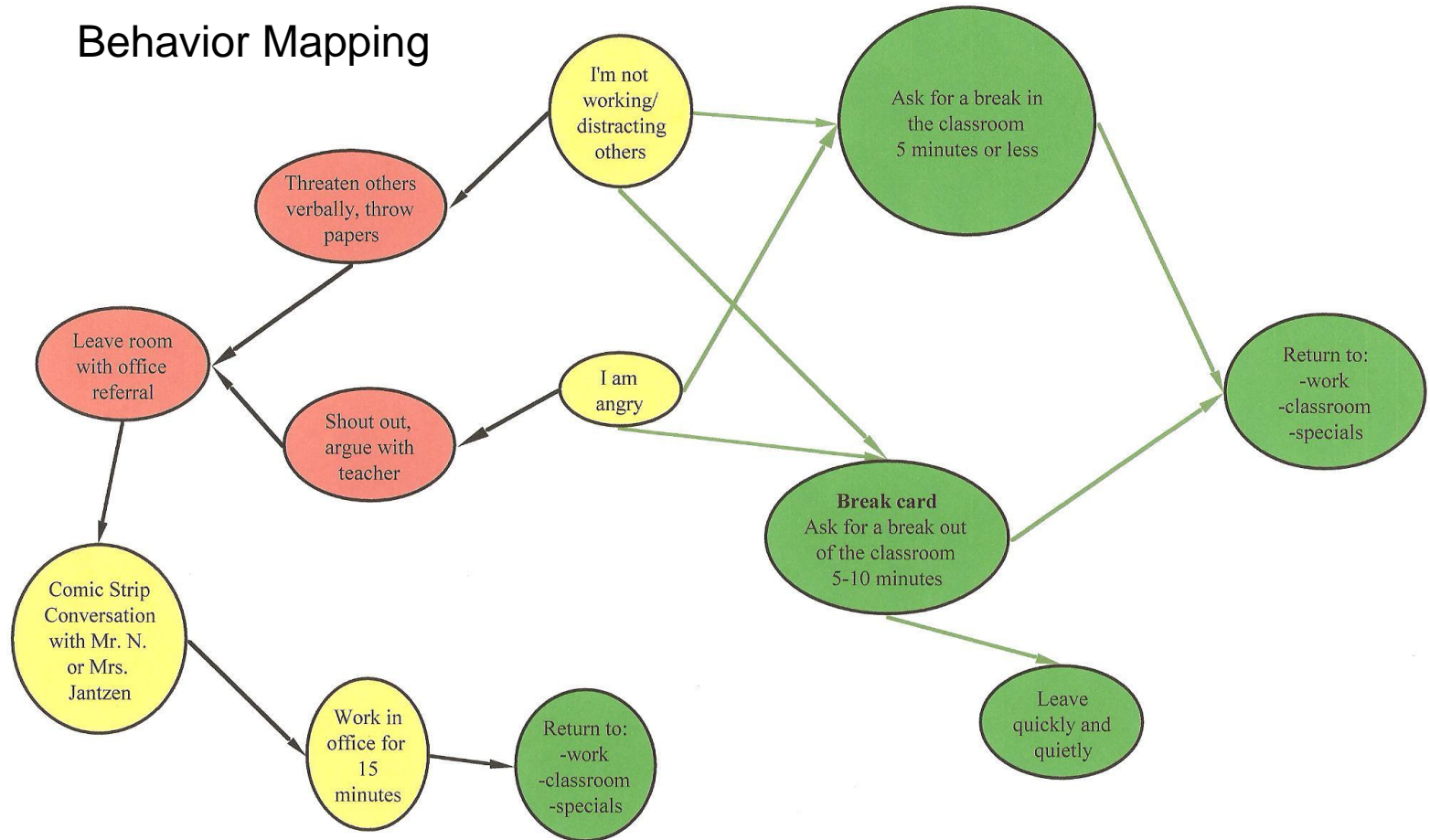
The Incredible 5-Point Scale



- Gives students a visual of their stress/emotion level
- Can be personalized to fit the student's situation
- Small visual prompts can be kept with the student

Behavior Interventions

Behavior Mapping



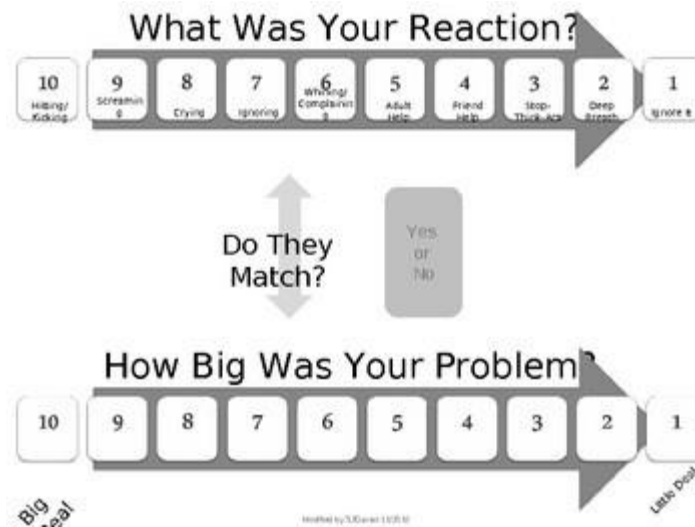
Behavior Interventions

Behavior Report Cards

- www.interventioncentral.org
- Different questionnaires related to general classroom behavior, physical aggression, verbal behavior, hyperactive behavior, socially withdrawn behavior, and school work-related behavior
- Each includes a student and teacher questionnaire





Social Skills

- Don't assume they understand social rules and expectations. They need to be taught these skills in a concrete way.
- Make sure rules are understood.



Social Skills

- Social stories describe a social situation skill, or concept in terms of social cues, perspectives, and common responses
- Teaches kids effective responses to social situations

<p>Sometimes I feel frustrated or upset.</p> 	<p>It's OK to feel frustrated but I need to stop and calm down.</p> 
<p>My work doesn't need to be perfect. I just need to try my best.</p> 	<p>When I am frustrated or upset I can tell Mrs. Ashley or Mrs. Holbrook and they can</p> 

Comic Strip Conversations



Why is all this so important?

- We have to be the ones that “get” these kids. We are their advocates at school.
- If we don't meet the kids where they need, they will write their own behavior plan which works very well for them.

Autism Team

- Provide information, resources, and strategies for use with students with Autism.
- Support can be accessed for any child within Harvey County regardless of special ed. eligibility or diagnosis.

Contact Information

- Teachers and teams may contact us through e-mail.

autism@usd373.org

- We will be in touch to schedule an initial visit to gather information to take back to the Autism team.
- The Autism team will discuss the case and assigned members will follow through.

Our Webpage

- <http://usd373-ks.schoolloop.com/>
 - District
 - Special Education
 - Autism Links
- Updated monthly to include new tips, articles, and frequently asked questions.
- We accept requests/ideas for our webpage!

References

- What Exactly Is Autism? The American Autism Association Explains the Facts of Autism | American Autism Association. (n.d.). *American Autism Association | Supporting Families Looking for Autistic Schools and Autism Support Groups*. Retrieved January 11, 2013, from <http://www.myautism.org/what-is-autism>
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