Autism Spectrum Disorder Webinar Series

This presentation is a collaborative effort between the following:

CDE COLORADO Department of Education

This material was developed under a grant from the Colorado Department of Education. The content does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

TASN — Autism and Tertiary Behavior Supports — www.ksdetasn.org

TASN Autism and Tertiary Behavior Supports is funded through Part B funds administered by the Kansas State Department of Education's Special Education Services. TASN Autism and Tertiary Behavior Supports does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Deputy Director, Keystone Learning Services, 500 E. Sunflower, Ozawkie KS 66070, 875-876-2214.

NEBRASKA autism spectrum disorders NETWORK

The contents of this power point presentation were developed under a grant from the Nebraska Department of Education, IDEA parts B and C from the U.S. Department of Education. However, this content does not necessarily represent the policy of the U.S. Department of Education and you should not assume endorsement by the Federal Government.

CDE COLORADO Department of Education

Low Tech Engagement for High Tech Classrooms

Strategies to increase engagement for young children with Autism

Learner Objectives

- Identify barriers to engagement
- Awareness of how engagement and participation looks for children with Autism
- Review of research based strategies
- Application and use of Learning Guidelines
- Strategies for planning increase engagement

3

The classroom has changed:

- Smart boards
- Promethean Boards
- IPads
- Smart Phones
- E readers
- Audio Books
- You Tube…

Teaching has changed:

- **Online Assessments**
- **Online Curriculum**
- **Expectations for using Technology in Classrooms**
- **The COST of the technology in your classroom**

Kids have changed?

- **What we know:**
  - Children with Autism are visual learners
  - Participation of children with Autism "looks" different than their typical peers
  - All children are exposed to more and more technology
  - Technology can be a great learning tool (when used with structure and purpose)

RESEARCH Shows

- **Active engagement is critical for academic and social outcomes for students with and without disabilities** (Carter, Sisco, Brown, Brickham, & Al-Khabbaz, 2008; Holifield, Goodman, Hazelkom, & Heflin, 2010; Iovanne, Dunlap, Huber, & Kincaid, 2003; Klem & Connell, 2004)
- **Federal legislation of No Child Left Behind (2002) and the Individuals with Disabilities Education Act (2004) emphasize high expectations and active engagement as critical factors for student learning achievement. While other factors influence student outcomes, these two factors are particularly important because supporting students' academic engagement is critical as it is directly related to learning and, therefore, improved academic and post secondary outcomes** (Carter et al., 2008; Iovanne et al., 2003).

What is Engagement?

- **High levels of Engagement = Increase in LEARNING**
  - Attending to Learning tasks
  - Maintaining "on-task" behaviors for a predetermined period of time
  - Looks like:
    - Calm body
    - eye gaze/eye contact
    - Body oriented to the task
    - Responding to the task; Participation looks different for children with Autism

What lack of Engagement looks like

- **Is it Challenging Behavior or Lack of engagement?**
  - Turning away from speaker
  - Laying on the floor
  - Talking off topic

9

Reasons for lack of Engagement

- Child could…
  - be bored, the work is too easy
  - not understand the expectations
  - be frustrated, the work is too hard

- Teacher is responsible for reviewing the lesson vs. blaming the students behavior
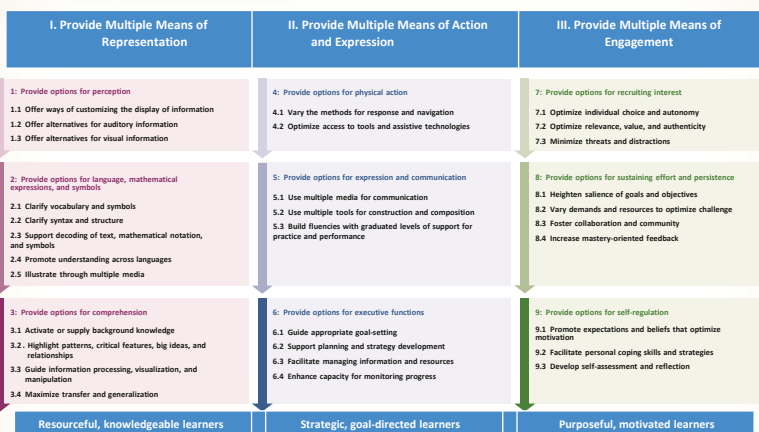
10

Research-Based Strategies

- Joint engagement and Joint attention activities
- Structured Tasks
- Structured work times (Individual, Small group and Large Group)
- Systematic and planned interactions
- Opportunities for Imitation
- Differentiated Instruction
- Repetition and Routine
- Opportunities for participation – Interactive
- Clear expectations – how to act in group

Universal Design for Learning Guidelines

I. Provide Multiple Means of Representation	II. Provide Multiple Means of Action and Expression	III. Provide Multiple Means of Engagement
1: Provide options for perception 1.1 Offer ways of customizing the display of information 1.2 Offer alternatives for auditory information 1.3 Offer alternatives for visual information	**4: Provide options for physical action** 4.1 Vary the methods for response and navigation 4.2 Optimize access to tools and assistive technologies	**7: Provide options for recruiting interest** 7.1 Optimize individual choice and autonomy 7.2 Optimize relevance, value, and authenticity 7.3 Minimize threats and distractions
2: Provide options for language, mathematical expressions, and symbols 2.1 Clarify vocabulary and symbols 2.2 Clarify syntax and structure 2.3 Support decoding of text, mathematical notation, and symbols 2.4 Promote understanding across languages 2.5 Illustrate through multiple media	**5: Provide options for expression and communication** 5.1 Use multiple media for communication 5.2 Use multiple tools for construction and composition 5.3 Build fluencies with graduated levels of support for practice and performance	**8: Provide options for sustaining effort and persistence** 8.1 Heighten salience of goals and objectives 8.2 Vary demands and resources to optimize challenge 8.3 Foster collaboration and community 8.4 Increase mastery-oriented feedback
3: Provide options for comprehension 3.1 Activate or supply background knowledge 3.2. Highlight patterns, critical features, big ideas, and relationships 3.3 Guide information processing, visualization, and manipulation 3.4 Maximize transfer and generalization	**6: Provide options for executive functions** 6.1 Guide appropriate goal-setting 6.2 Support planning and strategy development 6.3 Facilitate managing information and resources 6.4 Enhance capacity for monitoring progress	**9: Provide options for self-regulation** 9.1 Promote expectations and beliefs that optimize motivation 9.2 Facilitate personal coping skills and strategies 9.3 Develop self-assessment and reflection
Resourceful, knowledgeable learners	Strategic, goal-directed learners	Purposeful, motivated learners

Planning for Group Instruction

Ask your self these Questions:

- Are there ways I can make the idea more concrete?
- How can I create opportunities for meaningful participation?
- How can I make the lesson more visual?
- How can I offer an auditory learning experience?
- Are there any community-based learning opportunities to tie into my topic or theme?

(Mastropieri& Scruggs, 2007)

Features of Group Instruction that Promote Engagement in Students with ASD

The theme and activities need to be:
- reinforcing to the students
- age and developmentally appropriate
- concrete, real objects or activities
- visual representations of objects and actions
- multiple opportunities for students to have "hands- on"
- combination of familiar and novel activities and vocabulary
- highly structured with a clear beginning, middle and ending
- occur with relative frequency to create a sense of predictability and familiarity
- natural reinforcer as a terminating event

Cafiero, J.M. (1998)

How can we get kids with Autism ENGAGED in learning?

- **Think Old School**
  - Popsicle sticks and Velcro
  - Finger plays
  - Reading and acting out books and nursery rhymes
  - Participation opportunities
  - Functional Jobs
  - Felt Board Stories

Strategies

- **Finger plays and Felt Board**

16

Finger Play and Felt Board

Strategies

- White board with Name tags
- More and Less

18

White board and name tags: More and Less

Strategies

- **CORE words and Communication**

20

CORE Words and Communication

Strategies

- **Joint Engagement and Joint Attention**

22

Joint Engagement to Joint Attention

Strategies

- Attendance Participation

24

Attendance Participation
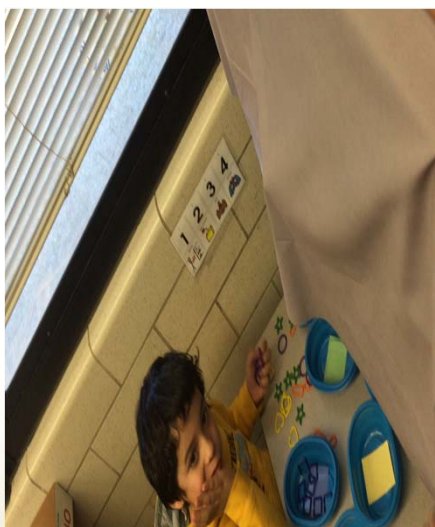

Strategies

- Adapted Books

26

Adapted books

Adapted Books

Strategies

- **Structured Teaching: Independent work**

29

Structured Teaching: Independent Work

Strategies

- Theme based: Hands on Learning

31

Work Time: Building Theme

In Conclusion

- **Active Engagement is important and achievable for all students**
- **Using a balance of "Old School" techniques and technology in a classroom enhances the students opportunity for learning**
- **Children with Autism need planned and systematic opportunities for engagement throughout their day.**

33

References

- **CAST http://www.cast.org/udl/index.html**
- **Carnahan, C., Musti-Rao, S., & Bailey, J. (2009). Promoting active engagement in small group learning experiences for students with autism and significant learning needs. Education and Treatment of Children, 32(1), 37-61.**
- **Cafiero, J.M. (1998). *Communication power for individuals with autism.*, Focus on Autism and Developmental Disorders, 13, 2, 113-121.**
- **Carter, E., Sisco, L., Brown, L., Brickham, D., & Al-Khabbaz, Z. (2008). Peer interactions and academic engagement of youth with developmental disabilities in inclusive middle and high school classrooms. American Journal on Mental Retardation, 113(6), 479-494.**
- **Iovanne, R., Dunlap, G., Huber, H., & Kincaid, D. (2003). Effective educational practices for students identified as having autism spectrum disorders. Focus on Autism and Other Developmental Disabilities, 18(3), 150-165**