

PREPARING FOR YOUR NEW STUDENT WITH AUTISM



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UNDERSTANDING AUTISM



ASD Network 2017

Younes Convention
Center, Kearney NE

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DEFINITION OF AUTISM

- Autism is a complex, developmental disability that is evident within the first 3 years of life.
- It is a behaviorally defined syndrome that is recognized by difficulties in communication, social interaction and patterns of behavior



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AUTISM SPECTRUM DISORDER (ASD)

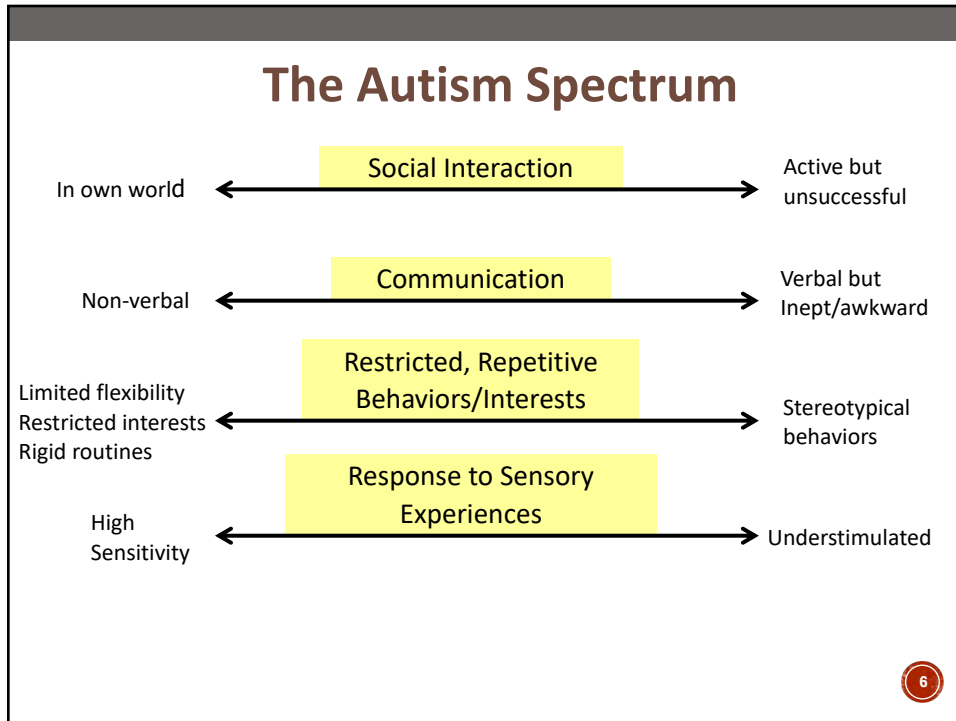
- *A spectrum disorder*
- Variance in characteristics and levels of functioning.

Classic Autism

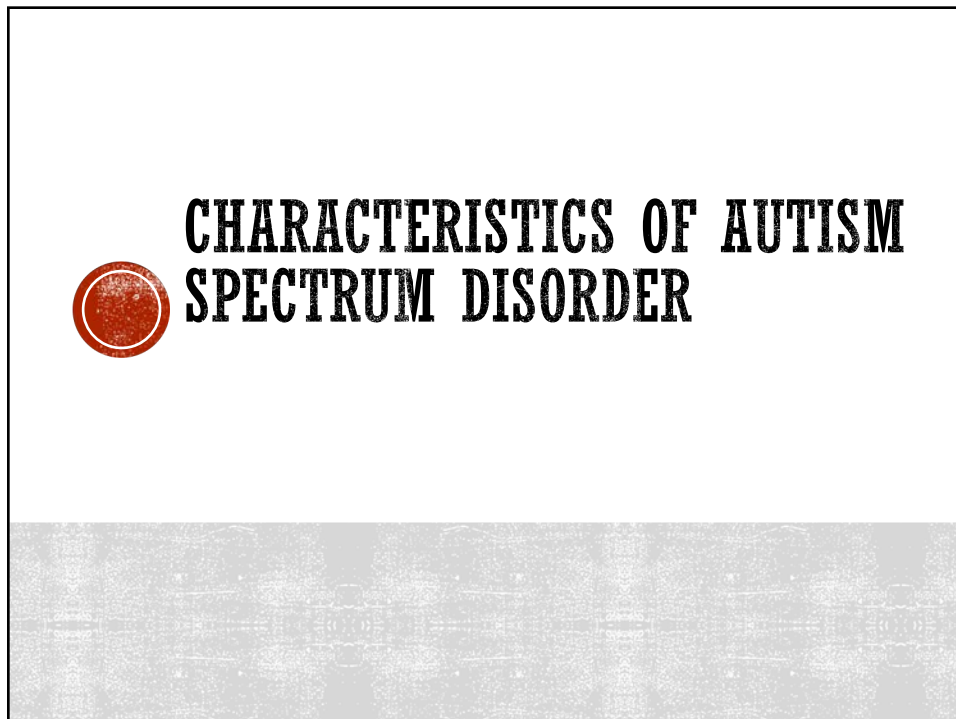
High Functioning Autism/AS



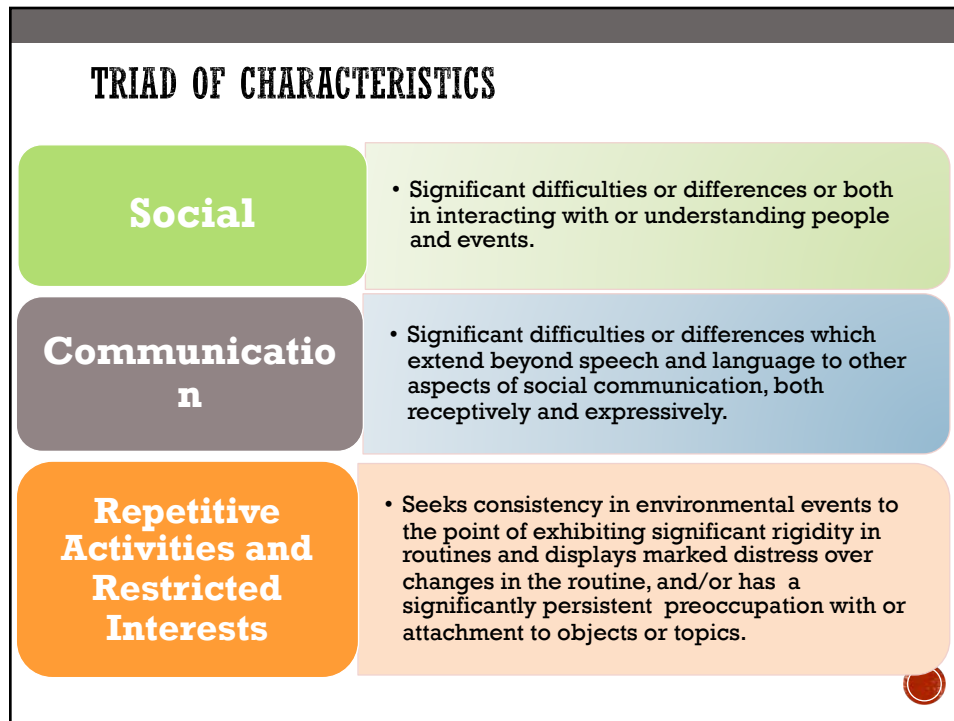
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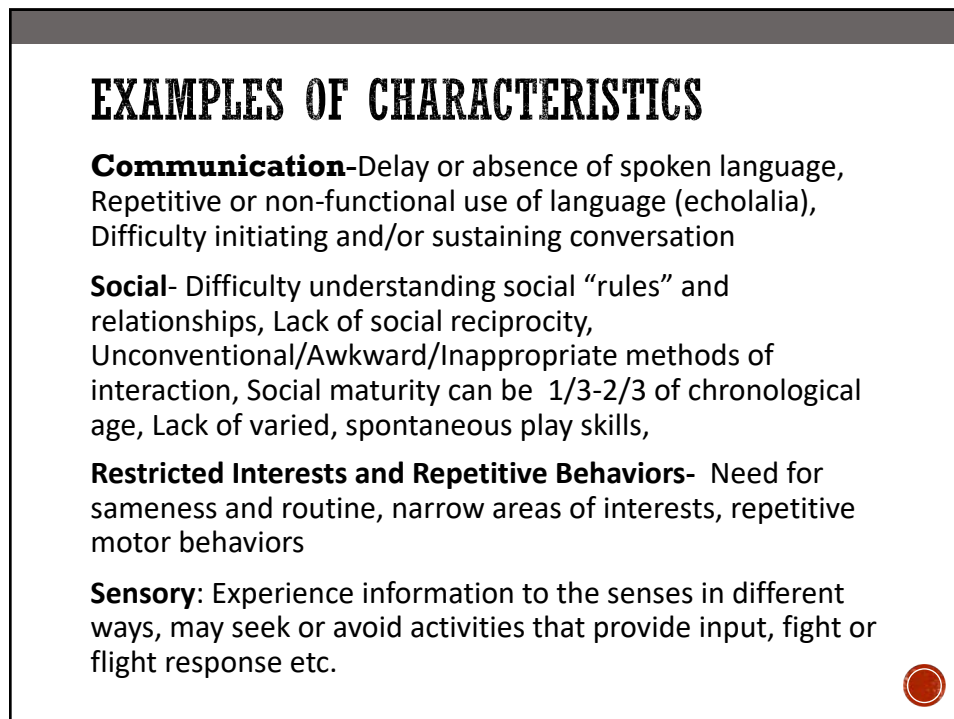
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START HERE: LEARN MORE ABOUT AUTISM

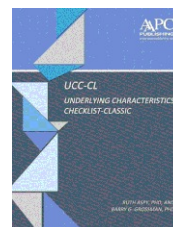
- [Introduction to Autism Spectrum Disorders](#)
- [Autism Spectrum Disorders and Females](#)
- [Into to Autism Spectrum Disorders: For Individuals with Average Cognition and Verbal Skills](#)
- [Autism Spectrum Disorders for Administrators](#)
- [Including Students with ASD In Specialist Classes](#)



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WHAT CHARACTERISTICS IMPACT YOUR NEW STUDENT WITH AUTISM?

- Visit with current team members too become familiar with characteristics of Autism that impact your student...observe the student in their current environment.
- Discuss characteristics with parents, guardians
- Use the Underlying Characteristic Checklist (UCC) in order for team members to assess what characteristic the child is exhibiting.
- UCC-EI- - Early Intervention
- UCC-HF- - High Functioning
- UCC- CL- -Classic
- UCC-SR-ADOL- Self Report- Adolescence
- UCC-SR-Adult- Self Report- Adult



*Contact your Regional Coordinator for info on UCCs



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LEARN MORE ABOUT SENSORY

- [Sensory Processing-Overview and Strategies](#)
- [Through My Eyes](#)
- [Brain Works Vestibular System](#)
- [Brain Works Proprioceptive System](#)



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LEARN ABOUT YOUR NEW STUDENT WITH AUTISM...SENSORY NEEDS

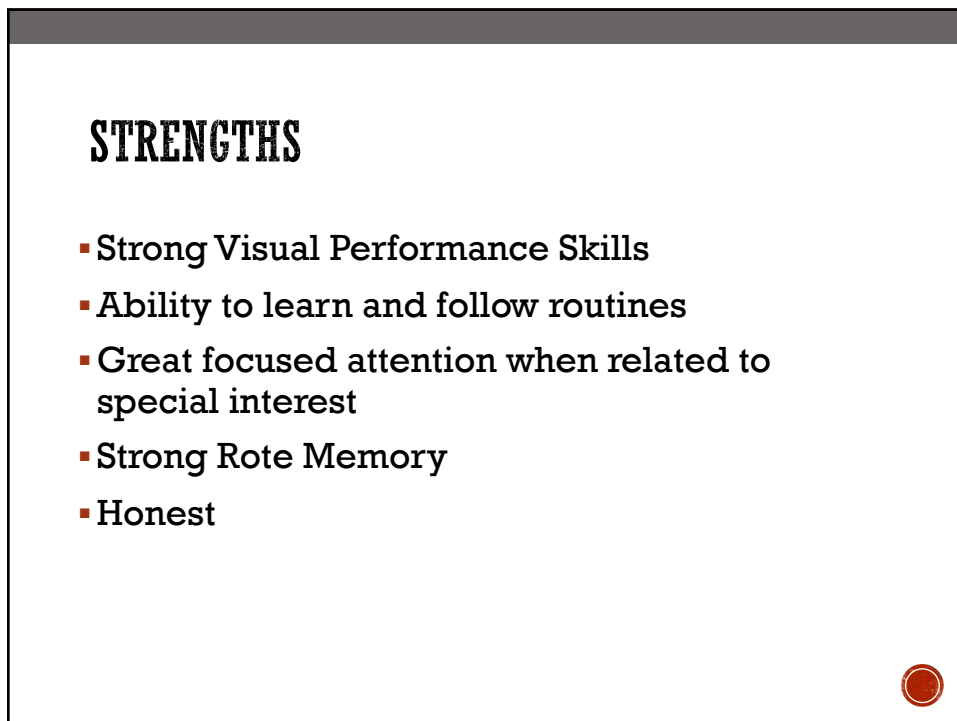
- Observe your student in their current environment before they transition to you!
- Spend time meeting with current team members in order to learn the unique characteristics of new student with Autism
- Ask current team members and OT what supports or tools help the new student regulate through-out the school day
- Are there activities or times of the day that are harder for your new student to regulate?



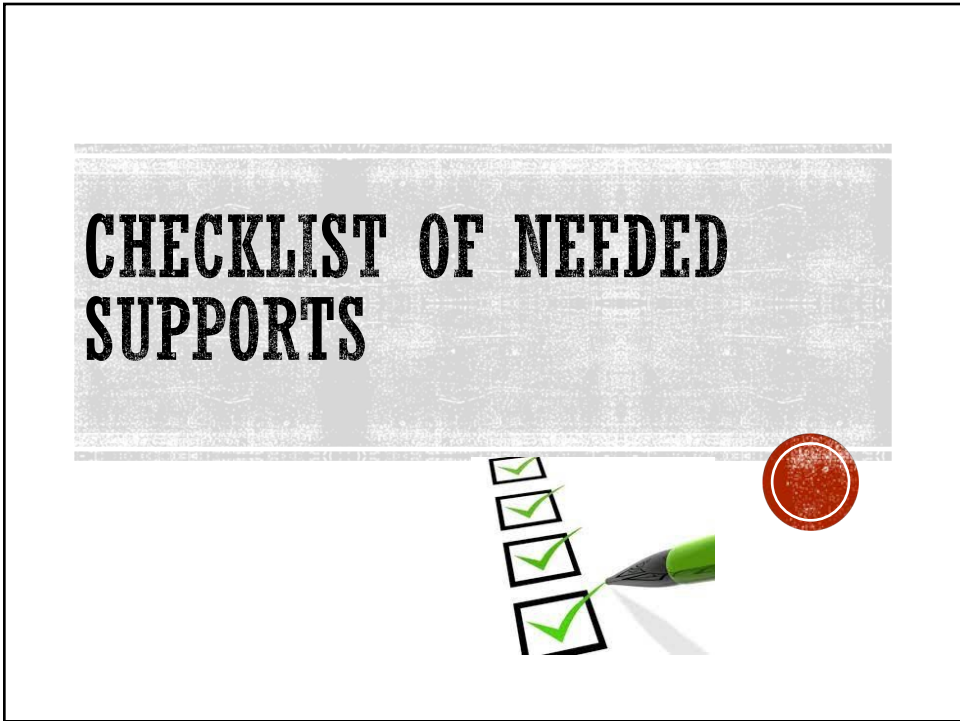
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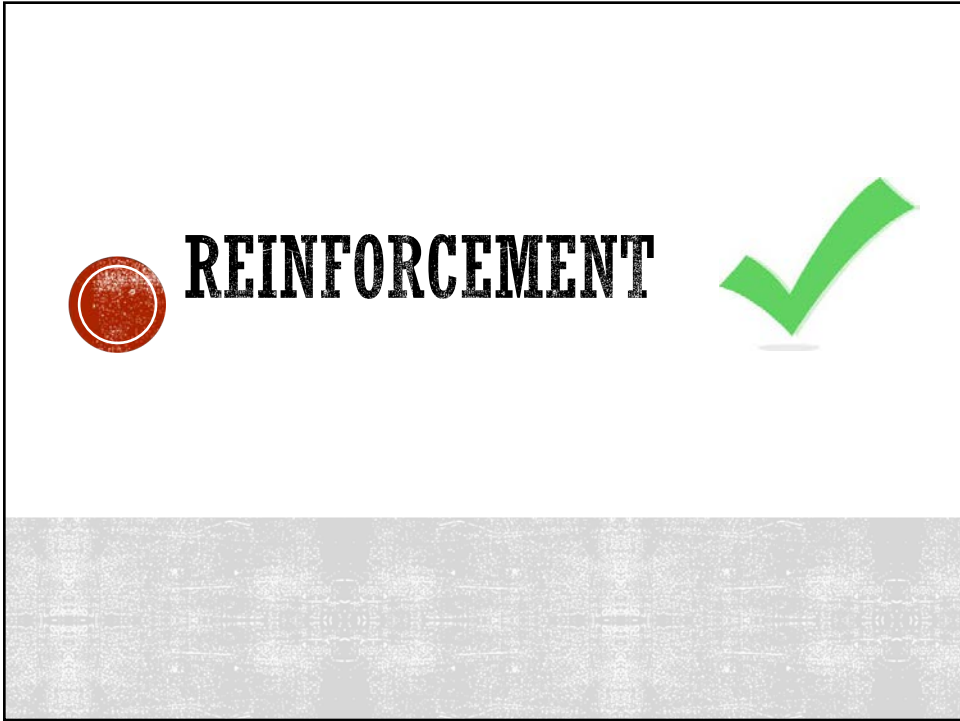
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REINFORCEMENT

- 90% of the Effectiveness of a Program is REINFORCEMENT!!
- Reinforcement is *what makes the behavior more likely to occur in the future*
- Should *immediately follow* the behavior you want to strengthen

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REMINDERS...

You Don't Get the Behavior You Want.....

You get the behavior that you reinforce!

Lee Stickle, 2012

[Reinforcement Virtual Strategy](#)

Important to Remember...

- Your reaction determines whether a behavior will happen again or not. To change student behavior- we have to change our behavior

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WHAT ARE MY NEW STUDENT'S PREFERENCES?

- Before the school year starts interview parents, past teachers and team members, others who have spent time with your student.
- If the student is verbal ask him/her what they prefer (items, toys, topics of interest, activities, edibles, drinks, etc)
- Use one of the preference assessments you can find here...

Preference Assessments

- Gather a variety of items to have ready for DAY ONE!
- Give the student time to try the items – or set out items and observe what they pick and how long they interact with it!
- Determine what items, toys, edibles etc. are the highest preferred



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PLANNING TIME TO PAIR

Building a Relationship with your new student with Autism

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TIPS FOR PAIRING

- Pair yourself and other adults and peers with the students highly preferred items, toys, activities/topics, edibles etc.
- Set up specific times at the beginning of the school year to pair with your student
- Spend time with the student talking about special interests
- Start the school year with reinforcing items, materials in your classroom or office- - such as Spider man poster on your wall room, car magazines on your desk, trains or power rangers on your shelf , learn more about the special interest so you can interact with the student around that preference
- Face Time over summer and include highly preferred activities, items, toys etc.



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INDIVIDUALIZED REINFORCEMENT VISUALS...

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EXAMPLES OF REINFORCEMENT CARDS



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TOKEN SYSTEM IN ACTION

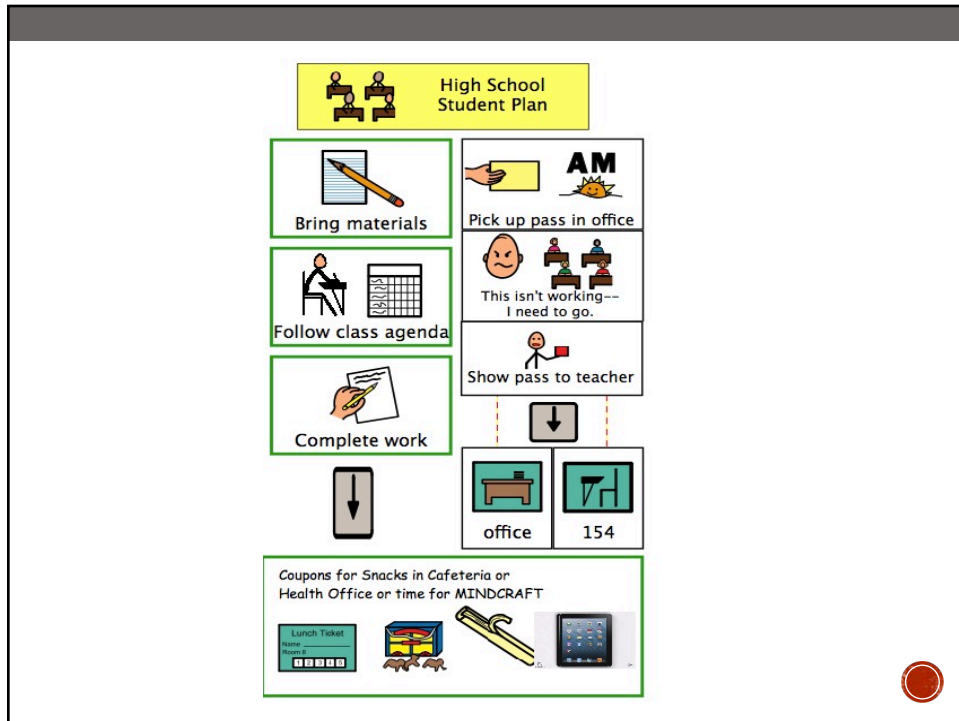


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Date: _____

GOAL: assignment or task completion

- Teachers can assign certain tasks or assignments a "minute" value. When you complete the task, your teacher will initial the appropriate boxes.
- John may cash in his minutes to do a choice activity during study hall.
 - Draw
 - Time to Think
 - Make Believe Comic Website

= 1 minute

= 1/2 minute

2 minutes = handing in an overnight assignment on time

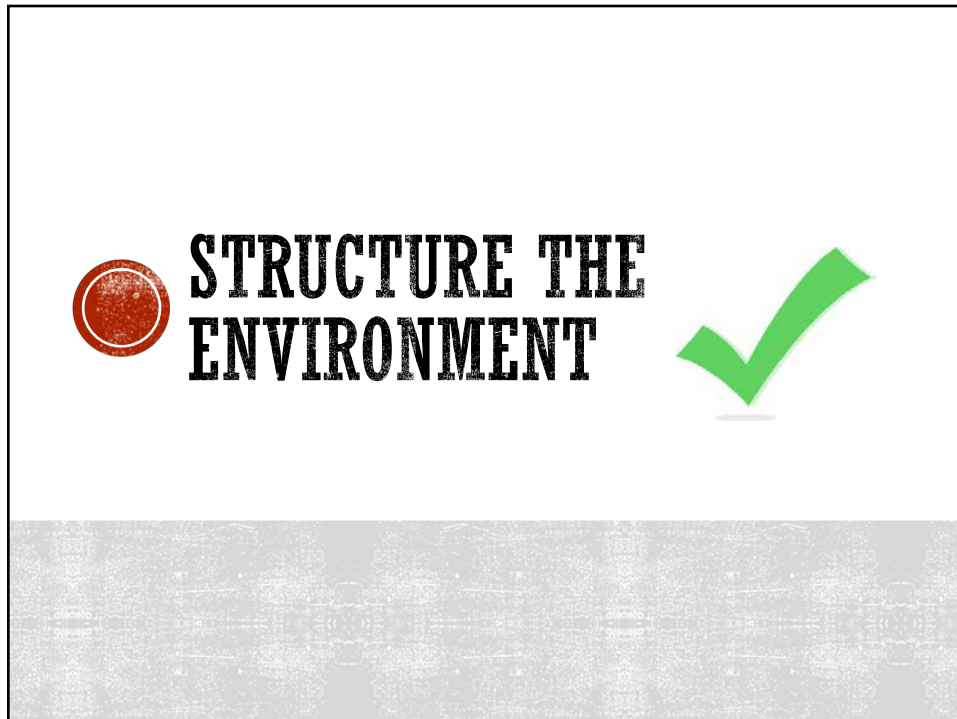
1 minute = completing an assignment in class

1/2 minute = starting an assignment or task independently

1/2 minute = raising my hand and asking for help when I am stuck

Teachers may add additional minute objectives:

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**STRUCTURE AND VISUALS:
SETTING STUDENTS UP FOR
SUCCESS**

- Reduced Stress
- More Comfort
- Independence
- Individualization
- Visual Strengths
- Organization

What work?
How much work?
When am I finished?
What do I do/get
when I'm finished?



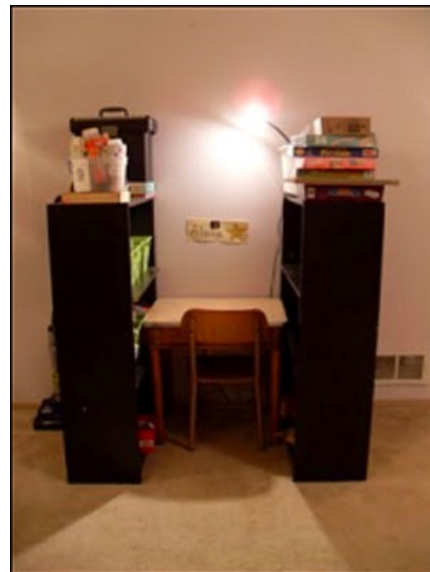
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STRUCTURED ENVIRONMENT



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STRUCTURED OFFICE AREA



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HOME BASE

- A place where the student can go to escape the over-stimulation of the classroom
 - Not time-out
 - Not a punishment
- May be scheduled or occur on an as-needed basis
- May be used for work or to cool down

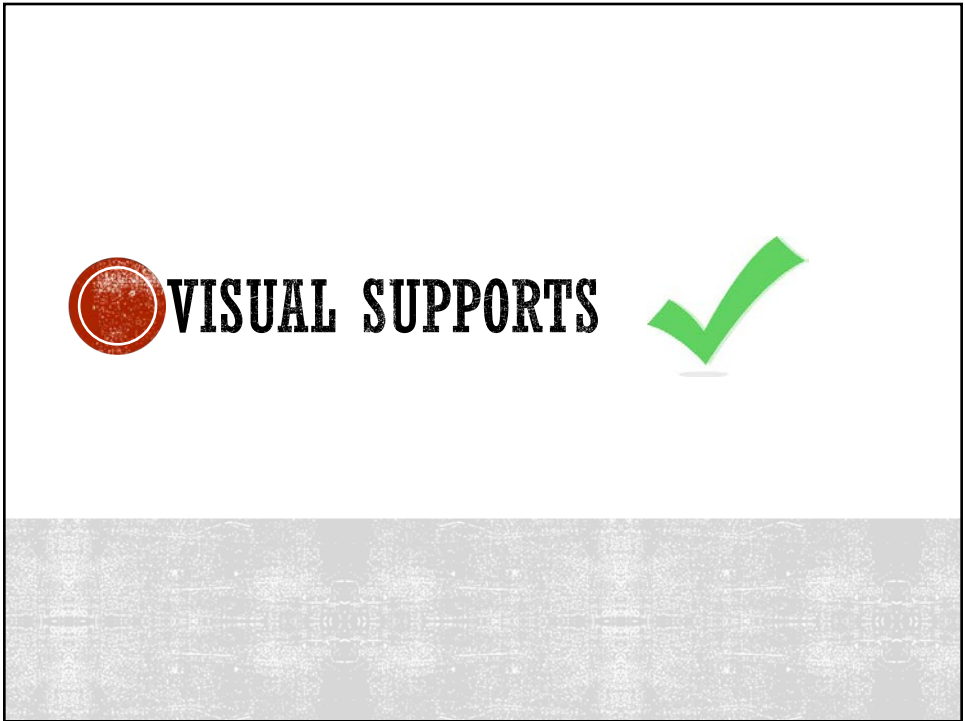


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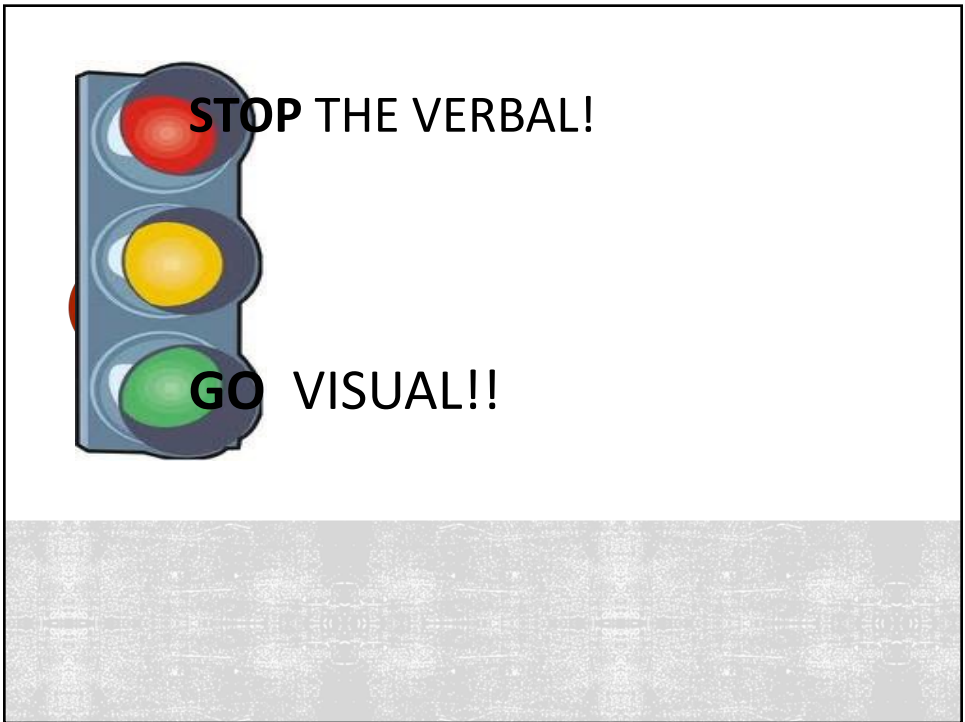
Home Base Example



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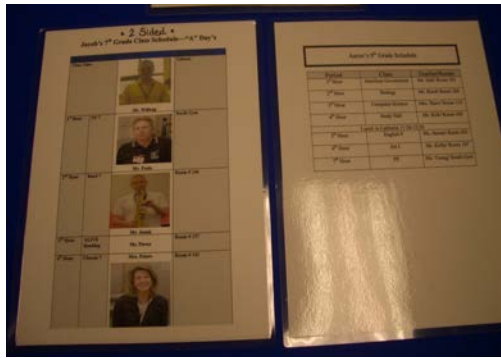
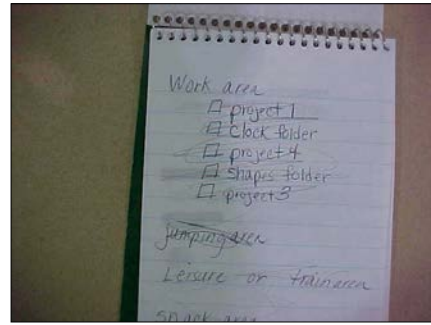


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Written Schedules



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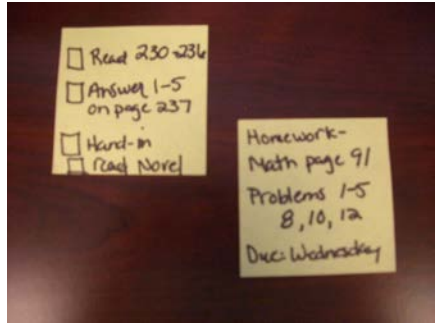
Recess Schedule Examples

Bus
Slide
Play Ball
Whistle Time



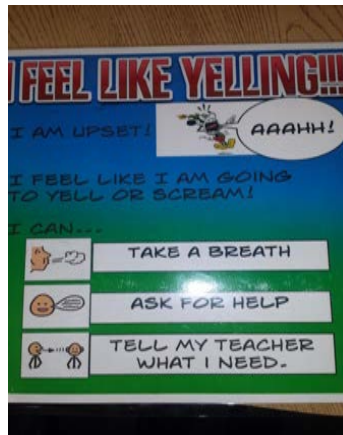
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CLASSROOM VISUAL SUPPORTS



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VISUAL SUPPORTS FOR REGULATION



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VISUAL SUPPORTS FOR ENDING ACTIVITIES



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LEARN MORE ABOUT VISUALS SUPPORTS...

- [Social Stories Virtual Strategy](#)
- [Visual Schedules Virtual Strategy](#)
- [Work Systems Virtual Schedule](#)
- [Conversation Starter Virtual Strategy](#)

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WHAT VISUAL SUPPORTS DOES YOUR NEW STUDENT NEED?

- Work with the current team members and/or observe the student to see what visual supports the student currently uses
- Ask current team members/parents to send current visuals or provide you with pictures of visual supports
- Observe the student when the school year starts - - what tasks, routines during the day do they need prompting?? Make visuals for these tasks/activities
- What verbal reminders are the adults giving?? Make visuals for these reminders and remove verbal prompts



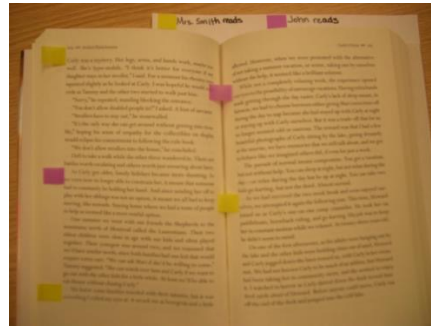
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UNDERSTANDING HOW YOUR NEW STUDENT LEARNS

Structuring Curriculum Work

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STRUCTURE CURRICULUM WORK



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WHAT SUPPORTS DOES YOUR NEW STUDENT NEED?

- What Accommodations and Modifications will your student need through the school day?
- Ask team and parents what classes, subjects, activities will be most difficult for your new student? Which ones does he/she enjoy?
- How has the current team structured class work, assignments, homework for your student?
- What might be successful ways to structure work as they begin the new school year
- What reinforcement has the current team used to increase skill acquisition and work compliance?



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BE PREPARED FOR THE HARD STUFF-

Proactive Behavior Strategies

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BEHAVIOR SUPPORT WEBINARS

- Strategies to Support Better Student Behavior
- Proactive Behavior Management Part 1
- Proactive Behavior Management Part 2
- Why is Escape or Avoidance Behavior Happening?



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BE PREPARED FOR YOUR NEW STUDENT

- Meet with current team members to become familiar with behavior support strategies for the student.
- Be familiar with current safety plans in place for the student.
- What proactive behavior strategies have been successful (visuals reminders, choices, priming for activity, social narrative etc)?
- What prompts, cues, or redirection strategies have been used successfully?
- Train ALL new team members including Paraeducators, General Education Teacher(s), Therapist (OT, PT, SLP) Specialist teachers etc. on all important behavior strategies.



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NE ASD NETWORK RESOURCES

It's Okay to Ask for Help!!

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The image is a screenshot of a website titled "NE ASD NETWORK WEBSITE". The page features a header with a red navigation bar containing the following links: "About ASD Network", "Autism Spectrum Disorders", "Education & Training", "Webinars", and "Nebraska ASD Network State Conference". The main content area includes a large heading "Welcome to the Nebraska ASD Network website" and a sub-heading "ASD Network Regional Resource Libraries (ESU 3, 6, 7, 10 and 13)". At the bottom of the page, there is a link labeled "NE ASD NETWORK RESOURCE SITE" and a small red circular logo.