**AUTISM SPECTRUM DISORDER STUDY GUIDE**

**(Pages 59 and 264-277 in text, autismpuzzle.pdf, neurodiversity.docx, autismadvantage.html, linked resources, in-class materials)**

**What do you currently know or believe about the challenges and gifts associated with ASD?**

**Before reading your text, visit at least three of the following websites. Make notes about how these sites contribute to your understandings about ASD. How might you use these resources as a teacher?**

[www.autism-society.org](http://www.autism-society.org)

[www.aspergersyndrome.org](http://www.aspergersyndrome.org)

[www.wrongplanet.net](http://www.wrongplanet.net)

[www.teacch.com](http://www.teacch.com)

<http://www.nea.org/home/15151.htm> <http://www.youtube.com/watch?v=w9N0_7D_Re8&feature=related>

**Also be sure to read the articles** on Moodle labeled “Neurodiversity” and “Autism Advantage” for other perspectives about ASD. Again, how do these pieces contribute to your understanding of students with ASD?

You might be interested in the video at <http://www.youtube.com/watch?v=OR36jrx_L44&feature=endscreen>. Books that provide powerful insights about ASD include: i) [**The Journal of Best Practices: A Memoir of Marriage, Asperger Syndrome, and One Man's Quest to Be a Better Husband**](http://www.amazon.com/Journal-Best-Practices-Marriage-Asperger/dp/1439189749/ref=sr_1_1?s=books&ie=UTF8&qid=1354132641&sr=1-1&keywords=journal+of+best+practices+by+david+finch) by [David Finch](http://www.amazon.com/David-Finch/e/B004WQJE9G/ref=sr_ntt_srch_lnk_1?qid=1354132641&sr=1-1); and, ii) [**The Curious Incident of the Dog in the Night-Time**](http://www.amazon.com/Curious-Incident-Dog-Night-Time/dp/1400032717/ref=sr_1_1?s=books&ie=UTF8&qid=1354132756&sr=1-1&keywords=the+curious+incident+of+the+dog+in+the+nighttime) by [Mark Haddon](http://www.amazon.com/Mark-Haddon/e/B001IOH0IW/ref=sr_ntt_srch_lnk_1?qid=1354132756&sr=1-1).

**Now for your text . . .**

**INDICATORS**

**(pages 265-266)**

Knowing something about each of the indicators below would help you make decisions about i) whether or not to refer a student for assessment, and, ii) how to support a student’s learning IF there was little or no information available. ***My suggestion is that you add your own notes below each of the bullet points in the three major categories below.***  As you fill in the information, be sure to note the differences between students with autism and those with Asperger’s syndrome (p. 266). It makes a difference in the ways you would intervene to support learning.

**ASSESSMENTS**

The assessments on the next pages are ones discussed in your textbook. It may be helpful to fill in the information on the charts so that you know what to look for on the evaluation section of an IEP or what to ask a special education teacher when you are seeking advice. Your general knowledge will also support your ability to advocate for students and parents. You will also know in which of these assessments you might be expected to participate.

**ASSESSMENT AND DIAGNOSIS OF ASD USUALLY BY PHYSICIAN OR TRAINED EVALUATOR – SOMETIMES WITH INPUT FROM CLASSROOM TEACHER (3 pages)**

In summary, based on the assessments outlined above, what kinds of information will you seek from the special education teacher about your student with ASD? How might this information support your planning and instruction? Which assessments should you be prepared to participate in?

**YOUR ROLES AS A GENERAL EDUCATION CLASSROOM TEACHER? THE ROLES OF THE SPECIAL EDUCATION TEACHER?**

Besides participating in initial and on-going assessments as appropriate, what should you be doing to support the learning of students with ASD? Take a moment to list what you currently understand to be your responsibilities.

I developed the following chart based on your text. It’s an example of how I would organize the information to make it useful for myself. I also provided some websites that I think might be helpful. You are welcome to add to this chart or create your own system. In either case, use your text, **autismpuzzle.pdf on your Moodle site,** other reliable resources, and the film we watch in class to create notes to support your work with students diagnosed with ASD.

Please remain aware that the cognitive capacities of students with ASD can range from developmental delays to giftedness. In addition to addressing the particular gifts and challenges expressed by students with ASD, you are also seeking to support them in making appropriate progress toward academic goals.

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| **DAILY ROUTINES** | | |
| **CLASSROOM TEACHER** | | **SPECIAL EDUCATION TEACHER OR OTHER SPECIALISTS** |
| * Enact the schedule and routines identified by the SPED teacher (other specialists) OR collaborate with the SPED teacher to identify routines; then enact. * Monitor what works and why and what needs to be adapted. * Maintain regular communication with parents and special ed. teacher. * If necessary, seek out information about techniques that have been successful with other students with ASD.   List ***specific*** examples from your text or other reliable resources about how to develop and implement schedules and routines, including transitions. Here’s an interesting example <http://www.youtube.com/watch?v=ApHeyiusinI&feature=related>  Understand what ***consistency*** implies for your work with students with ASD.  Identify common responses from students with ASD to disruptions in routines and ways to prevent or to re-group. | | * Identify routines and schedules needed to support the learning of a student with ASD * Provide information to the gen ed teacher about ways to organize schedules and routines and identify which routines will best serve the particular student. * Provide specific information about techniques and materials to use. * Work directly with the student if appropriate |
| **CURRICULUM ADAPTATIONS FOR ACADEMIC GROWTH** | | |
| **CLASSROOM TEACHER** | **SPECIAL EDUCATION TEACHER OR OTHER SPECIALISTS** | |
| * Identify the academic goals for your class using Washington and Common Core State standards. * Pre-assess all your students to determine appropriate learning experiences based on cultural backgrounds, personal attributes and interests, and current knowledge and skills related to topic. Seek help from special education teacher for student with ASD if needed. * With support of special ed teacher or other specialists (or on your own, if necessary), make adaptations such as use of specified motivation system; use of preferred and non-preferred activities; embedding preferred topics and materials into classroom learning opportunities; systematic use of “First X and then Y” routines * If appropriate for the student, work with special ed. teacher to develop ways for you to communicate with the student that DO NOT involve oral instructions. Use these communication systems systematically.   Your specific notes from text, websites, film, other reliable sources. | * With help of general ed. teachers and appropriate assessments, determine student’s current level of knowledge and skills related to target academic skills and content. * With input from general ed. teacher and parents, develop academic IEP goals if these are needed and communicate these. * If special education is necessary to achieve academic goals, provide specially designed instruction either in the classroom or in pull-out sessions. Ensure that the general ed. teacher knows the targets and is reinforcing in the classroom. * If accommodations are required, identify those and communicate to general ed. teacher. Support teacher in implementation.   Examples: use of specified motivation system; use of preferred and non-preferred activities; embedding preferred topics and materials into classroom learning opportunities; systematic use of “First X and then Y” routines; non-oral instruction | |
| **PROMOTING SOCIAL SKILLS**  **“One of the defining characteristics of ASD is that the student is not motivated by social contexts or is not interested in interacting with others, especially peers (APA, 2000). Improving social interaction skills is a key objective to be addressed by most of the students on the autism spectrum, including those with Asperger’s syndrome” (page 275).** | | |
| **CLASSROOM TEACHER** | | **SPECIAL EDUCATION TEACHER OR OTHER SPECIALISTS** |
| * Grouping for instruction – how? * Seating – where and why? * Increasing communication – how? In addition to this chapter, see pages 257-261, (See example of an iPad app <http://www.youtube.com/watch?v=vomkNSluWW4>) * Implement routines outlined by special ed teacher for reducing challenging behaviors, teaching eye contact, increasing use of greetings and requesting, following directions, etc. See page 275. * Implement appropriate buddy systems * Develop and use scripts * Develop and use Social Stories (Sample on Moodle. Also see these websites: i) <http://www.thegraycenter.org>); ii) <http://www.outreach.psu.edu/programs/autism/files/45presentation_-_superheroes.pdf> * Other ways to help students learn appropriate interaction skills (See sample resources)      * + <http://www.youtube.com/watch?v=pA5JXI7TAJA&feature=plcp>   + <http://www.youtube.com/watch?v=AACNWmuwq_I&feature=related>)   + <http://www.youtube.com/watch?v=Ox-7V-ybye8&feature=related>   + <http://www.bookroomreviews.com/2010/08/16/best-ipad-apps-for-autism-and-aspergers-syndrome/>   + <http://pinterest.com/nvlynnae/apps-for-aspergers-autism/>   + <http://www.outreach.psu.edu/programs/autism/files/45presentation_-_superheroes.pdf>   Add notes to the above. Make sure you can give concrete examples of each in relation to your grade level and content area. | | * Identify student’s strengths and needs re social skills * Set IEP goals with input from general ed teacher(s) * Communicate goals to general ed teacher and identify interventions to be used. Provide professional development if needed. * Practice with student if appropriate * Support general ed teacher in classroom implementation, including the development of scripts and social stories |
| **BEHAVIORS** | | |
| **CLASSROOM TEACHER** | | **SPECIAL EDUCATION TEACHER OR OTHER**  **SPECIALISTS** |
| * Identify behaviors that are present or behaviors that are absent that are interfering with learning for the student and/or for other students in the classroom. * Identify any “challenging behaviors” (behaviors that are potentially harmful to the student or others) * Help the special ed teacher complete an ABC assessment. * Participate in designing a behavioral plan. * Implement and assess. Re-evaluate and re-design as needed.   NOTE: If you attempt a formal behavior modification system such as the use of token systems, be very certain that you understand the mechanisms of reinforcement.   * Take notes from film in class. | | * With help of general ed. teacher, identify behaviors the teacher believes need to be decreased and behaviors that need to be increased. * Use an ABC assessment or other functional behavioral assessment to identify target behaviors, triggers, and re-enforcers. Work with classroom teacher to design and implement a plan. * Work directly with student on decreasing inappropriate behaviors and increasing desirable behaviors. |

**YOUR GOALS**

Based on what you’ve learned about people with ASD, what goals for yourself will you prioritize to increase your effectiveness with students with ASD?