

Introduction to Successful Inclusion of Children with Autism Spectrum Disorder (Part 1)



The Advocacy Network on Disabilities

MISSION

The Advocacy Network on Disabilities champions the rights of individuals with intellectual, developmental, and other disabilities by promoting inclusion, providing services, and advancing systems change.

www.advocacynetwork.org



To successfully complete this training and receive a certificate, you must correctly answer at least

8 out of 10 questions

correctly on the Learning Assessment that appears at the end of this Power Point.

You will be able to print out your Certificate then, or access it later by visiting your account at

www.collabornation.net



Learning Objectives

- 1. Identify the 2 primary characteristics of people with Autism Spectrum Disorder
- 2. Name 2 examples of visual supports
- 3. Differentiate between abstract and direct communication
- 4. Name a strategy to help prevent bullying
- Identify the greatest safety concern for children with Autism Spectrum Disorder



Our Services

- FAMILY SUPPORT: Experienced, familyfriendly staff help people with disabilities and their families identify and access services.
- ALL CHILDREN TOGETHER (ACT): An initiative of The Children's Trust, project staff work with the organizations it funds to increase their capacity to provide quality, inclusive programs.
- SYSTEMS ADVOCACY: Seeking change that can help many people at once, staff works to change policies, rules or laws that determine how services are provided.



Autism Spectrum Disorder

Autism Spectrum Disorder (ASD) is a complex neurological condition that affects **two** main areas:

Social Communication

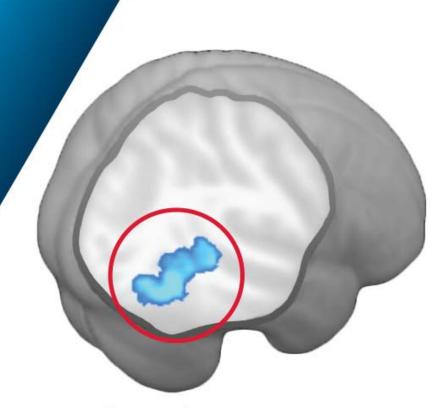
(Difficulty communicating and interacting with others)

Repetitive/Restrictive Behaviors & Interests

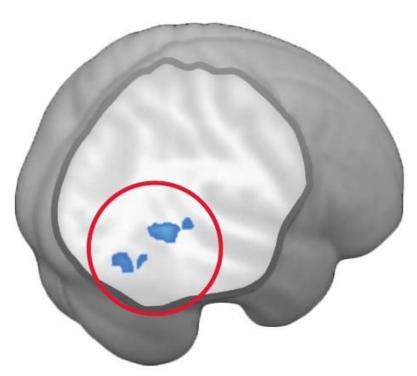
The latest research shows brain differences can be detected through an MRI in children as young as 6-12 months.

(Nature, International Weekly Journal of Science, 2017)





Social perception circuit activity in boys without ASD



Social perception circuit activity in boys with ASD



Spectrum Nature of Autism

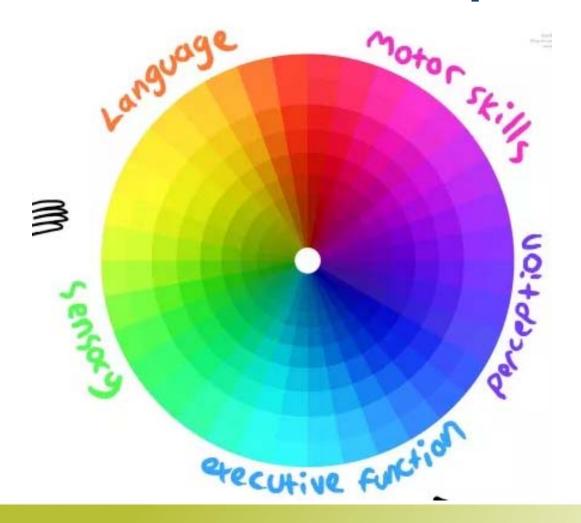
- Non-Verbal
- Socially isolated
- More interested in objects than people
- •Significant intellectual impairments

- Some language
 Inconsistent interest in others
 Limited play skills
 Unevenly developed
 - •Unevenly developed cognitive skills

- Verbose
- Interested in friendships, but socially awkward
- Over-focused on certain topics
- Intellectually gifted



Another Way to Look At The Spectrum



Each person with autism will have a set of traits all in different areas of the spectrum.



Incidence of Autism

1970

TODAY

1 1 in in 59

Center for Disease Control and Prevention. "Autism Spectrum Disorders: Facts about ASDs." Center for Disease Control and Prevention. 2010. Division of Birth Defects, National Center on Birth Defects and Developmental Disabilities, Centers for Disease Control and Prevention. 19 March 2012:



Supporting Children with Autism Spectrum Disorder



Getting To Know Me

The Advocacy Network on Disabilities	"Getting to Know Me" Child's Name D.O.B
We want to get to know your child better so that we can pr No one knows your child better than you. Tell us more abo	
We want to know about your child's favorite/least favo Favorite	rite toys/activities/rewards: Least favorite
What calms your child and what upsets your child? Calms	Upsets
3. How does your child communicate?	
□ Verbally □ Through gestures (i.e □ With vocalizations □ With communication □ Other (please specify) □	
Userbally ☐ Through gestures (i.e. ☐ With vocalizations ☐ With communication ☐ Other (please specify) ☐ What services does your child receive?	devices (i.e., pictures)
Userbally ☐ Through gestures (i.e. ☐ With vocalizations ☐ With communication ☐ Other (please specify) ☐ With communication ☐ With services does your child receive? ☐ Speech/Language Therapy ☐ Behavioral ☐ Mental Health Counseling ☐ Occupation	devices (i.e., pictures) Physical Therapy None
Verbally Through gestures (i.e. With communication With communication With communication With communication 4. What services does your child receive? Speech/Language Therapy Behavioral Mental Health Counseling Occupation Occupation May we contact your service provider to better support your child require assistive devices or equipment.	devices (i.e., pictures) Physical Therapy None
Verbally Through gestures (i.e. With communication With communication With communication With communication 4. What services does your child receive? Speech/Language Therapy Behavioral Mental Health Counseling Occupation Occupation May we contact your service provider to better support your child require assistive devices or equipment.	devices (i.e., pictures) Physical Therapy all Therapy None ild? Yes No (Signed authorization form required) (i.e., braces, walker, wheelchair, communication device, insulin, nebulizer)
□ Verbally □ Through gestures (i.e. □ With vocalizations □ With communication □ Other (please specify) □ 4. What services does your child receive? □ Speech/Language Therapy □ Behavioral □ Mental Health Counseling □ Occupation May we contact your service provider to better support your child require assistive devices or equipment* □ Yes □ No If yes, please describe □ 6. Do you suspect your child has a hearing or vision problem.	devices (i.e., pictures) Physical Therapy all Therapy None ild? Yes No (Signed authorization form required) (i.e., braces, walker, wheelchair, communication device, insulin, nebulizer)
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https://www.thechildrenstrust.org/content Look under

"Participant Forms and Incident Reporting"

http://www.advocacynetwork.org/services
/act-resource-network/
Look under
"Inclusion Readiness Forms"



Visual Support Strategies



What are visual supports?

A visual support is a picture or other visual item used to communicate with a child who has difficulty understanding or using language.







WE ALL rely on visual supports!

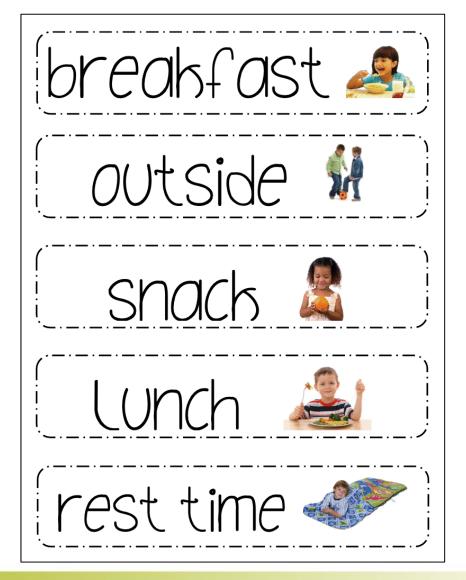


Why Are Visual Supports Helpful to Individuals with ASD?

- Many people with ASD are "visual learners"
- Some do not always understand spoken instructions
- They help clarify social and behavioral expectations in all settings, including a structured classroom setting



Visual Schedules



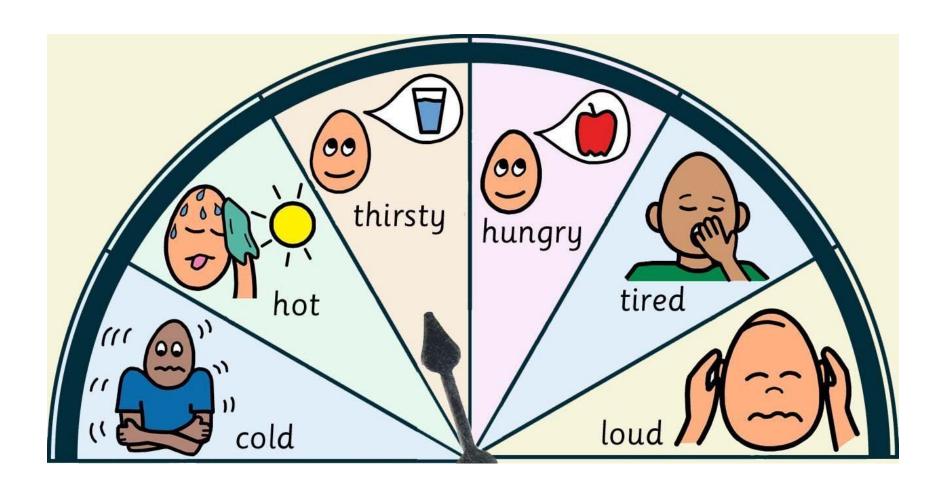


Visual Schedules





Choice Boards





First / Then Boards



https://youtu.be/a5odC5acaBQ



Additional Visual Supports



Using a timer to signal "how much longer"



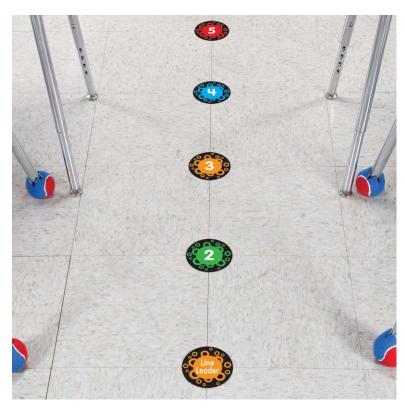
Showing a sample of a completed art project



Additional Visual Supports



Create a basket for completed work



Put stickers or tape on the floor to indicate where to stand



Sign Language As A Visual Support



Basic signs used for daily activities:

Bathroom

Eat

Please and Thank you

Sit

Yes and No

Water

Visit www.signingsavvy.com

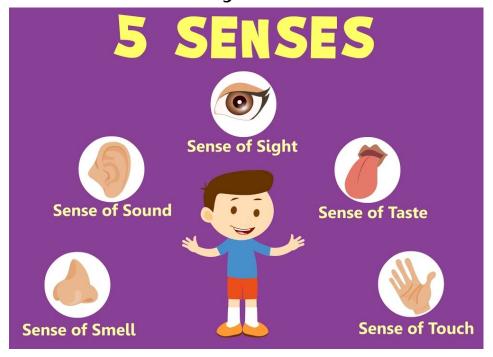


Recognizing and Accommodating Unique Sensory Needs



What Sensory Issues Are Common to Autism?

Children with ASD often times experience senses differently than other children





Sensory Awareness





Common Examples





Phones Ringing



Fireworks



Finger Paint



Bright Light



Some Clothing



Sensory Awareness





Safe Place





Communication and Social Competence



Varying Abilities in Communication & Language

- Sustaining a conversation
- Interpreting body language & facial expressions
- Exceptional ability reading; but difficulty with comprehension
- Understanding abstract (not-literal) language



It's raining cats and dogs!



To Foster Social Competence: Use Clear and Direct Feedback

Abstract Feedback	Clear/Direct Feedback
"Stay on-task"	"As soon as you finish your art project, you can go to the computer"
"Be a good listener"	"Look at me when I'm talking, it helps me know you are listening"
"Stop annoying everyone in the class!!"	"Use a soft voice when we are talking in the classroom."
"You know what you are supposed to be doing"	"Check your schedule and come tell me what activity you should be doing"

Notbohm, E. (2005). Ten Things Every Child with Autism Wishes You Knew. Arlington, TX: Future Horizons.



Bullying



Bullying

According to the National Autism Association, 50% of children with Autism report being bullied

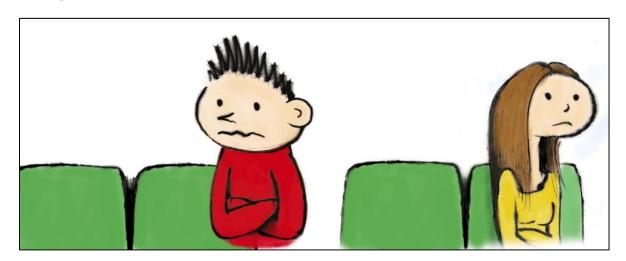
Bullying includes peer rejection and neglect





Why Are Children with ASD Bullied?

- May appear socially awkward
- May have intense, unique interests
- May not follow the same trends and styles as their peers





Recognizing Bullying

Look for:

- Cuts and bruises
- Missing or broken possessions
- Exhibiting bullying behavior
- Increased anxiety
- Suddenly doesn't want to go back to an activity





Strategies for Preventing Bullying

- Promote friendships
- Create "Peer Buddies"
- Incorporating child's interests, provide cooperative group activities.





Safety



Wandering

Families cite wandering as the most stressful behavior they face

According to the National Autism Association

- ½ of children with ASD have successfully wandered from adult supervision
- For children with ASD younger than 14, accidental drowning accounted for 91% of U.S. deaths



Identification for Children and Youth with ASD

I Have Autism:

My medical condition impairs my ability to communicate with others. As a result I may have difficulty understanding your directions, and I may not be able to respond to your questions. I may also become physically agitated if you touch me or move too close to me.

Please do not interpret this behavior as a refusal to cooperate. I am not intentionally defying your instructions.

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Over Please



Wallet Card justdigit.org/

Medical Bracelet



Wearable QR Code <u>ifineedhelp.org/</u>



Review ...

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Learning Assessment



