

Successful Inclusion of Children with Autism Spectrum Disorder (ASD) Part 2



To successfully complete this training and receive a certificate, you must answer a minimum of

8 out of 10 questions correctly on the **Learning Assessment** at the end of today's session.

To receive your certificate, please visit the website where you registered.

We welcome you to ask as many questions as you want, and to fully participate in today's activities.

What is 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.”

Our Services

- **FAMILY SUPPORT:** Experienced, family-friendly 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.



ASD2 Workshop Training Objectives

1. Identify 2 visual supports to help children with Autism Spectrum Disorder
2. List 3 items that can be useful when accommodating sensory needs
3. Recognize 2 strategies to foster social competence of children with ASD
4. Describe 2 safety strategies for students with ASD

Myths about Autism

- ❗ People with Autism don't want friends
- ❗ People with Autism can't feel, express or understand any emotion – happy or sad
- ❗ People with Autism have an intellectual disability
- ❗ People with Autism are geniuses

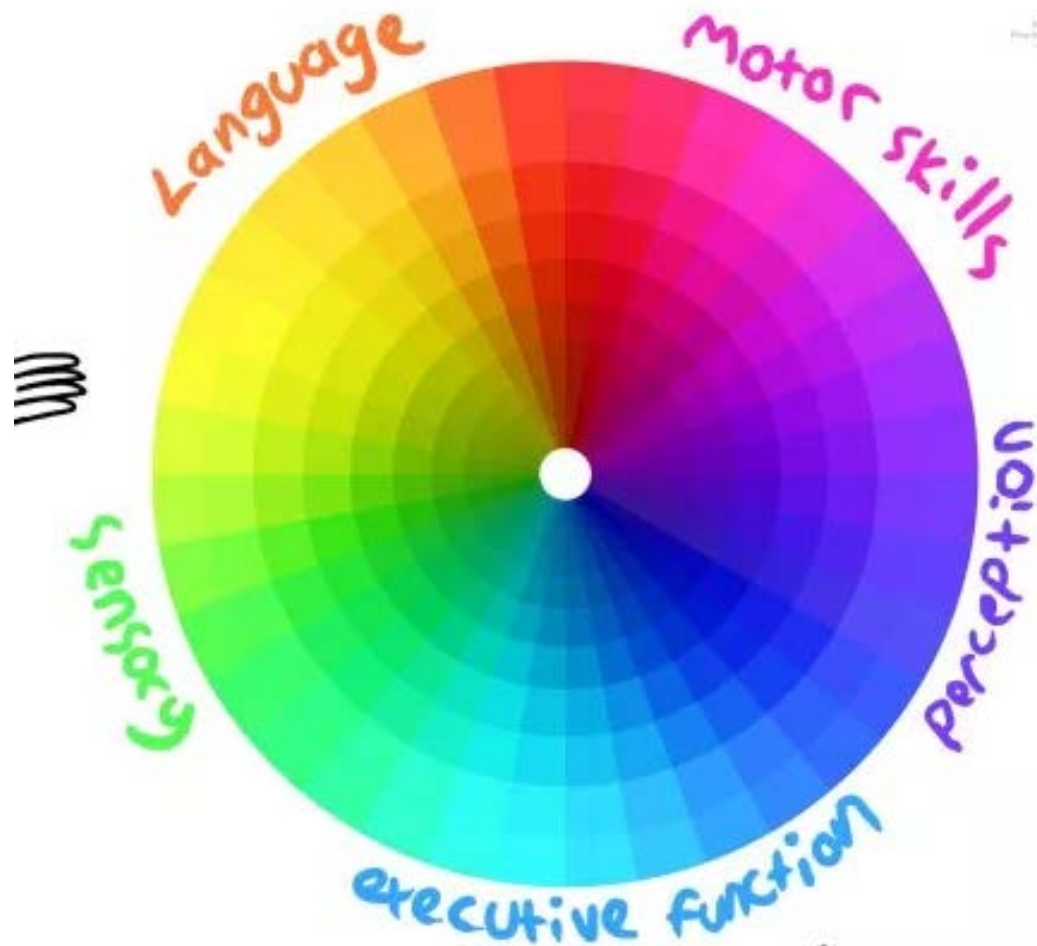


Autism Spectrum Disorders

Autism Spectrum Disorder (ASD) is a complex neurological disorder that affects individuals across two main areas:

Social Communication
Repetitive/Restricted Behaviors
and Interests

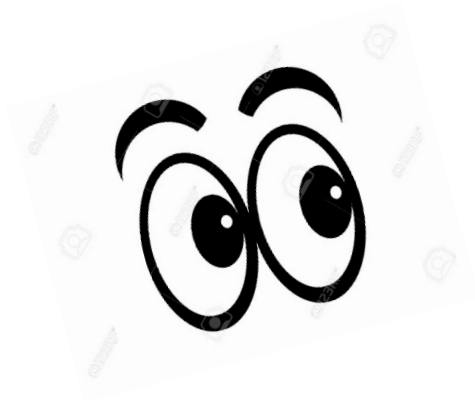
Another Way to Look At The Spectrum



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

www.theartofautism.com

Visual Support Strategies



What are visual supports?

A Visual Support is a picture or other visual item used to communicate with someone who has difficulty understanding or using language.



WE ALL rely on visual supports!

Activity: Visual Schedule

good morning 	wake up 	use bathroom 	breakfast 	get dressed 	sun screen 
morning AM 	review schedule 	beach 	swim 	walk 	go to store 
afternoon PM 	lunch 	quiet time 	snack 	play outside 	dinner 
good night 	bathe 	brush teeth 	pyjamas 	story 	sleep 

Sign Language as a Visual Support



Activity: Sign Language

- Basic signs used for daily routines:
 - Please & Thank You
 - Bathroom
 - Eat
 - Sit
 - Yes & No
 - Water

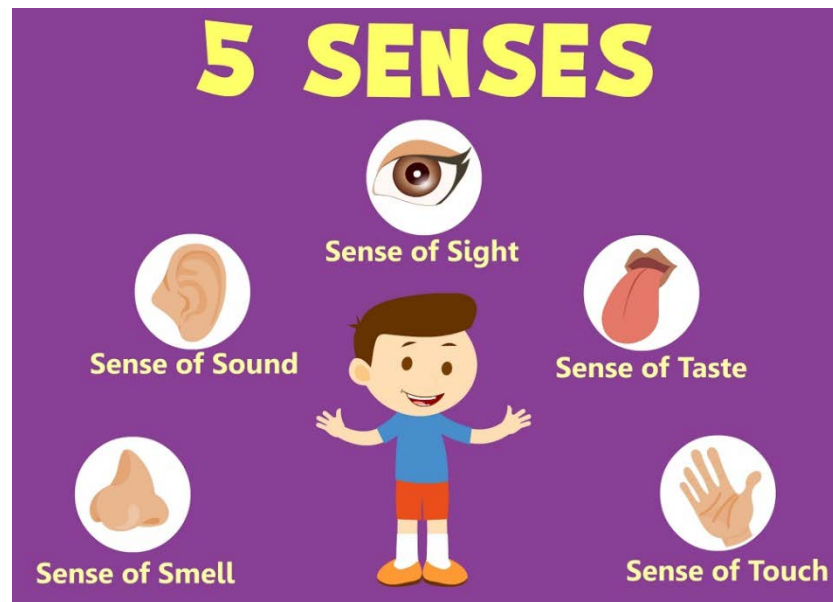


Visit: www.Signingsavvy.com

Recognizing and Accommodating Sensory Needs

Sensitivities Common to Autism

Children with ASD may experience *senses* differently than other children



Children with ASD may have different reactions as a result of sensory discomfort

Activity: Sensory Simulations



Activity: Accommodating Sensitivities



Desensitization

“My son had a problem with sirens, so we started with **pictures** of fire trucks and emergency vehicles in a book. I imitated the **sound** of a siren with my voice. We **read books** about firefighters and police officers. My son wore firefighter and police **costumes**. We watched YouTube **videos** of fire trucks in action. I arranged for our playgroup to get a **tour** of the local fire station, and my son **sat in the fire truck** with a big smile. I **pointed out** fire trucks and ambulances while driving. Eventually, those emergency vehicles **became a part of everyday life** and the sirens did not bother him as much.”





Safe Space





Communication and Social Skills

Activity: Communication

<u>Abstract Feedback</u>	<u>Clear/Direct Feedback</u>
“Be nice”	“Let Anthony play the game with you”
“You’re too loud”	“Use a quiet voice when speaking inside so other children can hear”
“Clean Up”	“Put your pencil in the yellow bin”
“Put your thinking cap on”	“Think about what I am reading to you”

Promoting Friendships

- Select peers who are friendly, patient, and model social skills
- Use peer buddies to create meaningful interactions between peers



Peer Mentoring

SYNOPSIS

Staff and students talk about a Peer Mentoring program that pairs students from P.S. 50 with Autistic children at the NY Center for Autism Charter School.

Facilitating Social Behavior

- Explain (and remind about) social rules away from others so as not to embarrass the child with ASD
- Offer social scripts and role-play
- Praise in public, redirect in private
- Place child with ASD near well-behaved and nurturing peers



Group Activities

- Incorporate some of the child's interests
- Incorporate cooperative group activities where child with ASD can be both leader and follower
- Supervise, support, and model social interactions



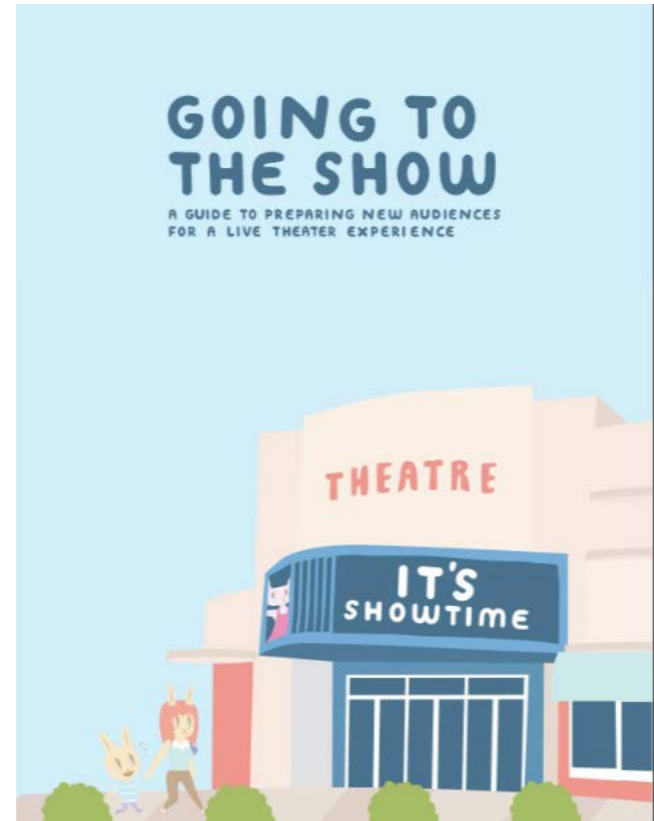
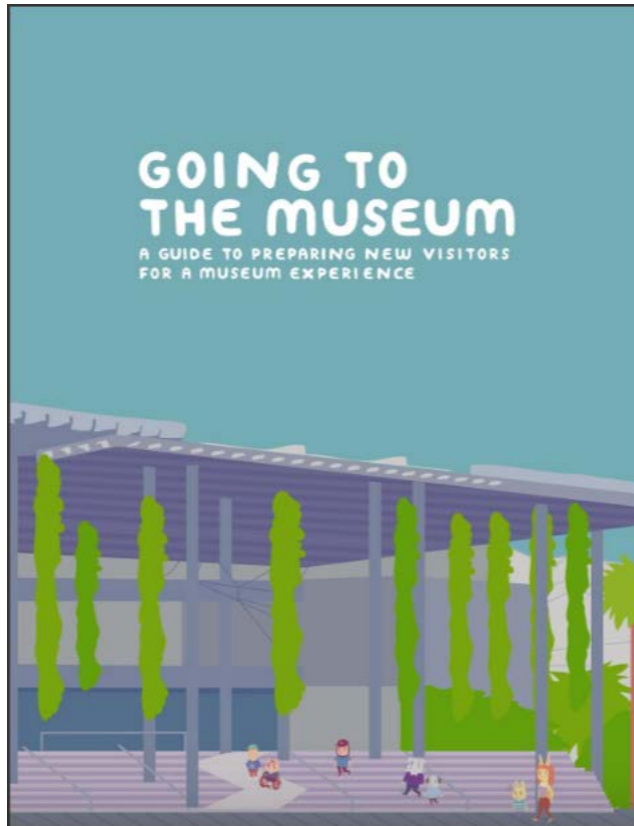
Social Stories

Social Stories are individualized short stories written to help children with ASD interpret new social situations.

Social Stories provide clarification of behavioral and social expectations.



Activity: Social Story



Miami- Dade County Department of Cultural Affairs

The Wallet Card

The Wallet Card

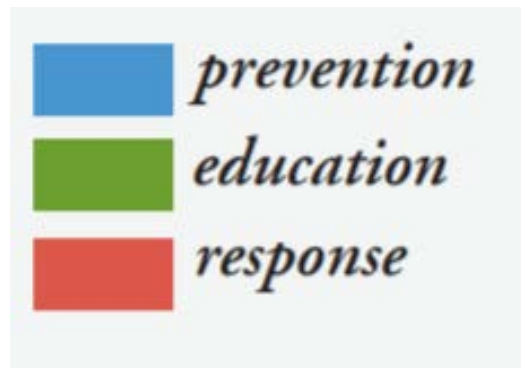
www.justdigit.org

anxiety
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pain
Social
rude
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bruises
Twitter
Name girls
yelling
stitches
Cliques
Lonely
Physical
calling
emotional
Depression
guys
Self-Esteem
crying
Nerds
Verbal
Calling
cuts
Insecure
Pushing
swearing
Geeks
Violence
Jocks



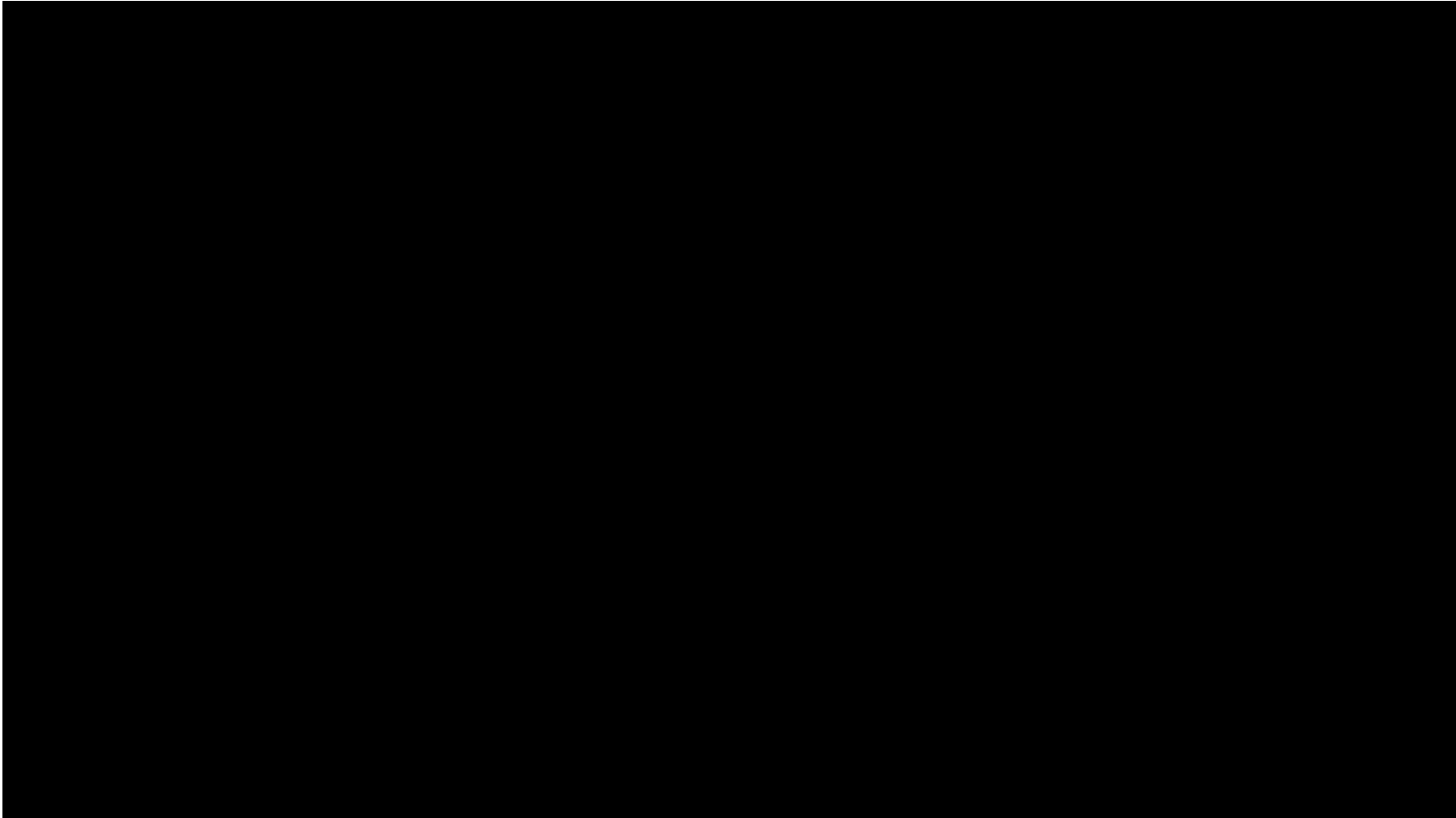
Safety

Activity: Autism and Wandering Prevention Tips



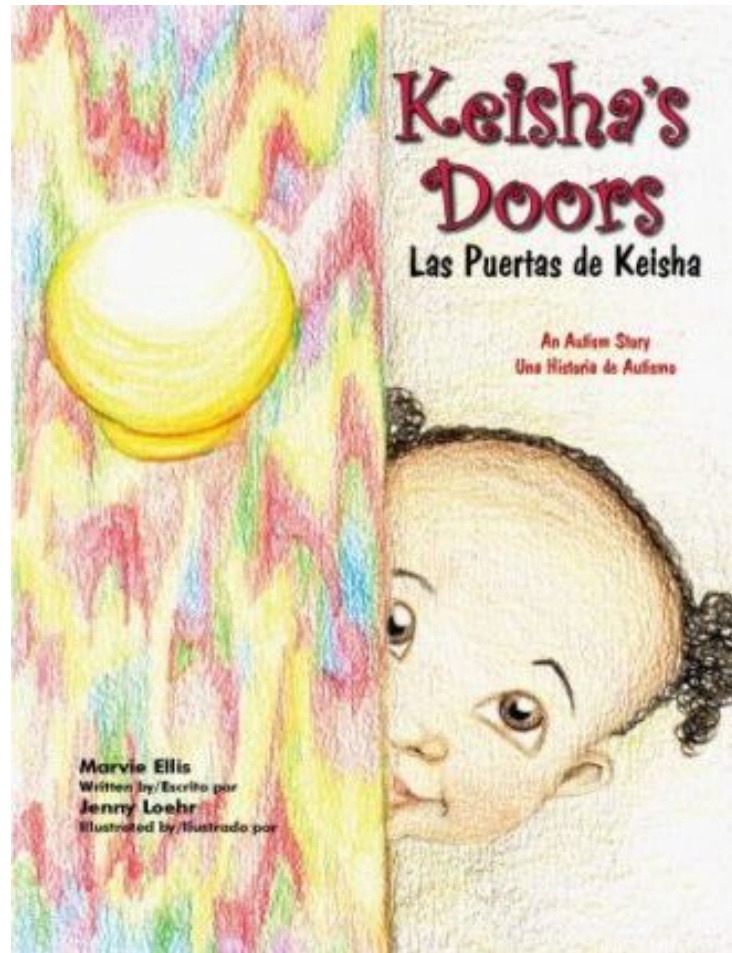
National Autism Association

Swim School



Real Look Autism

Keisha's Doors



Getting to Know Me



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"Getting to Know Me"

Child's Name _____

D.O.B. _____ Date _____

We want to get to know your child better so that we can provide the best possible educational experience. No one knows your child better than you. Tell us more about your child.

1. We want to know about your child's favorite/least favorite toys/activities/rewards:

Favorite _____ Least favorite _____

What calms your child and what upsets your child?

Calms _____ Upsets _____

How does your child communicate?

- Verbally
- Through gestures (i.e., pointing, pulling, blinking)
- American Sign Language (_____)
- With vocalizations
- With communication devices (i.e., pictures)
- Other (please specify) _____

What services does your child receive?

- Speech/Language Therapy
- Behavioral
- Physical Therapy
- Mental Health Counseling
- Occupational Therapy
- None

Do you contact your service provider to better support your child? Yes No (Signed authorization form required)

Which statement best describes your child's ability to move from one activity to another?

- Easily moves from one activity to the other
- Needs assistance to move from one activity to the other

Please explain _____

How does your child play/interact best (please check all that apply):

- Independently
- With another child
- Small group
- Large group
- Outdoor
- Indoor
- With adults
- Additional comments: _____

Which of the following bothers your child?

- Noise
- Texture (i.e., sand, water)
- Lights
- Touch (i.e., hugs)
- Smells
- Other _____

What does your child do on their own?

- Goes to the toilet
- Yes No
- Walk/move about
- Yes No
- Wash his/her hands
- Yes No

Other things your child can do on their own: _____

What else would you like to share about your child (i.e., medication, diet, health)?



The Advocacy Network on Disabilities

"Conóceme Mejor"

Nombre del Niño/a _____

Fecha de Nacimiento _____ Fecha _____

Queremos conocer mejor a su niño/a y así poder brindarle una mejor experiencia educativa. Nadie conoce a su niño/a mejor que usted, contémenos más acerca de él/ella.

1. Queremos saber cuáles son los juguetes/actividades/recompensas favoritos/menos favoritos de su niño/a:

Favoritos _____ Menos Favoritos _____



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"Pou konnen m"

Non timoun-lan _____

Dat Fet _____ Dat _____

Nou vle rive konnen pi it ou, pou nou ka li pi bon edikasyon pou li.

1. Nou vle konnen s'ki favori ou pi fè lèt ou pi man favori / s'ki aktivite pi it ou a:

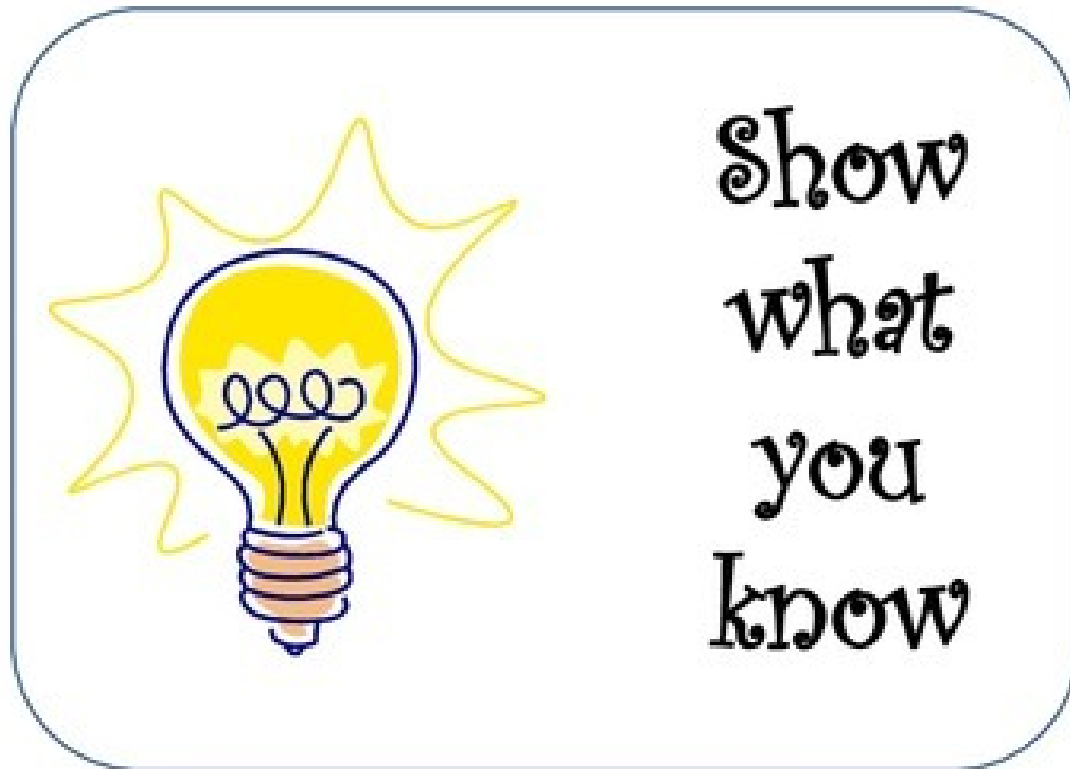
Favoris _____ Menm favoris _____

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Evaluation & Assessment



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