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Chapter 1 : Standardized Tests and Students with an Autism Spectrum Disorder

When your child has an autism spectrum disorder (ASD), for example Asperger's syndrome, school can be difficult. Autism in the classroom is something that's hard for teachers, parents, and the.

There are two ways in which a child can be evaluated under the Individuals with Disabilities Education Act: If you call, put your request in writing as well, keeping a copy for yourself. Follow up on all telephone calls with a letter summarizing the conversation. This way, the other party has the opportunity to make corrections to any misunderstood information, and you have a paper trail in case of a disagreement with the school system. If so, they must receive written permission from the parent before conducting the evaluation. An evaluation should be conducted by a multidisciplinary team or group, which must include at least one teacher or other specialist with specific knowledge in the area of the suspected disability. IDEA mandates that no single procedure can be used as the sole criterion for determining an appropriate education program. If the parents disagree with the results of the evaluation, they may choose to obtain an independent evaluation at public or private expense. You may request a list of professionals that meet state requirements from your school, or you can choose one on your own. Re-Evaluation The above standards also apply for a child who already receives special education services. A re-evaluation must take place at least every three years. It may, however, be conducted more often if the parent or a teacher makes a written request. An evaluation may also focus on a specific area of concern. For example, a child may be exhibiting new problem behaviors. As a first step, an evaluation by a specialist familiar with ASD behaviors could be requested. The IEP can then be changed to reflect the results of the evaluation. For example, a child may have an annual goal to increase her language production and comprehension skills, but is not meeting the objectives developed in her IEP for this goal. The parent may wish to request a re-evaluation with a speech therapist who is knowledgeable about autism. It may be determined from the results that an increase in the weekly number of hours of therapy is necessary. A re-evaluation of all areas of suspected need may come prior to the scheduled annual IEP meeting. If the child has made significant progress since the last evaluation, the treatment, placement and therapy recommendations may no longer be applicable. A re-evaluation addressing all areas would become the basis for a more appropriate IEP. Parents may suggest that professionals with knowledge of autism be present at the school for these evaluations. The school does not have to use the suggested professional, but may appreciate the assistance in finding a qualified person. The IEP must be prepared and agreed upon before placement decisions are made, rather than written after the fact to fit the placement decision.

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Chapter 2 : Supporting students with autism in the classroom: what teachers need to know

2 3 INTRODUCTION Refer to Module 1: Characteristics Middle and high school students with Autism Spectrum Disorder (ASD) are increasingly being taught in general education settings.

Students with autism often present unique challenges to schools, and teachers can often find it difficult to meet their needs effectively. Internationally, around 1 in 68 children are now diagnosed with an autism spectrum disorder ASD. ASD is a developmental disability that can cause significant social communication and behavioural challenges. Teachers, then, need to have a better understanding of autism and how it may affect learning. They also need help putting appropriate strategies in place. Challenges experienced interacting socially and communicating with others are common among students on the spectrum, and will have an impact on every aspect of their lives. These challenges can lead to levels of stress, anxiety and depression that are much higher than for other students. Classrooms are social environments that rely heavily on being able to interact, socialise and communicate with others effectively. This can intensify the stress, anxiety and depression students on the spectrum may experience. This can present unique challenges for schools and teachers, with students on the spectrum being four times more likely than their peers to require additional learning and social support services. Research shows the importance of understanding the link between academic learning and social and emotional competence. This reinforces the notion that social-emotional learning has a critical role to play in learning, as well as in school attendance, classroom behaviour, and academic engagement for all students. The heavy focus on academic aspects of the curriculum and the demand for data-driven accountability that schools are required to address often result in the focus on social and emotional learning and mental health being overshadowed or pushed to one side. Misinformation around inclusion Inclusion is about being proactive in identifying the barriers learners encounter in attempting to access opportunities for quality education, and then removing those barriers. It is about meeting the needs of all children to ensure they get a quality education and have the opportunity to reach their potential. When inclusion is interpreted in this way, students may be unable to access adjustments that adequately address and meet their needs. Schools also need to be careful not to run the risk of overgeneralising, as students with autism can be as different from each other as any other students. Students on the spectrum often need time away from other students and the demands of the mainstream classroom. The frequency with which this needs to happen will be based on the individual needs of the students involved, and where they go in these situations would be dependent on the school setting. Doing this would help them to not only manage the social and sensory challenges of the school environment, but also the stress and anxiety they can experience. Ideas for teachers During the survey, students with autism made some suggestions as to how teachers could better support their needs. They suggested that it would be useful if teachers could help them cope with change and transition by simply reminding them when a change was looming. They also asked to use a tablet or laptop to help with school work, instead of handwriting. This can help students on the spectrum overcome many of the motor skill difficulties that make handwriting difficult. Giving students a copy of instructions or information that their teacher writes on the board may also help. Students with autism can find tasks requiring a lot of planning and organisation such as managing assignments, participating in assessments, navigating learning tasks, and completing homework extremely difficult. This can have a negative impact on their cognitive, social and academic ability. Schools could allow older students to take photos of these instructions using their mobile phone or tablet. Having a quiet space to complete their assessments and getting assistance with organising themselves and the social aspects of school were also raised as important strategies. How to better support students There are a number of barriers to providing better and appropriate support to meet the educational needs of students with autism. Funding can impact on the amount of resourcing, support and specialist staff available to teachers to help individualise their approach. Funding and resources vary from state to state and school to school. Teacher training and experience in autism will vary. Teachers and

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specialists working in the field need to feel adequately supported to meet the needs of these students, and this support must be ongoing. The use of flexible and individually tailored educational approaches is crucial. This requires that teachers have an array of adjustments and resource options which can be implemented both in and outside of the classroom environment. Input from a multidisciplinary team that includes educational specialists and allied health professionals should also be available. It is not enough to give teachers professional development on autism. They need additional help from appropriate specialist staff to put adjustments in place that fit within the context of their classroom and school.

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Chapter 3 : School Evaluation - Autism Society

Public schools are required to provide free education to all American children, and most children with autism do attend public school. In some cases, public school can provide appropriate educational and social settings for your autistic child.

Even a "straight A" student with autism who has a photographic memory can be incapable of remembering to bring a pencil to class or of remembering a deadline for an assignment. In such cases, aid should be provided in the least restrictive way possible. Strategies could include having the student put a picture of a pencil on the cover of his notebook or maintaining a list of assignments to be completed at home. Always praise the student when he remembers something he has previously forgotten. Never denigrate or "harp" at him when he fails. A lecture on the subject will not only NOT help, it will often make the problem worse. He may begin to believe he can not remember to do or bring these things. These students seem to have either the neatest or the messiest desks or lockers in the school. The one with the messiest desk will need your help in frequent cleanups of the desk or locker so that he can find things. Simply remember that he is probably not making a conscious choice to be messy. He is most likely incapable of this organizational task without specific training. Attempt to train him in organizational skills using small, specific steps. People with autism have problems with abstract and conceptual thinking. Some may eventually acquire abstract skills, but others never will. When abstract concepts must be used, use visual cues, such as drawings or written words, to augment the abstract idea. Be as concrete as possible in all your interactions with these students. Avoid asking vague questions such as, "Why did you do that? Next time put the book down gently and tell me you are angry. Were you showing me that you did not want to go to gym, or that you did not want to stop reading? An increase in unusual or difficult behaviors probably indicates an increase in stress. Sometimes stress is caused by feeling a loss of control. Many times the stress will only be alleviated when the student physically removes himself from the stressful event or situation. When this occurs, a "safe place" or "safe person" may come in handy. Do not take misbehavior personally. The high-functioning person with autism is not a manipulative, scheming person who is trying to make life difficult. They are seldom, if ever, capable of being manipulative. Usually misbehavior is the result of efforts to survive experiences which may be confusing, disorienting, or frightening. People with autism are, by virtue of their disability, egocentric. Most have extreme difficulty reading the reactions of others. Most high-functioning people with autism use and interpret speech literally. Until you know the capabilities of the individual, you should avoid: Remember that facial expressions and other social cues may not work. Most individuals with autism have difficulty reading facial expressions and interpreting "body language. Use shorter sentences if you perceive that the student is not fully understanding you. Although he probably has no hearing problem and may be paying attention, he may have difficulty understanding your main point and identifying important information. Use a written or visual schedule to prepare him for change. Behavior management works, but if incorrectly used, it can encourage robot-like behavior, provide only a short term behavior change, or result in some form of aggression. Use positive and chronologically age-appropriate behavior procedures. Consistent treatment and expectations from everyone is vital. Be aware that normal levels of auditory and visual input can be perceived by the student as too much or too little. For example, the hum of fluorescent lighting is extremely distracting for some people with autism. Consider environmental changes such as removing "visual clutter" from the room or seating changes if the student seems distracted or upset by his classroom environment. Continually responding in a logical manner or arguing back seldom stops this behavior. The subject of the argument or question is not always the subject which has upset him. More often the individual is communicating a feeling of loss of control or uncertainty about someone or something in the environment. Try requesting that he write down the question or argumentative statement. Then write down your reply. This usually begins to calm him down and stops the repetitive activity. If that does not work, write down his repetitive question or argument and ask him to write

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down a logical reply perhaps one he thinks you would make. This distracts from the escalating verbal aspect of the situation and may give him a more socially acceptable way of expressing his frustration or anxiety. Another alternative is role- playing the repetitive argument or question with you taking his part and having him answer you as he thinks you might. Since these individuals experience various communication difficulties, do not rely on students with autism to relay important messages to their parents about school events, assignments, school rules, etc. Even sending home a note for his parent may not work. The student may not remember to deliver the note or may lose it before reaching home. Phone calls to parents work best until the skill can be developed. Frequent and accurate communication between the teacher and parent or primary care-giver is very important. If your class involves pairing off or choosing partners, either draw numbers or use some other arbitrary means of pairing. Or ask an especially kind student if he or she would agree to choose the individual with autism as a partner before the pairing takes place. The student with autism is most often the individual left with no partner. This is unfortunate since these students could benefit most from having a partner. Assume nothing when assessing skills. For example, the individual with autism may be a "math whiz" in Algebra, but not be able to make simple change at a cash register. Or, he may have an incredible memory about books he has read, speeches he has heard, or sports statistics, but still may not be able to remember to bring a pencil to class. Uneven skills development is a hallmark of autism. For more information, contact: Box , Crown Point, IN ; [www. Tips for teaching high functioning people with autism.](http://www.TipsforTeachingHighFunctioningPeopleWithAutism.com) Bloomington, IN circa indiana.

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Chapter 4 : Resource Materials - Autism Society

Students with autism can find tasks requiring a lot of planning and organisation such as managing assignments, participating in assessments, navigating learning tasks, and completing homework.

The internal and external actions fit together, sometimes seamlessly sometimes not, largely dependent upon a set of invisible yet highly important skills we call Executive Functioning EF. These skills, which involve planning, organizing, sequencing, prioritizing, shifting attention, and time management can be well-developed in some people think traffic controllers, wedding planners, business CEOs, etc. They are vital in all parts of life, from making coffee to running a profitable business. The skills develop naturally, without specific, formal training, and we all have them to some degree - or at least, we all assume we all have them. Things are never quite as simple as they seem, and these EF skills are no exception. They require a multi-tiered hierarchy of decisions and actions, all coming together within the framework of time, knowledge and resources. Imagine trying to navigate life when EF skills are impaired or nonexistent, as they are with individuals on the autism spectrum. Therefore, we assume all these kids - especially those who are "bright" - have EF skills and we act and react to our spectrum children or students as if they did. Nowhere does this EF skill deficit cause more turmoil than in the area of homework, producing monstrous levels of anxiety and dread in students, parents and teachers alike. I am regularly asked: The answer is an unequivocal emphatic "NO! Few states include explicit teaching of EF skills in their "standards of education. First, by understanding how complex organizational systems become by the time students reach middle school. We can only be good teachers if we appreciate the demands the skills we teach place on our students. Second, by understanding organization as a skill set, which involves static and dynamic systems. Static organizational systems and skills are structured: Static organizational tasks are introduced in kindergarten, first and second grade. We break down tasks and ask students to explicitly complete very defined units of information, at a certain time and place. Write your name at the top of the page, read the instructions, complete the work, when done turn the paper over and sit quietly until time is up. Dynamic organizational systems and skills involve constant adjustments to priorities, workloads, timeframes, tasks and places. They are less teacher-directed and more student-directed. By 4th grade, teachers are introducing dynamic assignments to students with moderate levels of support. Soon after that we expect students to be able to manage increasingly dynamic workloads with little extra support or direct teaching. By high school, almost all school and homework has dynamic components requiring students to use EF skills to allocate time, resources, places to work, etc. The dynamic part of the task requires thinking; the static part of the task requires doing. A dynamic assignment such as writing an essay requires a significant portion of the task be spent thinking about the topic before the static tasks of actually writing the paper at a table, at a specified hour, etc. One of the great challenges for our spectrum students is learning to break down dynamic tasks into more concrete, static chunks of work. Fostering organizational skills in students with ASD requires an evolutionary approach towards teaching students, one that is ideally started at an early age. Students hone organizational skills starting in preschool, when we first ask them to clean up their toys. Teachers can accurately identify organized versus disorganized students as early as kindergarten. By 4th grade teachers expect students to be proficient with EF skills. However, the reality is that the majority of our ASD students of all ages desperately need help with homework, specifically, and EF skills in general. While these steps are interrelated and synergistic, avoid trying to teach them all at the same time. Each may be difficult to grasp and master for the student with ASD; allow learning to take its own pace. Keep expectations realistic, talk things through regularly, and probe for misunderstandings or miscommunication. Learning EF skills is a dynamic system of its own, with its static components. Make sure your child or student experiences success and feels competent at each stage of the process. Clearly define what needs to be done. Too often, parents and schools view organization goals too simply: Adults must be organized in their own thinking if they are to effectively teach students with EF deficits this skill. Go beyond giving out assignments; help the student

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understand how to also approach the task from an organizational standpoint. Move it with motivation. Almost all students with weak organizational skills also struggle with motivation to accomplish homework tasks. Students with the greatest motivational challenges are often our most intelligent students. We often assume "smart" means "organized" and say things like "come on, I know you can do this, I know you are smart. Learning just happened if they stayed attentive. By adolescence, students need to appreciate that completing work - even work that seems somewhat ridiculous to them - has its rewards. It establishes them as hard working in the eyes of others, improves their grades and increases feelings of self-worth through meeting their grade level academic expectations. However, as obvious as this sounds, this level of cause-effect can still be too overwhelming to some spectrum students because it requires delayed gratification. Many students need to start at a much more concrete level of motivation, with very small work steps combined with reward early in the task completion process. For example, if a student cannot easily work for an hour, have him work successfully on a single part of the task for just 10 minutes before he gets to pause and congratulate himself. Self-motivation increases when students feel confident in understanding and accomplishing the task before them. Work directly on helping students tackle their issues related to motivation. Most adults familiar with helping students "get organized" understand this point. Establish a dedicated workspace for homework that includes the essential tools: Color coding tasks, making sure the student has an organized binder, possibly access to a time-timer. Chunk and Time it. Assignments that sound coherent and structured to teachers can still overwhelm a student with EF challenges. Maybe to us, but not to them. Make sure the student understands how to "chunk" an assignment break it down into smaller pieces and how the individual parts create the larger whole. For example, not all students will know their report needs four sections, producing essentially a "mini-essays" worked on separately and then joined together. Furthermore, once they "chunk" the project students also need to predict how long each chunk will take to complete. The majority of our students with poor organizational skill have a resounding inability to predict how long projects will take across time. In fact, they tend to be weak in all aspects of interpreting and predicting time. This is an essential life skill! Is there anything you do without first predicting how long it will take? Homework functions in much the same way. Students are more willing to tackle homework when they can reliably predict how long they will have to work on the task. For example, a student will usually calmly do math if it should only take minutes. When the student does not - or cannot - consider time prediction as part of his organizational skill set, he is likely to waste a lot of time rather than use time to his advantage. As the school years progress, homework shifts from mostly static tasks doled out by one teacher to mostly dynamic tasks assigned by many different individuals. We expect students to self-organize and know how to juggle the many pieces of learning that make up each class, grade and level of education. Yet, this valuable skill is never directly taught! Visual long-term mapping charts, such as a Gantt Chart, are helpful. These bar type graphs allow a student to visually track multiple projects across time, determine when they are due and how much time is available to work on each. For example, a history paper may be assigned in February and due in late March; a line would run from early February to late March to indicate the time allocated to the project. A math project assigned in early March is also due in late March; another line would represent this project. Visually the student can see that two big projects are due at about the same time, and both are worth significant grade points. This then helps the student understand why he should not wait until the last minute to start one or both assignments. However, they are easy to create and use at home or in the classroom. For students with ASD, they are invaluable tools for organization. Visual structures can represent entire projects and then also be used for individual chunks, creating the visual organizational framework students with EF deficits need. Once assignments are understood as needing to be worked on across time, we can encourage students to chunk tasks to be worked on during specific weeks, then make related lists of things to do on specific days. Prioritize and plan daily. Learning to prioritize is a valuable skill and helps the student get things done. Within the school setting, "value" is often dictated by the teacher. However, Just because a task is due does not mean a student needs to make a decision to complete it, especially if it is a low priority or low value task to the student or the teacher. For example, during her

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sophomore year in high school my daughter was looking at her math grades online. They were hardly worth doing. With a prioritized plan in hand, many students will still struggle with actually working on the tasks. Even students with high intelligence may have difficulty getting themselves to work on projects not of their liking. Their baseline attention span may be no more than minutes. You may be surprised by how short it is! Help students succeed with their daily schedule by teaching them to take frequent small breaks at the end of their baseline attention span. For example, a graduate student in theology found he could only push himself through minute work cycles before feeling overwhelmed or internally distracted. He used a visual time-timer and gave himself a short stretch break every 10 minutes. Once he completed a number of these short work cycles he gave himself a larger reward. Instead make these small breaks quick and refreshing, just to refocus attention: A high school student went to great lengths to develop a computer program for his computer programming class.

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Chapter 5 : Adapting K12 for Students with Autism | District Administration Magazine

Carrie Brazer Center for Autism & Alternative Approaches, Inc., a nonprofit and a nationally recognized school, serves students in elementary, middle, and high school. The center provides a vast amount of support for children and their families.

Is it any wonder public school administrators, not to mention parents, are overwhelmed with the task of educating children on the autism spectrum? Educators are learning, however, that there are scientifically proven treatments and protocols that can help them meet federal and state requirements, stretch budgets, avoid litigation and assist families who must continue educating students long after the last bell rings. Employing and training special ed teachers or paraeducatorsâ€”particularly expensive if one-to-one treatments are providedâ€”and purchasing specialized materials or programs are just some of the extra costs that could affect districts as they go about educating children with autism spectrum disorders ASD. Public Schools, which the National Autism Center identifies as being especially effective in educating students with autism. Public Schools, in which family support programs feature monthly workshops for caregivers and services to help pupils transition easily between school and home. Inclusion and co-teaching are gaining in popularity as administrators seek to provide the least-restrictive environment, which often is the most cost-effectiveâ€”and beneficial far beyond the student with autism. Why not have all the kids eating together every day? This law, later changed to IDEA, requires that students with disabilities be served in the least restrictive environment. Putnam points to Brockton schools, where elementary classes have dual-certified staff who teach all core subject areas. And middle and high schools have support staff co-teaching with a general education teacher. We also want them to be exposed to the general education curriculum at a higher level. They bring different perspectives that can be really valuable. We should be creative about serving everybody. These students could be anywhere from non-verbal with multiple disabilities to high-functioning. Loudoun County has an extensive professional development program for teachers and assistants. All teachers complete instructional modules on evidence-based practices and specific competencies. Autism resource teachers provide school-based training for all staff on strategies for supporting students with autism across school settings. And all autism teachers and paraprofessionals participate in annual training in the Mandt System, a comprehensive, integrated approach to preventing, de-escalating and intervening when behavior poses a threat to the student or others. Many training modules are online for accessibility. Some districts in Utah and other states arrange training through university projects, which can provide experts to train a group of paraeducators on site, she adds. At Loudoun schools, staff is trained as trainers in the Mandt System so they can train hundreds of district staff members, Kealy says. This training is embedded in the roles of many staff in the district. It really needs to be a collaborative effort to meet the needs of the child both within the school and the home. And that makes the future bright, says Kluth. But our goal is to get kids to graduate and have opportunities for secondary education, training or employment so they can be successful when they leave us.

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Chapter 6 : Tips for Teaching High-Functioning People with Autism

As explained above, if the parents disagree with the school's evaluation, they do have a right to acquire an independent evaluation. The evaluation (school or independent) should become the basis for writing the child's IEP.

Written schedules are very effective for good readers. Reduce distractions Many people with autism find it difficult to filter out background noise and visual information. Children with autism pay attention to detail. Wall charts and posters can be very distracting. Each time they look at it will be like the very first time and it will be impossible for them to ignore it. Try and seat children away from windows and doors. Use storage bins and closets for packing away toys and books. Remember the old adage "out of sight, out of mind. Noise and smells can be very disturbing to people with autism. Keep the door closed if possible. If your classroom is in a high traffic area" time to speak to the Principal! Use concrete language Always keep your language simple and concrete. Get your point across in as few words as possible. If you ask a question or give an instruction and are greeted with a blank stare, reword your sentence. Give very clear choices and try not to leave choices open ended. It can feel insulting when you excitedly give a gift or eagerly try and share information and you get little to no response. Turn these incidents into learning experiences. Take two index cards. On the second card draw a stick figure smiling and waving. Show each card to the child as you say. Which one do you want to do? Show the card to prompt the child to respond according to the card he picked. Praise the child highly after a response and have your cards ready for the next morning greeting! Keep it consistent by asking the parents to follow through with this activity at home. If you get frustrated and we all have our days always remember the golden rule. People with autism often have acute hearing. They can be absorbed in a book on the other side of the room and despite the noise level in the class, they will easily be able to tune into what you are saying. Despite the lack of reaction they sometimes present, hearing you speak about them in a negative way will crush their self esteem. Transitions Children on the autism spectrum feel secure when things are constant. Changing an activity provides a fear of the unknown. This elevates stress which produces anxiety. While a typical child easily moves from sitting in a circle on the floor to their desk, it can be a very big deal to a child on the spectrum. Reduce the stress of transitions by giving ample warning. Another option is to use a timer. Periodically, let students know approximately how much time is left. When you ask a child to transition from a preferred activity, they might be very resistant if they have no idea when they will be allowed to resume. This helps a child feel in control and gives them something to look forward to. Establish independence Teaching students with autism how to be independent is vital to their well being. People can be slow when they are learning a new skill until they become proficient. However in order to help a person progress we must make time to show them the ropes. If a student asks for a scissor, tell him to ask his peer. Encourage your students to ask each other for help and information. By doing so, students learn there are many people they can seek out for help and companionship. Making decisions is equally important and this begins by teaching students to make a choice. Once students can easily decide between two options introduce a third choice. This method will help children think of various options and make decisions. People with autism may take extra time to process verbal instructions. When giving a directive or asking a question, make sure you allow for extra processing time before offering guidance. Self help skills are essential to learn. Some of these include navigating the school halls, putting on outerwear, asking for assistance and accounting for personal belongings. Fade all prompts as soon as you can. Remember that written prompts are usually easier to fade than verbal prompts. Fading prompts can be done in a phased approach. Never underestimate the power of consistency. Avoid this temptation and make sure you allow ample time before you abandon an idea. Remember that consistency is a key component of success. Rewards before consequences We all love being rewarded and people with autism are no different. Rewards and positive reinforcement are a wonderful way to increase desired behavior. Help students clearly understand which behaviors and actions lead to rewards. If possible, let your students pick their own reward so they can anticipate receiving it. There are many reward

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systems which include negative responses and typically, these do not work as well. An example of this type of reward system is where a student will begin with a blank sheet of paper. For each good behavior the student will receive a smiley face. However if the student performs poorly, he will receive a sad face or have a smiley face taken away. Focusing on negative aspects can often lead to poor results and a de-motivated student. When used correctly, rewards are very powerful and irresistible. Think of all the actions you do to receive rewards such as your salary, a good body and close relationships. There are many wonderful ideas for reward systems. Ten tokens might equal a big prize. Choice objects to play with after a student does a great job. They do have to be something a student desires and show students they have done a great job. Every reward should be showered in praise. Even though people on the spectrum might not respond typically when praised, they enjoy it just as much as you! Teach with lists Teaching with lists can be used in two ways. One is by setting expectations and the other is by ordering information. Teaching with lists sets clear expectations. It defines a beginning, middle and an end. I demonstrate this by writing 1 through 5 on the blackboard. As we complete each sum, I check it off on the board, visually and verbally letting you know how many are left till completion. The second method of teaching with lists is by ordering information. People on the autism spectrum respond well to order and lists are no exception. Almost anything can be taught in a list format. If a student is struggling with reading comprehension, recreate the passage in list format. This presentation is much easier for a student to process. Answering questions about the passage in this format will be easier. While typical people often think in very abstract format, people on the spectrum have a very organized way of thought. Finding ways to work within these parameters can escalate the learning curve. People on the spectrum think out of the box and if you do too, you will get great results. Throw all your old tactics out of the window and get a new perspective. Often, people with autism have very specific interests. Use these interests as motivators. Act things out as often as you can. This method keeps students involved, focused and ensures understanding. As an example you might say: What do they need? They also need air and water. What do plants need? Plants have stems and leaves. What do they have?

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Chapter 7 : Autism, homework & beyond | Autism Support Network

about autism in this school and we work as a team " [Teacher] know the student with autism and how they can help the student Educating Children about.

You can download Adobe Reader for free at [http:](http://) Our Print on Demand service is currently unavailable. If you are interested in having any of the PDFs below printed you can download the document free of charge and take to a local printer or contact us for more information. The series was developed to provide easy-to-understand, practical information related to the autism spectrum for a broad audience on a wide range of topics. The series will continually evolve, adding new pieces on a regular basis, and address topics across the spectrum and lifespan. Emphasis of all pieces in the series is on living successfully with autism, so articles will provide useful information, helpful tips and additional resources provided by those with expertise on the particular topic. The Living with Autism series is designed for individuals on the autism spectrum, their families, friends and concerned professionals. Educating Students on the Autism Spectrum For Teachers This page publication provides information about working with students on the autism spectrum. Educators and school administrators provide the best educational services and supports when they become familiar with the learning styles of students with ASD and with the various educational approaches designed to meet their unique needs. A Guide For Families New To Autism This 8-page document is geared toward families who have just had a child diagnosed with an autism spectrum disorder. It provides a general understanding of the autism spectrum, an overview of the various treatment options, and brief information about education, services and supports that are helpful to children and adults on the autism spectrum. It uses simple language to talk about what autism is and how to become friends with someone on the autism spectrum. It uses basic language to talk about what autism is and how to be friends with someone on the autism spectrum. Effective behavioral support requires highly individualized practices that address primary areas of difficulty and strength. This article provides 10 steps that help schools work toward achieving the best outcomes for students with ASD. Preparing to Experience College Living Going away to college can be a daunting experience for students on the autism spectrum, as supports from family, friends and school may no longer exist. New college students face academic demands while learning to take care of themselves, managing finances, meeting new people, etc. This article describes supports available on college campuses, such as tutoring and supervised study halls, and gives suggestions on fostering social interaction. The article also provides a number of things to keep in mind when considering postsecondary options. This article provides information and ideas that parents can use to help their son or daughter with the physical changes that come with puberty. Guidelines for Parents When a child in the family has a disability, it affects each member of that family. Living with a brother or sister on the autism spectrum adds significant and unique experiences to the sibling relationship. This article is written for parents but provides important information and practical suggestions to help support siblings, strengthen families and minimize stressors. Establishing Positive Sleep Patterns for Children on the Autism Spectrum Persistent sleep disturbances can have adverse effects on the individual with ASD, parents, other household members, and daily activities and expectations. Children on the autism spectrum appear to experience sleep disturbances more frequently and intensely than typically developing children. This article examines factors that can contribute to poor sleep and provides advice to address environmental variables, bedtime routines, and sleep training methods. Unfortunately, despite years of mandated transition planning and a continued interest in preparing students for real life, many students with ASD leave school unprepared for employment, independence and maintaining social relationships. This article assists those involved in the education of students with ASD to provide effective transition planning. Transition Across Grade Levels Transition is a natural part of all educational programs. Students are expected to adjust to changes in teachers, classmates, schedules, buildings, and routines. This article provides suggestions for facilitating a smooth transition so that students with ASD can more easily make the shift from one grade to the next with careful planning and

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preparation. Many things will be different. The school will probably be larger and the enrollment may be several times greater than in elementary school. The student will not know new teachers and might change classes not only every period, but also might only have certain classes for a semester, for a quarter, or on alternate days. There will be greater demands for independence and more complex social demands. But, there may also be new opportunities that were not available at the elementary school level. This article provides a process that others have found useful for developing a successful plan. Moving from Preschool to Kindergarten: Planning for a Successful Transition and New Relationships Leaving pre-school to enter a more formal educational system represents a major transition for every parent and their child. The environment will be new, the challenges will be different, and new relationships will need to be formed. While parents of children with ASD may initially approach this time with trepidation, this transition really represents a time of new opportunity for learning and the development of new friendships and relationships. Suggestions are provided to parents to insure a more successful and less stressful transition. These much needed materials are the first of a series of publications designed to improve services to crime victims with autism. Assistance is available through the Victim Assistance Program. Autism Information for Advocates, Attorneys, and Judges Individuals with disabilities, including autism, are victims of crime at rates higher than those without disabilities. In spite of this fact, these crimes are often not prosecuted and if they are, the conviction rate is very low. The article offers detailed advice on how professionals should approach a victim with autism and how to prepare him or her for a court room setting. Autism Information for Child Abuse Counselors Research indicates that children on the autism spectrum experience abuse and neglect at rates higher than their nondisabled peers. This article sets forth the risk factors inherent in children with autism, such as behavioral challenges which often frustrate parents and other caregivers. The authors provide a number of strategies for child abuse counselors to use when working with children on the spectrum, such as shortening interview times and conducting it in a quiet place with minimal visual stimuli. Autism Information for Domestic Violence and Sexual Assault Counselors Research shows that individuals with cognitive impairments are at the highest risk of experiencing sexual assault or abuse. This article provides information on the characteristics of autism and advice to domestic violence and sexual assault professionals on how to effectively work with victims who are on the autism spectrum. The authors also provide guidance for managers of counseling agencies to insure that such cases are handled correctly. Information for Law Enforcement and First Responders There are many situations in which individuals on the autism spectrum will encounter police officers and other first responders, particularly due to wandering or eloping. If first responders recognize the signs of autism and know effective ways of interacting with individuals on the spectrum, the risks to all involved are greatly reduced. This article describes the characteristics of ASD and gives detailed information to improve exchanges with first responders. Autism Information for Paramedics and Emergency Room Staff Emergency medical professionals are likely to encounter individuals on the autism spectrum for a variety of reasons, including search and rescue operations or suspected abuse. Particularly in an emergency situation, where utmost speed is generally required, professionals need to be aware of the unique needs of persons on the spectrum. This article provides detailed information on the characteristics of autism, such as sensory issues, that could greatly impact emergency room treatment. Autism Information for Social Workers and Counselors Social workers and counselors may encounter or be asked to provide services to an individual with autism spectrum disorder who has been the victim of a crime. This article seeks to provide these professionals with a greater understanding of the communication, social, and behavioral characteristics of autism so they are well equipped to help them in supporting victims of crime who are on the autism spectrum. The article urges family members to work with local victim assistance organizations to further their understanding of autism spectrum disorders. Informational Brochures Looking for autism related services and supports throughout the United States? Visit our free on-line referral database located on the web. Puzzle of Autism The Puzzle of Autism is an informational guide for educators who work with students on the autism spectrum. The guide explains the characteristics of autism and suggests effective classroom strategies for improving the communication,

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sensory, social and behavioral skills of students with autism.

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Chapter 8 : 12 Tips to Setting up an Autism Classroom | Principal Kendrick

Often, group administered tests serve only as a screening procedure for referring students for special education eligibility assessments or, more obviously, for assessing the achievement of the school as a whole.

These sets of tasks are carefully assessed to ensure that they validly and reliably measure given characteristics. Typically, this process involves administering the test to a sample of individuals who are representative of the population on whom the test will be used. Standardized tests may be administered individually or as a group. A discussion of group administered standardized tests, such as the I-STEP, is certainly important but will not be addressed here. Often, group administered tests serve only as a screening procedure for referring students for special education eligibility assessments or, more obviously, for assessing the achievement of the school as a whole. What are individually administered standardized tests? Most state and local educational agencies require the use of individually administered standardized tests when making special education eligibility decisions. Selected tests may include intelligence tests which yield IQ or ability scores, academic tests which measure achievement, and personality tests which yield emotional or behavioral information. It is the responsibility of the school psychologist to select which tests will best provide information to address the referral question. Once tests are selected, the school psychologist makes decisions about how to best administer the instrument and interpret the results. Standardized assessment tools have rigid administration guidelines. The obtained scores are only valid if these guidelines are followed. What does this have to do with autism? For students with autism spectrum disorders ASD, standardized assessments present a host of difficulties. Specifically, tests that require lengthy verbal directions and verbal responses are almost always inappropriate. Even on the performance subtests, receptive language skills are required to understand the directions. The communication deficit faced by all students with ASD puts them at a disadvantage on tests dependent on receptive and expressive language use. Other characteristics of Autism spectrum disorders affect the standardized testing situation. In addition to language skill deficits, a student with ASD may lack other skills required in the testing situation. Students with ASD, regardless of level of functioning, possess deficits in social skills. Standardized tests require some level of social interaction. It may be difficult to perform well on an individually administered assessment without reciprocal social interaction skills. Atypical interests, repetitive behaviors, stereotypic behaviors, disruptive behaviors, and inattention may further complicate the testing situation. Yes, school psychologists may choose to administer nonverbal intelligence assessments to students with ASD, rather than altering the standardized administration procedures or foregoing the procedure all together. The Test of Nonverbal Intelligence, 3rd edition TONI-3 is a valid and reliable alternative that does not require the examinee to read, write, speak, or listen. The Leiter-R, which does not require the student to use or to understand speech, has few timed items and will not penalize students for slow responses. At times, it may be possible for the psychologist to forgo the use of standardized tests during the assessment process. i. Observations, interactions with the student, his teachers and parents, and other alternative sources of information may provide valuable information about areas of strength and areas needing improvement that can help guide the intervention and programming process. Even when standardized assessments are used, these additional sources should be included in the assessment. What modifications can psychologists make to accommodate students with ASD when standardized tests are used? Allow time to meet the student before entering the testing session. This may help to alleviate some anxiety and will allow you to better assess needed modifications. For example, if he finds printed materials too visually stimulating, cover a portion so fewer problems are visible. For students on the autism spectrum, such disruptions can be very distressing. Consider meeting with the student in advance of the testing session to introduce yourself and to explain the upcoming schedule change. If the student uses a schedule, work with the teacher to include the testing session on his daily itinerary. If possible, administer the tests in a familiar environment for the student. When possible, allow extra time for the student to finish items. Consider the auditory processing delays of

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students with ASD. Standardized directions are often lengthy and confusing. This can be particularly problematic for children with receptive language difficulties. Make verbal directions as clear and concise as possible. It may be useful to use visual directions or prompts or to allow the student to respond with gestures or signs. To reduce the number of failures in a testing session, frequently intersperse new and challenging tasks with easier items. This may require administering items out of the standardized order or inserting nontest activities within subtests. It may also be helpful to use positive reinforcers to make the testing situation more motivating for the student. Employing such strategies will break the standardization of the assessment tool, and you cannot generate standard scores. Variables related to differences in standardized test outcomes for children with ASD. *Journal of Autism and Developmental Disorders*, 27, Diagnosis and assessment of preschool children. Diagnosis and assessment in ASD. Recommended Reading Shriver, M. Effective assessment of the shared and unique characteristics of children with autism. *School Psychology Review*, 28, Standardized tests and students with an autism spectrum disorder. *The Reporter*, 8 2 , Bloomington, IN circa indiana.