

strategies for working with AUTISM

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HEY THERE, *I'm Eleanor!*

- Autism Consultant
- 9 years of experience working closely with Autistic children and their families
- 6 years experience teaching Special Education
- Located in Matanuska Valley

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THE *agenda*

1. What are your needs? What do you need out of today's training?

Our springboards for conversation...

- Reviewing Autism diagnosis & sensory differences
- Autism-related behaviors
- Autism-related strategies

2. Reassess needs. What do you need for a successful year?

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WHAT ARE
your needs?

Take a moment to think about the children you worked with last year. What were their needs? How did you support them? What resources could have made supporting them easier and/or better?



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Share within your group nearby or with a partner.



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What are your questions or needs? This is YOUR training.

Write them down on a post-it, put the post-it on the parking lot.



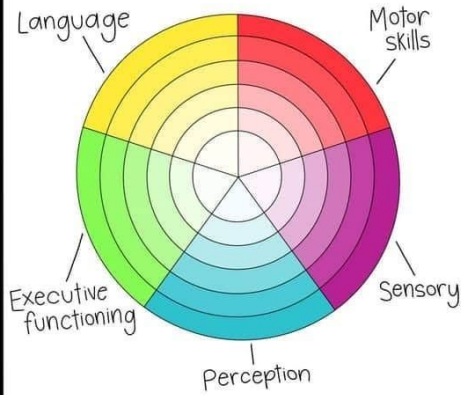
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AUTISM
diagnosis

What People THINK
the autism SPECTRUM
LOOKS Like:



What it CAN
ACTUALLY
LOOK Like:



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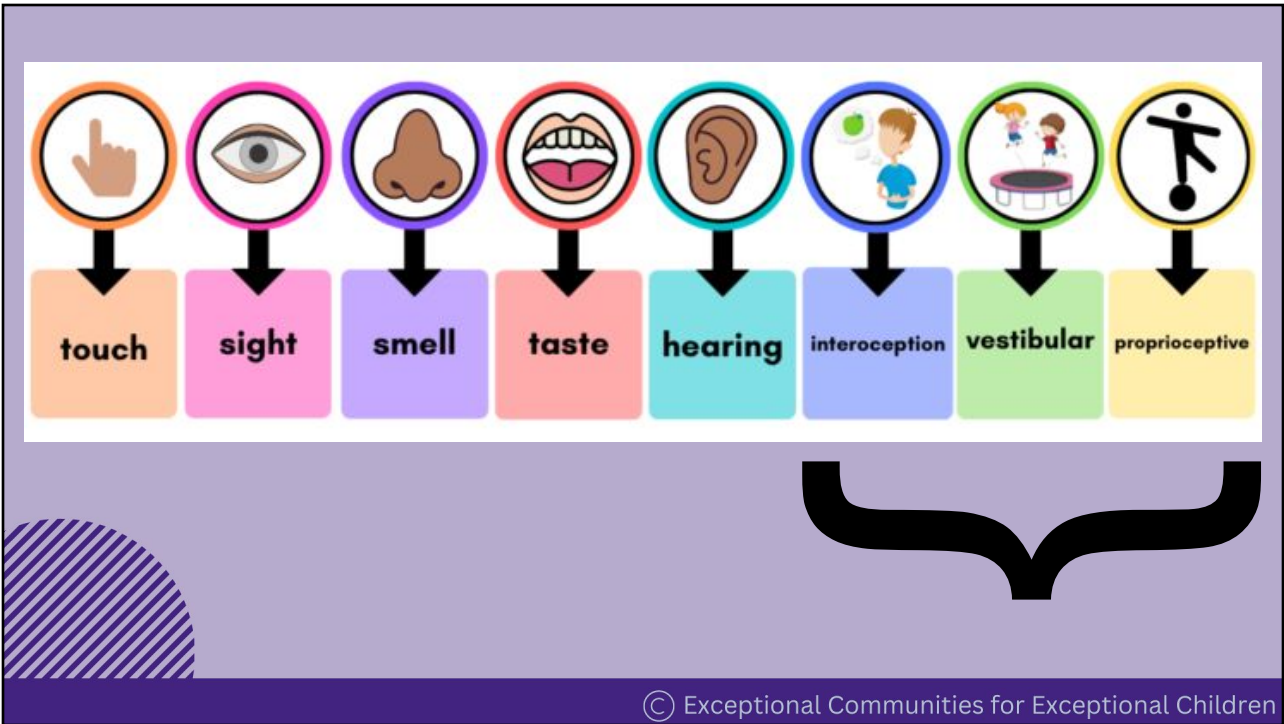


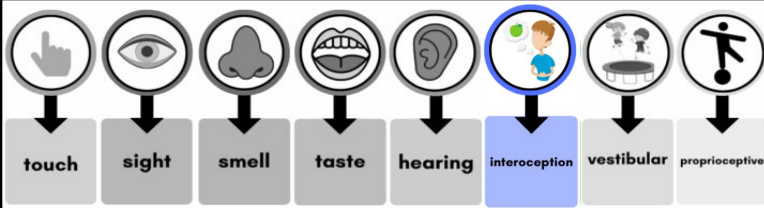
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SENSORY DIFFERENCES



Some types of sensory sensitivity include, but are not limited to, the following:		
STIMULI	HYPER-SENSITIVE REACTION	HYPO-SENSITIVE REACTION
SIGHT		
TOUCH		
TASTE		
SMELL		
SOUND		
TEMPERATURE		
PAIN		





Ideas for calming and organizing interoceptive input are:

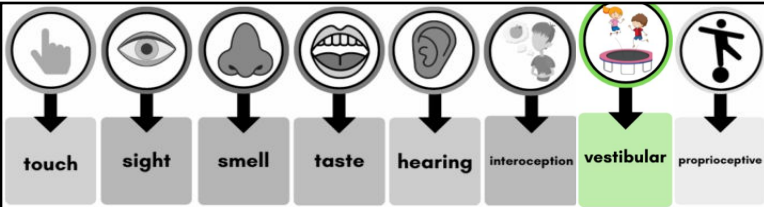
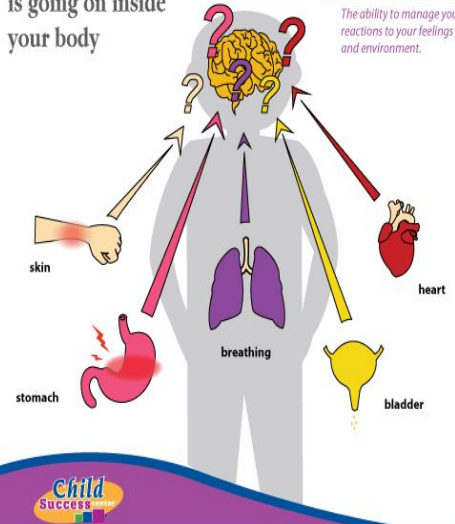
- Yoga
- Mindfulness
- Breathing Boards & Tasks
- Exploring temperature lesson & activities
- Heavy work
- Visual schedules and cue cards

INTEROCEPTION

the 8th SENSE that helps you feel what is going on inside your body

Self-regulation

The ability to manage your reactions to your feelings and environment.



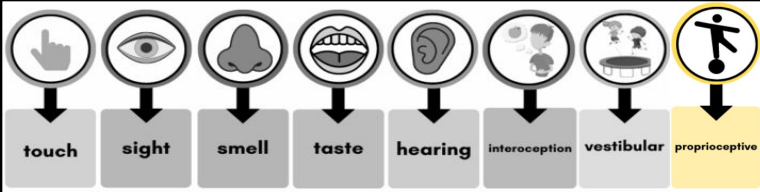
Vestibular input (sense of movement) is created by any type of movement such as spinning or swinging. Ideas for calming and organizing vestibular input are:

- Swinging on a swing
- Lying in a hammock
- Spinning on a Sit n' Spin or disc
- Rolling
- Jumping jacks
- Dancing
- Yoga/peanut ball activities

VESTIBULAR

The sense that detects movement through sensory receptors in the inner ear.





PROPRIOCEPTION

The sense that helps a child with body awareness is known as proprioception.



Proprioceptive input can be achieved through lifting, pushing, and pulling heavy objects. Ideas for calming and organizing proprioceptive input are:

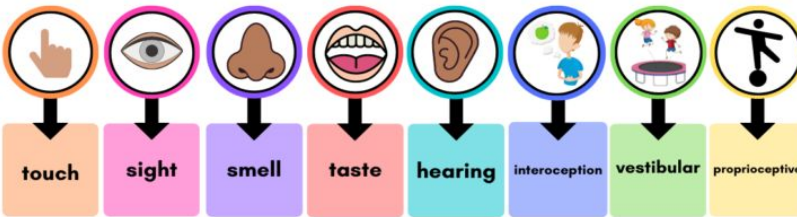
- Push stroller or cart
- Pull a wagon filled with objects
- Carry a backpack (and add weight to it as needed)
- Play hopscotch
- Push ups against the wall
- Lift weights
- Wear a weighted vest
- Access to a crash mats
- Heavy work
- Deep pressure
- Joint compression therapy



Stimming

"Stimming" is the short term for "self-stimulation." It means that a person is stimulating one of their senses- vision, smell, taste, hearing, touch, or even their vestibular (balance) or proprioceptive (movement) system.

Stimming can be ANYTHING that gives sensory input to one of our human senses. It could be looking at flashing lights, listening to the same sound repeatedly, banging on something, rocking, flapping hands, making a sound vocally, spinning, clapping, or anything in between. It is usually a repetitive behavior.



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AUTISM
behaviors

All behavior is
communication.

EVERYONE

ESCAPE
ATTENTION
AVOIDANCE
SENSORY

EVERY BEHAVIOR SERVES ONE OR MORE OF THESE FOUR FUNCTIONS

ESCAPE

Clues that the behavior is **Escape** function

- The individual was instructed to complete a task just before the problem behavior occurred.
- Immediately after the problematic behavior, the expectation to complete a task was removed.



Following the problem behavior, the student is able to escape from a non-preferred task.

Here, following the SIB, the teacher is allowing the student to escape his work task by going to a quiet area to “calm down.”

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ATTENTION

Clues the behavior is **Attention** function

- The individual was previously receiving attention from someone then that person stopped giving attention just before the problem behavior occurred.
- Immediately after the problematic behavior, someone gave the individual attention. Remember that reprimands (e.g. “no,” “don’t do that”) are also a form of attention.



The student receives attention after he engages in the behavior.

Here, following the SIB, the teacher is giving attention by comforting the student. Remember, reprimands (“don’t do that,” “stop,” “no”) are also forms of giving attention.

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T

TANGIBLE

Clues the behavior is **Access** function

A preferred item or activity was taken away from the individual just before the problematic behavior occurred.

- The individual was told “no,” “not right now” or “wait.”
- Immediately after the problematic behavior, someone gave the individual a preferred item or activity.



The student engages in problematic behavior after being told “no,” “not right now” or “wait.”

Here, the student asked for the phone and was told “no” immediately prior to the SIB.

S

SENSORY

Clues that the behavior is **Sensory** function

- The behavior occurred when the individual was alone and no tasks were given.
- The behavior occurs across all people, settings, and activities.



The student is engaging in the behavior because it “feels good.”

When the function is sensory, the student does not need the teacher in order to have reinforcement.

Once you are able to identify the function of the behavior, you are ready to move on to learning strategies that reduce this problematic behavior

EVERYONE

ESCAPE
ATENTION
TANGIBLE
SENSORY

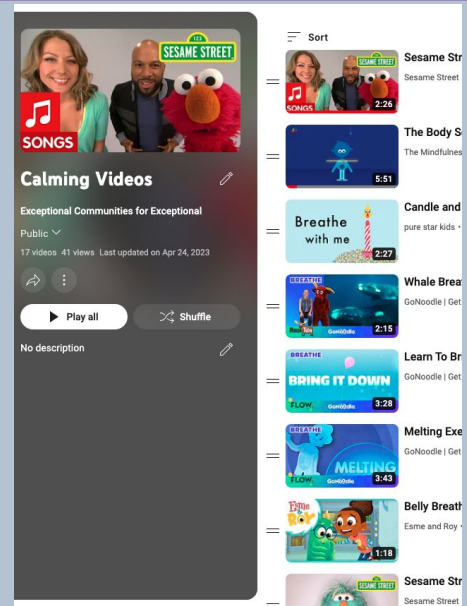
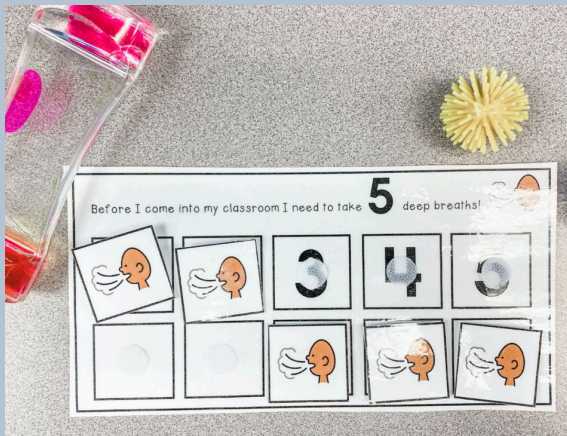
EVERY BEHAVIOR SERVES ONE OR MORE OF THESE FOUR FUNCTIONS.

Autistic Meltdown





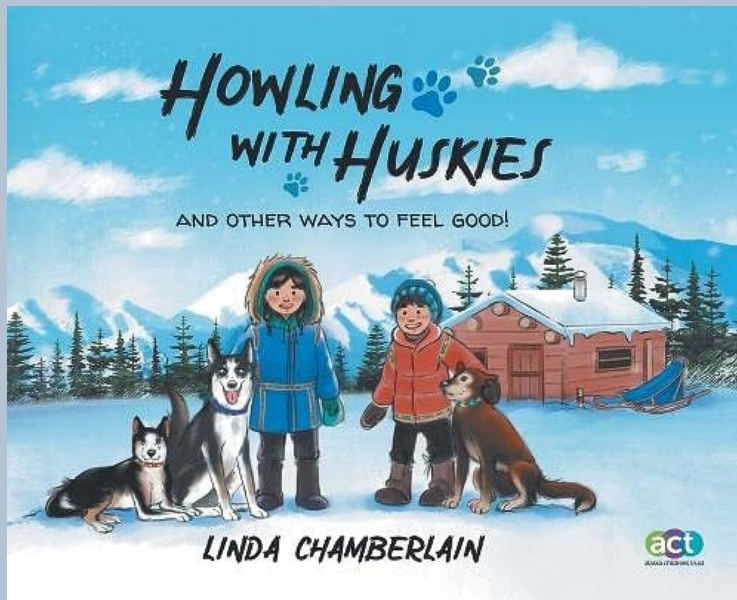
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Communication System

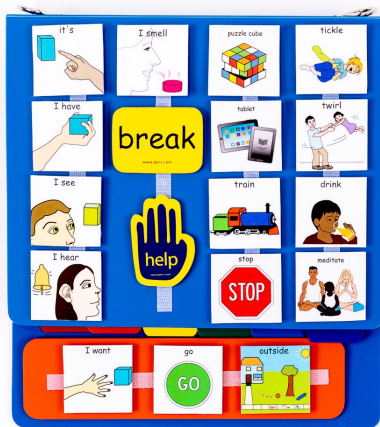
Figuring out a system that will allow each child to communicate *effectively* is paramount. This doesn't have to look the same for every student.

A visual communication book can be a great place to start. Many are moving away from implementing a strict PECS protocol, as it requires hand over hand prompting and withholding objects. But, you can still organize pictures into a binder and model the use of them in a more flexible way. It's beautiful when children start to make that connection and find the power of communication!

NON-SPEAKING
DOESN'T MEAN
ANYTHING OTHER
THAN THAT PERSON
HAS A DIFFERENT
WAY TO
COMMUNICATE.



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WHEN LITTLE PEOPLE ARE
OVERWHELMED WITH BIG EMOTIONS,
IT'S OUR JOB TO SHARE OUR CALM,
NOT JOIN IN THEIR CHAOS.

- L.R. Knost

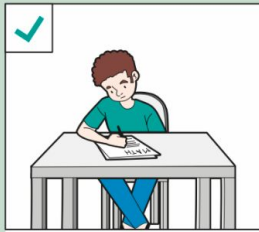
AUTISM

classroom strategies

Altering the Environment

Changing the setting to set up the student for success

At school



Alter the environment

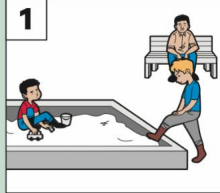
By creating a clear workspace, the student is more likely to attend to the task.



No alteration

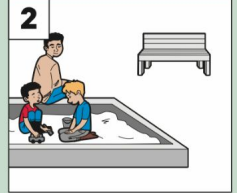
When the workspace has items not necessary for the task, the student is more likely to be distracted.

In the community



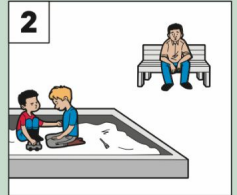
Identify trigger

Recognize events or settings that may be a trigger for problematic behavior. For this student, a peer approaching his toys is likely to lead to aggressive behavior.



Alter the environment

By intentionally changing the environment, the teacher is able to proactively plan for and prevent the problematic behavior. Here, the teacher sat close to the student and can encourage appropriate play with the peer.



No alteration

If no alteration is made, the problematic behavior is still likely to occur. Here, the teacher sat at a distance and the student was able to engage in aggressive behaviors when the peer approached him.

Priming

Preparing students in advance to increase their chance of success



No prime, less success

By immediately presenting the difficult event (turning off electronics), the student may have little success with complying.



An upcoming event

Teacher will recognize that an upcoming event may be difficult for the student.



Give prime (in advance)

Give student a prime in advance either five minutes, before a transition, or the day before a new event.



Give prime (immediately prior)

Remind the student of the upcoming expectation just prior to the possible difficult event.



After prime, more success

Following the prime, the student is more likely to have success during the stressful event, as he was prepared for what was coming.

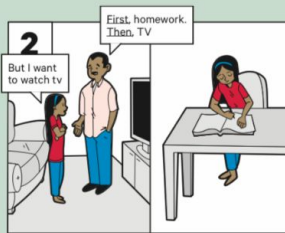
First, Then

Using a simple statement to increase compliance



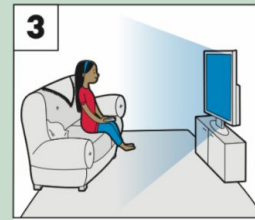
State demand using "first, then"

State the target task followed by the reward that the student will earn. Choose a reward that will likely be motivating to them.



Follow through

Follow through with the demand by restating the "first, then" phrase until the student has started complying. Remember to praise for starting the task!



Reinforcement

Following the completion of the task, remember to immediately provide the student with the reward that was promised.



Providing Choices

Increasing compliance

Choice of demand



Provide choice

The teacher provides a task-related choice: a choice of which task to complete first. The teacher could have also provided a choice of which toothbrushes to use.



Student makes choice

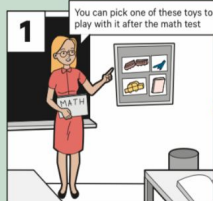
When the student is able to make their own choice, they have more control over the task which often leads to more motivation.



Compliance

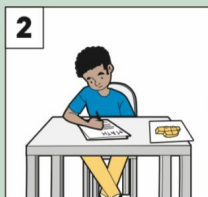
The student is successful with completing the tasks in the order that he chose.

Choice of reward



Provide choice

Prior to giving the task demand (math test), the teacher provides choices of rewards that the student can earn. This allows the student to choose an item that will motivate him to work.



Student makes choice

The student has chosen a reward that is motivating for him. It may be helpful to keep this reward, or a picture of the reward, close by as a reminder for what he is working to earn.



Compliance

The student is successful with completing the task and earned the reward that he chose.

Easy, Easy, Hard

Using a pattern of requests to increase compliance



No compliance

By initially presenting a difficult task, the student may feel overwhelmed, resulting in noncompliance.



First easy task

Start with a simple task that the student can easily complete.



Second easy task

Continue by immediately giving another easy task to complete.



Hard task

Build on the momentum by presenting the difficult task immediately following compliance of the easy tasks.

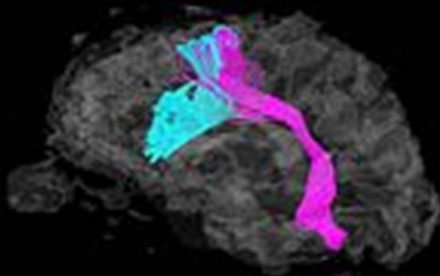


Compliance

The student will be more likely to comply to the difficult task after experiencing success with completing the previous tasks.

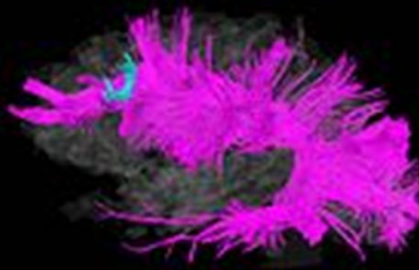
VISUALS
EVERYWHERE!

Visual Learners Need You to Speak Less! Show More!



10x more powerful

Ability to process what is heard.



10x more powerful

Ability to process what is seen.

 cyndlmccoy

Visual Supports

Many autistic individuals are visual learners. Creating a visually rich classroom will be crucial for most children. Make sure these visual supports are easily accessible and organized. This way, you and your paras can grab them at a moments notice when you need them! Visual supports may include:

- visual schedules
- cue cards
- visual sequences
- communication books
- adapted books
- social stories



I'M A VISUAL
THINKER, NOT A
LANGUAGE BASED
THINKER. MY BRAIN
IS LIKE GOOGLE
IMAGES.

- Temple Grandin



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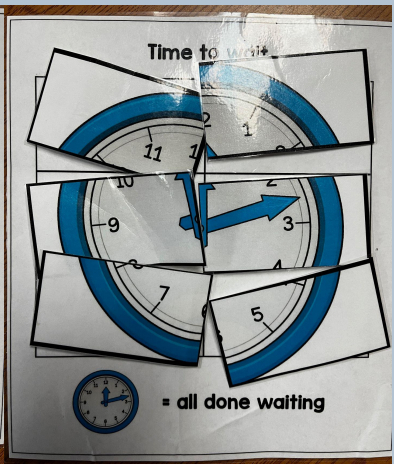
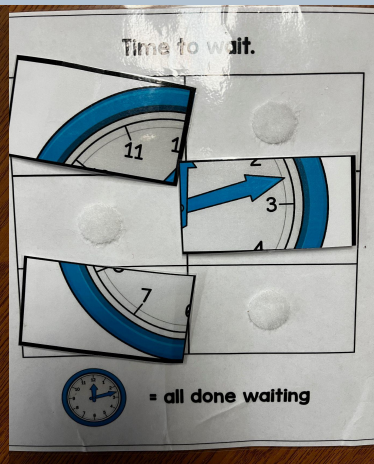
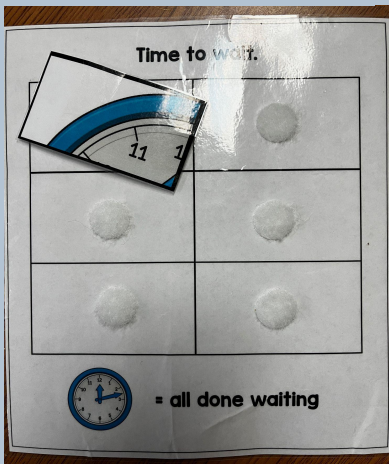
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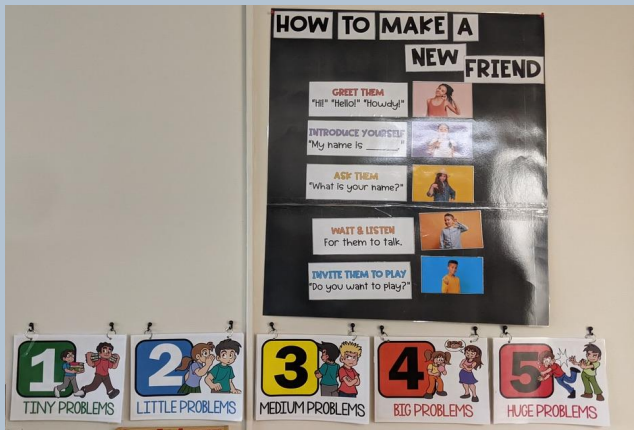
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


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 **Halloween Class Party**
Station 2: **Spider Cookies**

Directions:

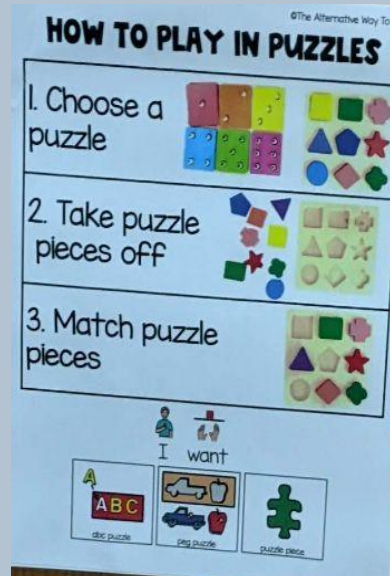
1. Open cookie. 
2. Count 8 pretzel sticks and put them in halfway. Close cookie. 
3. Put two drops of frosting and add M&Ms on top for eyes. 
4. Eat and enjoy! 

Materials needed:

- oreos
- pretzel sticks
- frosting
- M&Ms



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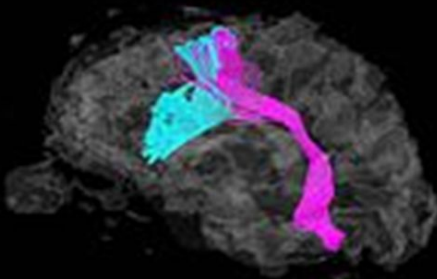


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Social Stories

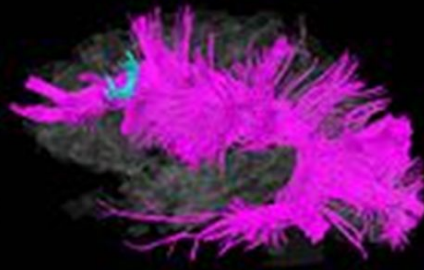
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Visual Learners Need You to
Speak Less! Show More!



10x more powerful

■ Ability to process
what is heard.

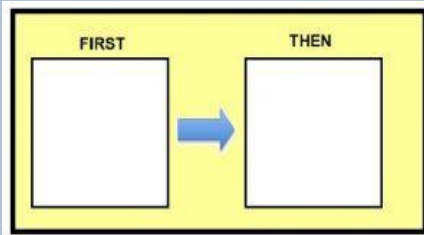


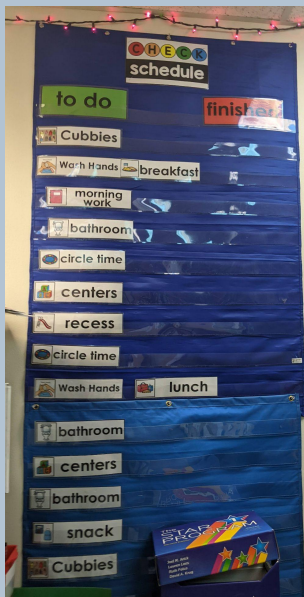
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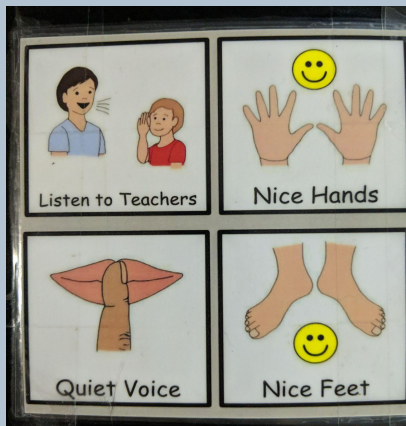
 cyndlmccoy

VISUAL SCHEDULES









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I'm working for

Rules






 quiet hands	 quiet voice
 do my work	 sit

I need:

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------	----------------------

 good job	 good job	 good job	 good job	 good job
---	---	---	---	---

I am working for:

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
				





DAILY
ROUTINES

Routines build trust.
Trusts build relationships.

Build Routines

Creating predictable routines is another essential component of a self-contained classroom. By making a classroom schedule that is as consistent as possible, you will set your students up for success. As they learn the routine, anxiety will lessen and it will also increase independence.

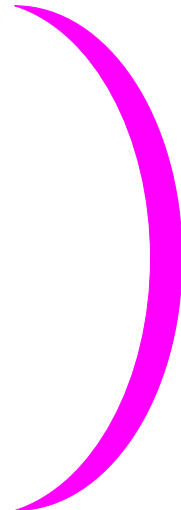
Visual supports can help reinforce the classroom routines.

That said, it is also important to introduce change to teach flexibility at some point.

Many autistic children prefer consistency, but can learn how to handle change if it is introduced using visual supports in a systematic way.

Breaking up the day into several different predictable routines can help you and your paras stay consistent. Some times of the day that you can try to structure into a predictable routine include:

- arrival and departure
- group time
- snack time
- 1:1 work time
- bathroom routine
- gym class
- playground time
- transitions



Morning Routine







	6:15 am Wake Up	<input checked="" type="checkbox"/>
	6:20 am Feed & Water Dog	<input checked="" type="checkbox"/>
	6:25 am Make Bed	<input checked="" type="checkbox"/>
	6:30 am Brush Teeth/ Wash Face	<input type="checkbox"/>
	6:35 am Brush Hair	<input type="checkbox"/>
	6:40 am Get Dressed	<input type="checkbox"/>
	7:00 am Take Medication	<input type="checkbox"/>
	7:10-7:20 am Get on Bus	<input type="checkbox"/>

TAKING OFF WINTER GEAR

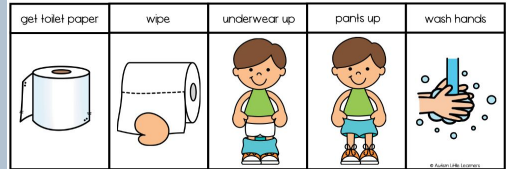
mitten off	scarf off	hat off	jacket off	boots off	snow pants off
					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



TAKING OFF WINTER GEAR

mitten off	scarf off	hat off	jacket off	boots off	snow pants off
					
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

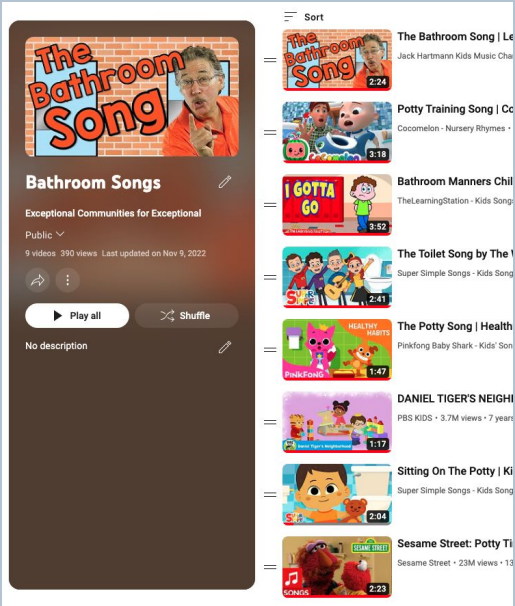




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KEEP IN
Touch

eleanor.rose907@gmail.com

