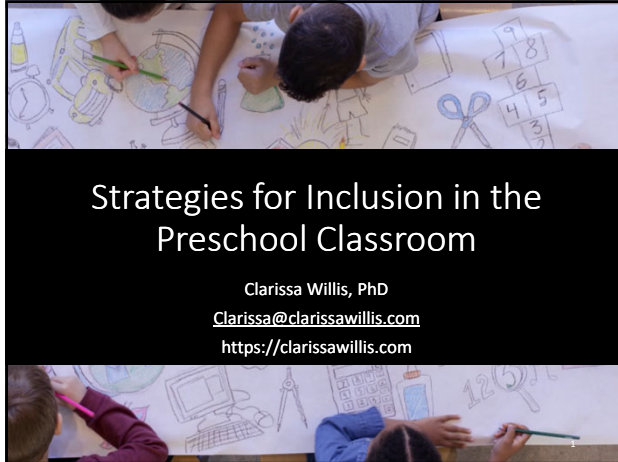
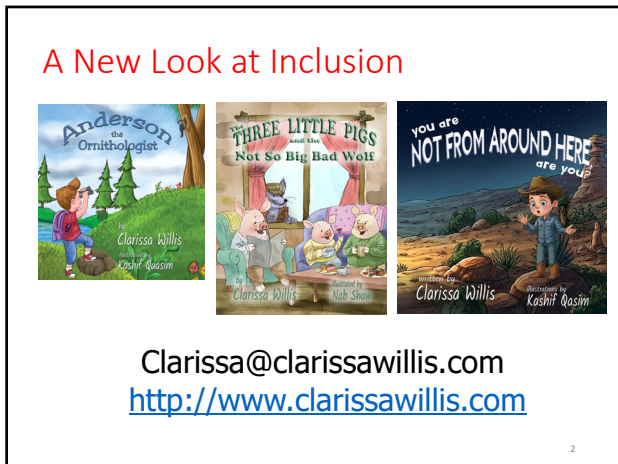
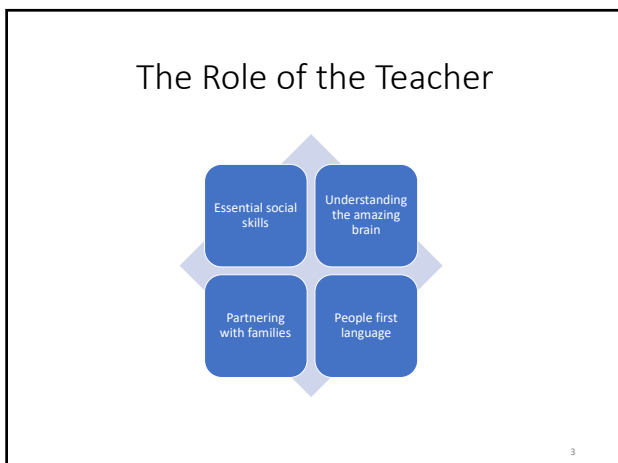




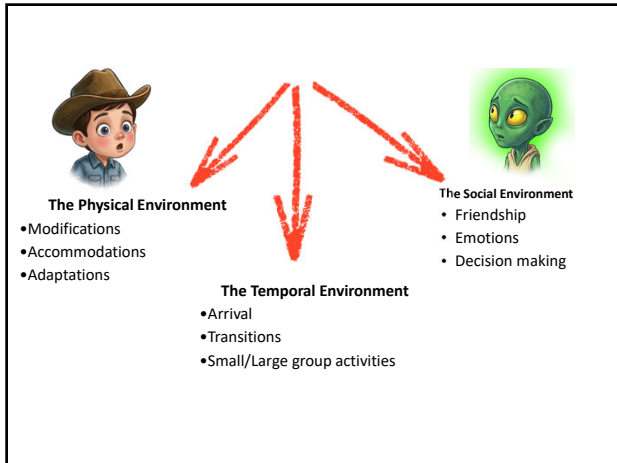
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4

Physical Environment

- Specialized equipment
- Arranging the classroom
- Understanding of Behavior
- Proactive planning
- Ability to plan for the unexpected

5

Temporal Environment

- Arrival
- Transitions
- Large & Small Group

6

Social Environment

- Friendship
- Emotions
- Decision making

- What do families want for their child?
- Expressing emotions is a challenge.
- The amygdala and its role in behavior

7



Important Facts

1. All children can participate.
2. Children learn best in natural environments with typically developing peers.
3. Each child is unique a child might exhibit one or more of these characteristics of a disability.
4. Always put the child first
5. Parents know all about what their child can't do, tell them about the things he can do!

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At-Risk Children

- Abject poverty
- Home insecure
- Familial Issues
- Adolescent mother
- Incarcerated parent
- Foster care
- Abuse and neglect

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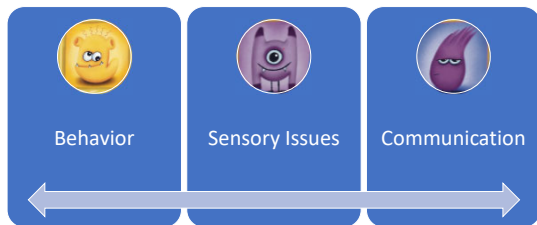
Autism Spectrum Disorder Diagnosis

Medical Diagnosis	Educational Determination
• Made by a licensed physician or psychologist • Usually based on the criteria listed in the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM-5)</i> • Diagnosis: autism spectrum disorder	• Made by a multidisciplinary school team • Based on the regulations governing Individuals with Disabilities Education Act of 2004 (IDEA '04) • Required to access educational services • Eligibility determination: autism

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The Big Three



11

11

Strategies
for teachers

- When-Then
- Space Invaders
- Paired singing
- Peer buddies
- Whisper

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Strategies for Parents

- The ABCs of Behavior
- The two functions for a behavior
- One step at a time
- Partial participation
- Communication

13

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Challenging Behaviors Teachers & Parents

Characteristics

What to do?

- Evidence-based practices
- Active supervision
- Behavior-specific praise
- Request a break
- ABCs of behavior

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Who may come to your table!

1. Cognitive (or thinking) skills: This is the ability to think, learn and solve problems. It's how kids explore the world around them with their eyes, ears, and hands.
2. Social and emotional skills: This is the ability to relate to other people. That includes being able to express and control emotions.
3. Speech and language skills: This is the ability to use and understand language.
4. Fine and gross motor skills: This is the ability to use small muscles (fine motor), particularly in the hands, and large muscles (gross motor) in the body.
5. Daily living activities: This is the ability to handle everyday tasks. For children, that includes eating, dressing, and bathing themselves.

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Sensory Processing Disorder		
Sense	Sensory Avoider	Sensory Seeker
Sight	- Cover eyes - Overwhelmed by color - Rubs/squints	- Low light response - Holds items close to face - Stares at flickering lights
Sound	- Covers ears - Responds to sounds others ignore - Appears to not hear - Yells with fingers in ear	- Speaks loudly - Turns up volume - Sings loudly - Loves toys that make loud noises
Smell	- Holds nose - Sniffs air or people	- Ignores bad odors - Unaware of strong smells
Touch	- Doesn't like touch - Sensitive to textures - Scratches at skin - Startles when touched	- Bumps into others - Chew on items - Unaware of temperature changes - Appears to not recognize pain - Doesn't cry when falls down
Taste	- Gags - Hot/Cold & textures	- Loves spicy food - Salt and pepper - Licks objects/trays
Movement	- Clumsy - Doesn't like to move (dance etc)	- Twirls without getting dizzy - Moves constantly - Moves Fast

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The importance of Literacy

- Read books that demonstrate cultural responsiveness
- Build understanding
- Teach acceptance of differences
- Recognize that children with special needs 'can' do many things



17

17



- Read books that demonstrate cultural responsiveness
- Build understanding
- Teach acceptance of differences
- Recognize that children with special needs 'can' do many things

18



I am special, I am unique.
I may not hear or even speak.
But I can learn, and I can do
Just how much depends on you.

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5 TIPS

Help Children Develop Emotionally

Talk about and read books about feelings.

Listen and empathize with their concerns.

Help children recognize that everyone has strengths and weaknesses

Teach children it is ok make mistakes

Stay positive and give a reward especially when a child tries something new

20

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Social Emotional

1. Confidence
2. Curiosity
3. Intentionality
4. Self-control
5. Relatedness
6. Capacity to communicate
7. Cooperativeness

21

Three Factors

- 1** Attachment
- 2** Affiliation
- 3** Resilience

22

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FEELINGS

- Gently talk about feelings.
- Describe what you see
- Help him identify root feelings



LIMITS

- Remind the child about positive limits.
- Limits help children with a sense of consistency, safety & trust.



INQUIRIES

- Ask questions that promote solving problems.
- Inquiries help children think, learn and gain self-control



PROMPTS

- Positive ideas
- The goal is to teach skills that will help a child solve their own problems.

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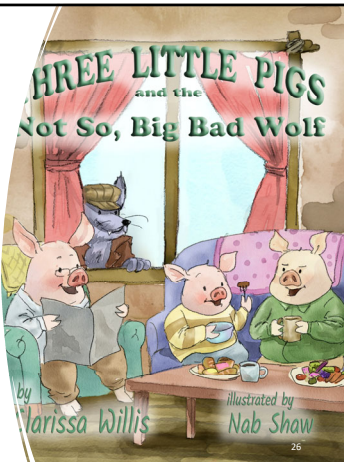
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Activities_for_self-regualtion_in_kids
Available on the handout page
Clarissawillis.com

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25

- Environment
- Happy all three are doing something different.
- They are going about their regular routines



26

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What do we know?

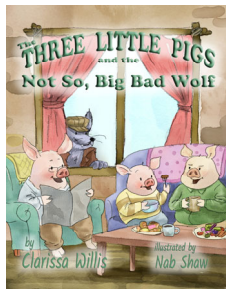
- The Pig already expected a bad outcome.
- He has already decided it will not end well for them!

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The power of suggestion!

- Pig 1 already made up his mind.
- Pig 2 has somewhat of an open mind!

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