


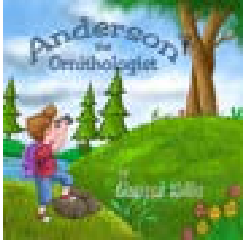
Strategies for Teaching Young Children with Autism Spectrum Disorder-Using Evidenced-Based-Practice

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Meet Clarissa Willis

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What is autism?

- Complex biological disorder
- Chronic
- Developmental: Usually occurs before age 3*
- Umbrella definition



A child can be reliably identified as having ASD by 24 months of age; however, the average age of diagnosis of ASD in the United States is approximately 4½ years old.
(CDC, 2021)

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Terms

- Autism
- Autism spectrum disorder
- Neurodivergent
- Asperger's Syndrome

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The National Professional Development Center
on Autism Spectrum Disorder

<https://autismpdc.fpg.unc.edu/#content>



The IRIS Center

The IRIS Center. (2014). *Autism spectrum disorder: An overview for educators*. Retrieved from <https://iris.hawaii.edu/autism/Default.aspx?tabid=2>



Autism Focused Intervention
Resources & Modules

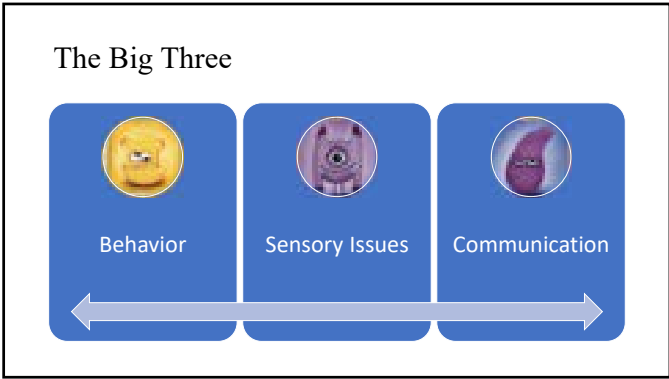
<https://afirm.fpg.unc.edu/>

The Big Three

Behavior

Sensory Issues

Communication



The Big Three

Behavior

Sensory Issues

Communication

The Big Three

The diagram shows three blue rounded rectangular boxes arranged horizontally. Each box contains a circular icon and a text label below it. The first box has a yellow icon of a person and is labeled 'Behavior'. The second box has a purple icon of an eye and is labeled 'Sensory Issues'. The third box has a purple icon of a mouth and is labeled 'Communication'. A large, light blue double-headed arrow is positioned below the three boxes, spanning their combined width.

Behavior Sensory Issues Communication

Behavior

O h u d i d i k u k j


K d a g g d i n a s k j j # u i k d g g d u k j k j j # h a i d
v a p x a b e q u i u h a i d q r y o n a i d q ,

D q j u j i r o x e x u a w

O d f n i e i h a i h i k j x a b e q i n l a w

D g k h u b q f h a e s o a i s a z o a q b v

K p h a e f d p d y r z q i o r w n i p H a e x w ,

A cartoon illustration of a young boy with brown hair, wearing a purple shirt and blue pants, sitting at a wooden table and reading a blue book titled 'Math'. A purple backpack sits on the floor next to the table. In the background, there is a wooden chair and a wall with a pink upper half and a red lower half. A purple book lies on the table next to the boy.

Behavior

O h u d i d i k u k j


K d a g g d i n a s k j j # u i k d g g d u k j k j j # h a i d
v a p x a h e q u i u h a l q r y c o n h a r q ,

D q j u j i r o x e x u a w

O d f n i e # h a h a k j x a h e q t o l a w

D g k h u b q f h a e s o a h s a z o a q h v

K p h a e f d p d y r z q i o r w n t p H a e x w ,

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O d f n i e i h a i h i k j x a b e q i n l a w

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D q j u j i r o e x u n e w

O d f n e i h e h e k j j x o h e k j j e n e w

D g k h u h q f h e k e o h e k j j e n e w

K j p h i e f d p d e r r q i o r w e n t p H e k e n w,



one that day, Sam handed me a piece of paper with his name and phone number. I didn't have a folder for phone numbers. I decided because he gave it to me after we did math, and since it has numbers on it, the math folder was the best place to put it.

Behavior

O h u d i d i k u k j


K d g g d i n e k j j # u i k d g g d e u k j k j # h e i d
v e l p x o h e q u i u h e l q r y o h e l q r,

D q j u j i r o e x u n e w

O d f n e i r h e h e k j x o h e k j e l n e w

D g k h u h q f h e k o e h e k j e l n e w

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O d f n e i r h e h e k j x o h e k j e l n e w

D g k h u h q f h e k o e h e k j e l n e w

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D q j u j i r o e x u n e w

O d f n e i h e h e k j j x o h e k j j e n e w

D g k h u h q f h e k e o h e k j j e n e w

K j p h i e f d p d e r r q i o r w e n t p H e k e n w,



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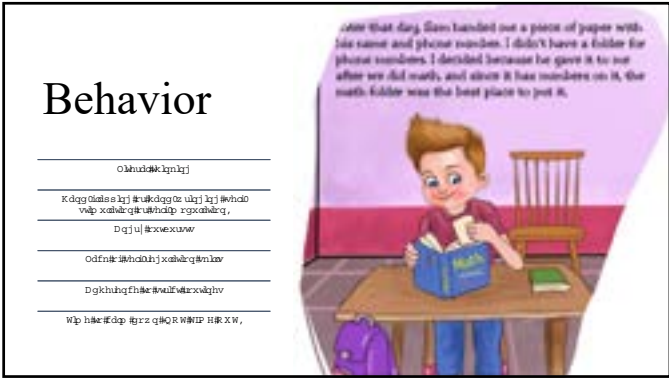
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D q j u j i r o n e x u n e w

O d f n i e # h a i h a i k j x a b e q i n l a w

D g k h u h q f h a i e n a h i s a z o a q h v

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O d f n i e # h a i h a i k j x a b e q i n l a w

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Points to Keep in Mind

Some children who engage in non-socially motivated challenging behaviors could also be taught functional communicative alternatives.

It is essential to determine the function of the challenging behavior before attempting to teach a child an efficient communicative replacement.

If the teacher chooses to teach a communicative replacement, they must ensure that the communicative replacement serves the same function as the challenging behavior.

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Setting Events

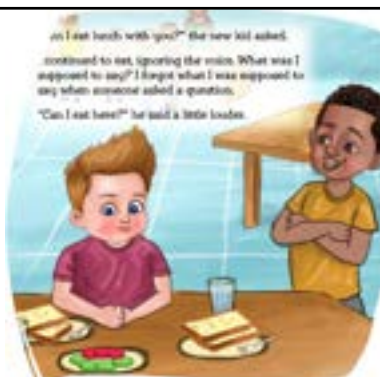


- Staff changes
- Medication change
- Slept more/fewer hours than usual
- Showed symptoms of illness
- Demand situations increased
- Chaotic environment
- Surprise visits
- Was agressed upon by a peer
- Temperature of environment too hot/cold
- Had to wait a long time for something desired

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Communication

- The child is not able to communicate effectively.
- The child is not able to understand the communication.
- The child is not able to use the communication.
- The child is not able to respond to the communication.
- The child is not able to initiate the communication.
- The child is not able to maintain the communication.
- The child is not able to end the communication.
- The child is not able to use the communication in a socially appropriate manner.



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Aspects of Communication

Communication	Definition	Example
Form	A way to communicate	Crying, talking, gestures, sign language, pointing to picture cards
Function	A reason to communicate	Hungry, want something, need something or someone, need attention
Content	Something to communicate about	The child needs experiences and opportunities to explore, so that he will have something to communicate about

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Stages of Communication

1. "It's all about me" – Egocentric Stage
2. "I want it" – Requesting Stage
3. Actions and reactions – Emerging Communication Stage
4. Two-way street – Reciprocal Communication Stage

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Sensory Processing Issues

- Sensory processing issues can affect a child's ability to learn and interact with the world.
- Sensory processing issues can affect a child's ability to regulate their emotions and behavior.
- Sensory processing issues can affect a child's ability to focus and pay attention.
- Sensory processing issues can affect a child's ability to communicate and interact with others.
- Sensory processing issues can affect a child's ability to learn and grow.
- Sensory processing issues can affect a child's ability to live a happy and healthy life.



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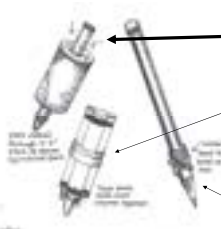
Weighted Vest

1. Use an art smock with pockets, a large shirt or lightweight jacket with the sleeves cut off, or a vest with pockets.
2. Add two more pockets to the back, by placing them approximately where the front pockets are.
3. Make the weights by filling small cloth bags with salt or sand. Sew closed, each should weight about $\frac{1}{4}$ pound.
4. Place weights in the vest pockets and Velcro the pockets shut.



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Built up tool handles



1. Foam hair rollers like you use to perm hair.
2. Band crayons together
3. Use rubber bands to make an object more useable.

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Strategy One

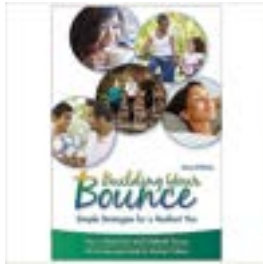
Pairing hand-flapping with a preferred activity
Gentle reduction of time spent
Ultimate reduction in hand-flapping



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Get Support

- Exlgijj#rxu#z q#
erxqfh
- Urxwghv#huh#Erp irwlgj

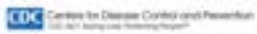


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<https://afirm.vanderbilt.edu/>

Autism Spectrum Disorder Fact Sheet
<https://www.ninds.nih.gov/autism-spectrum-disorder-fact-sheet>



Autism Spectrum Disorder (ASD)

<https://www.cdc.gov/autism/autism-spectrum-disorder/>



<https://iris.peabody.vanderbilt.edu/>

- Look for evidence-based strategies
- Listen to the people who live in your head
- Questions?

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Thank
You!



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