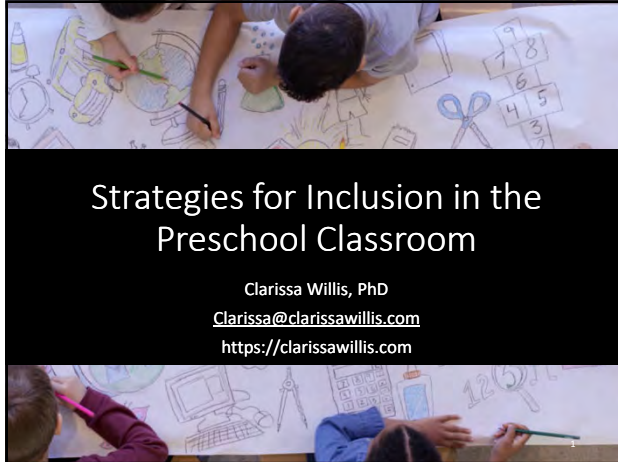
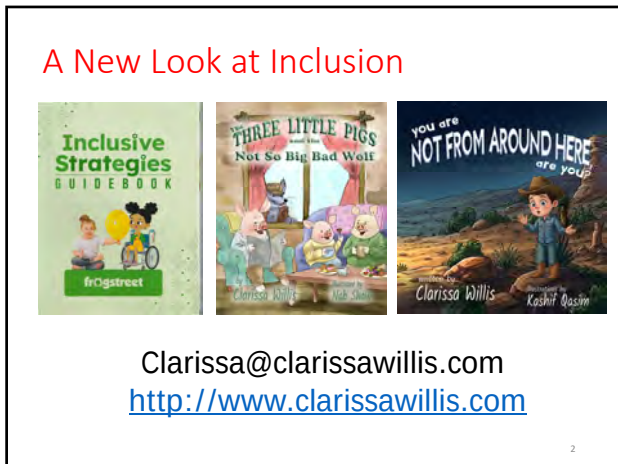
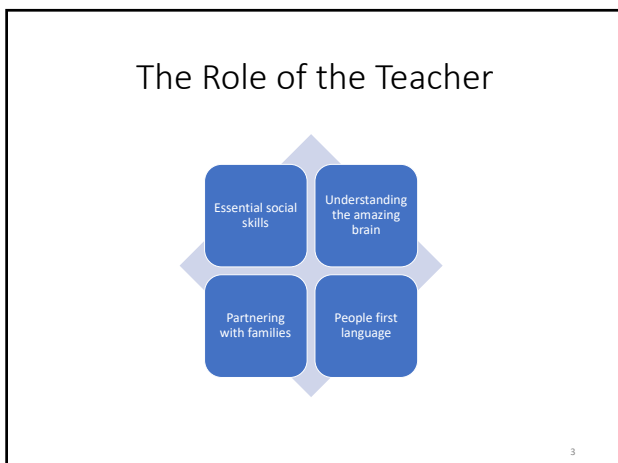




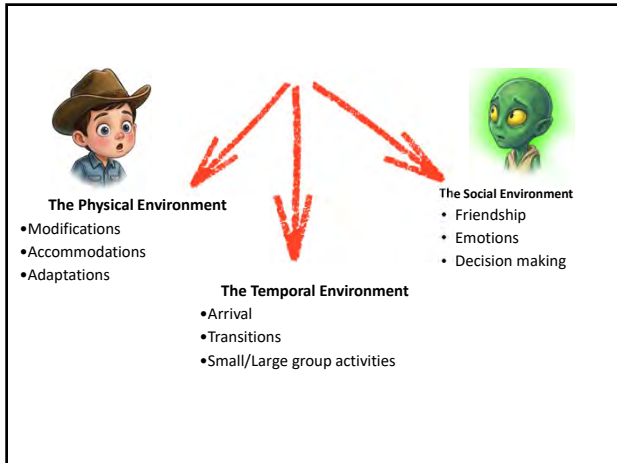
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Physical Environment

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

5

Temporal Environment

- Arrival

- Transitions

- Large & Small group

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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

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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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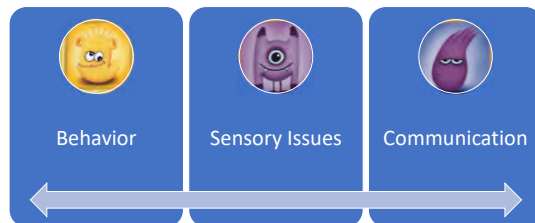
Autism Spectrum Disorder Diagnosis

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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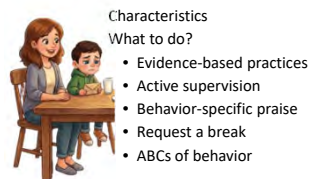
The Big Three



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Challenging Behaviors



12

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



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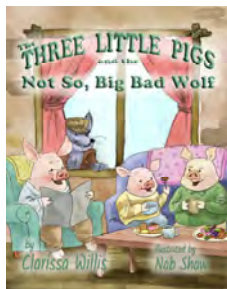
- Read books that demonstrate cultural responsiveness
- Build understanding
- Teach acceptance of differences
- Recognize that children with special needs 'can' do many things

16



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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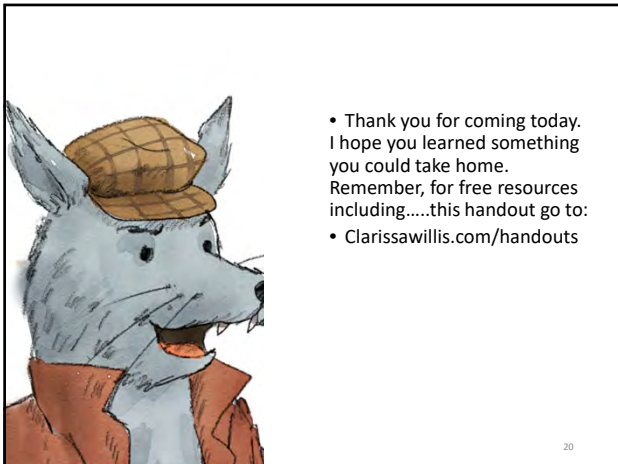


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- Thank you for coming today. I hope you learned something you could take home. Remember, for free resources including.....this handout go to:
- Clarissawillis.com/handouts

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