

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

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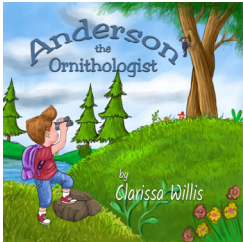
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### Meet Clarissa Willis



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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




The National Professional Development Center  
on Autism Spectrum Disorder

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



IRISCENTER

The IRIS Center. (2014). *Autism spectrum disorder: An overview for educators*. Retrieved from [https://iris.fpg.unc.edu/iris/autism\\_spectrum\\_disorder.aspx?rpxch=23pg.42](https://iris.fpg.unc.edu/iris/autism_spectrum_disorder.aspx?rpxch=23pg.42)



AFIRM Autism Focused Intervention Resources & Modules

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

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# The Big Three




Behavior



Sensory Issues



Communication



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# Behavior

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After 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.



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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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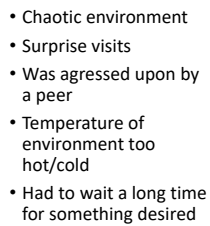
## Setting Events

- Staff changes
- Medication change
- Slept more/fewer hours than usual
- Showed symptoms of illness
- Demand situations increased



A cartoon illustration of a person with brown hair and a neutral expression, lying in bed. They are wearing a blue and yellow patterned blanket. The bed has a white pillow and a white headboard. The person is looking directly at the viewer.

- 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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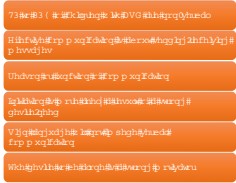
# Communication

"Can I eat lunch with you?" the new kid asked.

...continued to eat ignoring the voice. What was I supposed to say? I forgot what I was supposed to say when someone asked a question.

"Can I eat here?" he said a little louder.

"Can I eat here?" he said a little louder.



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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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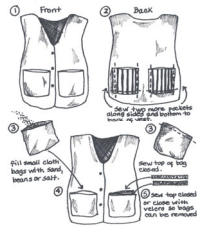
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### Weighted Vest

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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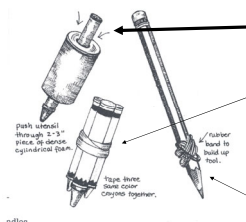
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### Built up tool handles



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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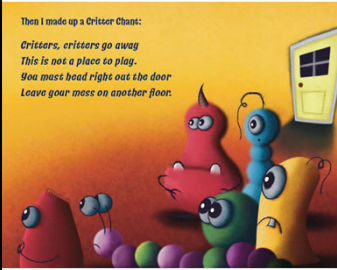
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### Strategy 2-Rhymes

When someone tries to bully you  
 Don't stand there until it's through  
 Find a teacher or adult friend,  
 They can make the teasing end!  
 Defend yourself with what you say,  
 Then turn your back and walk away.

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### Strategy 3 Making New Friends

- **Objective:** The child learns how to meet new people.
- **Materials needed:** Cardstock or heavy paper; pencils, markers, or a picture meaning stop; a picture of the child; and clear contact paper or laminating machine.
- **When to use this strategy:** This strategy can be used to encourage the child to make a new friend.

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### What to do? (Strategy)

Step 1: Make a cue card with two cues Have one for the child's name and one to remind him to wait for the other person to respond. Laminate the cue card, if possible.

Step 2: Explain to the child that the cue card will help him know what to do when he meets someone new.

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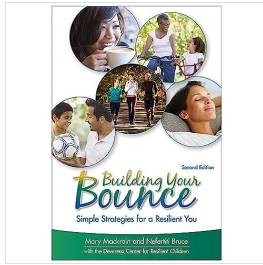
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## Get Support

- Ex1g1j1#1xu#z q#  
erxqfh
- Urxwghv#h#1rp 1ru1g1



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## AFIRM Autism Focused Intervention Resources & Modules

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

### Autism Spectrum Disorder Fact Sheet

<https://www.ninds.nih.gov/autism-spectrum-disorder-fact-sheet>

**CDC** Centers for Disease Control and Prevention  
CDC 24/7: Saving Lives. Protecting People™

### Autism Spectrum Disorder (ASD)

<https://www.cdc.gov/autism/what-is-asd/index.html>



<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!



Anderson  
the  
Ornithologist



by  
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