



**Strategies for Teaching Young Children with Autism Spectrum Disorder- Using Evidenced Based-Practices for Inclusion**

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Books by Clarissa Willis



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**What is autism?**

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



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### Autism Spectrum Disorder

- Autism is considered to be a spectrum disorder because the characteristics range in severity and in type.
- They can be mild such as in the case of some children with Asperger's syndrome or quite severe.




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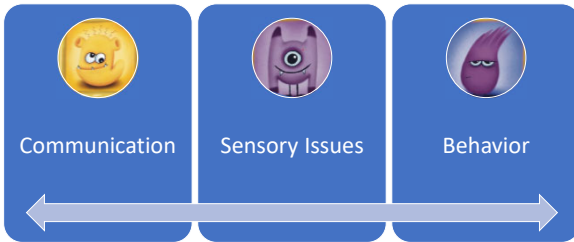
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### The Big Three




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### Communication

- Communication is the ability to understand and use language.
- It includes the ability to understand and use spoken and written language.
- It also includes the ability to understand and use non-verbal communication, such as body language and facial expressions.
- People with autism spectrum disorder often have difficulties with communication.
- These difficulties can range from mild to severe.
- Some people with autism spectrum disorder may have trouble understanding what others are saying.
- Others may have trouble expressing what they want to say.
- Some people with autism spectrum disorder may have trouble understanding social cues.
- Others may have trouble understanding the emotions of others.




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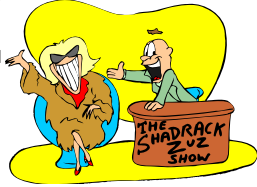
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### Deciding When to Use a Communicative Replacement

- When a teacher chooses to replace the challenging behavior with a communicative alternative, there must be general agreement that the function of the behavior was acceptable but the form used to achieve the outcome is unacceptable.
- For example, .....



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### Sensory Processing Issues

- Sensory processing issues can affect a child's ability to learn and interact with others.
- Sensory processing issues can affect a child's ability to focus and pay attention.
- Sensory processing issues can affect a child's ability to regulate their emotions.
- Sensory processing issues can affect a child's ability to follow directions.
- Sensory processing issues can affect a child's ability to play with other children.
- Sensory processing issues can affect a child's ability to complete tasks.



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### Sensory Integration

- Organization of sensation for use
- Organizing information coming in from the senses: visual, tactile, auditory, vestibular, and proprioceptive to make an adaptive response.



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**Behavior**

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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## Strategy One

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

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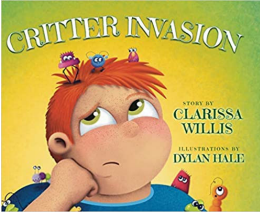
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### Anxiety



- Corban has nightmares, and the worst one is about creepy, crawly, slimy **CRITTERS** invading his house. He talks to his mom, his teacher, and even his best friend Jax, and their advice only worsens the nightmares. It is only when he learns to use his 'mind tools' that he can overcome his fears and get rid of the critters once and for all.

**CRITTER CREW** Publishing Inc. 2017

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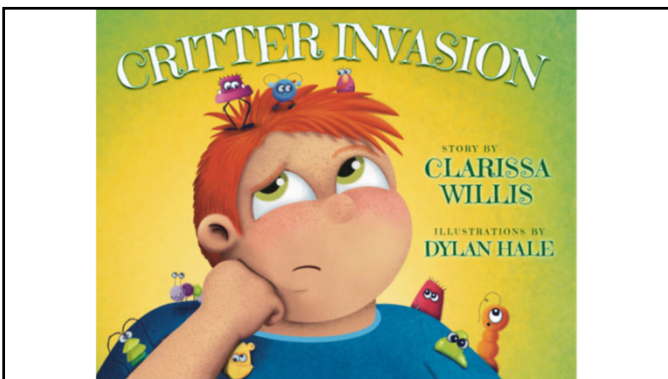
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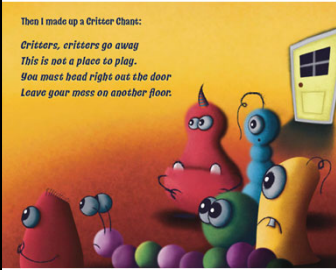
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Then I made up a Critter Chant:  
*Critters, critters go away  
 This is not a place to play.  
 You must head right out the door  
 Leave your mess on another floor.*



### Strategy 2-Rhymes

Z khq#zrp hrqh#uhv#e#exaj#|rx  
 Grq#ndgg#kchh#kqvd#w#kuzxjk  
 Igg#hdfkhu#ru#gxo#lhgg/  
 Wkh|#dq#p dnh#kch#hdvlgj#iqg\$  
 Ghhgq#|rxuvhd#z k#z kd#|rx#vd|/  
 Wkhq#ug#|rxu#dfn#lqg#z d#bz d|1

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### Anxiety

1. Never dismiss those nightmares and fears as "silly" or "unimportant."
2. You can explain that while nightmares may seem real, they are not.
3. Encourage children to talk about fears, and never belittle them regardless how foolish they may appear to be.
4. Encourage your child to think about other endings in which they take charge of the outcome, such as when Corban told the "critters" to go away.
5. Create a story with your child in which they defeat particular situations they are scared of.
6. Share with them basic techniques for dealing with anxious feelings, such as breathing slowly, counting slowly, singing a song, or repeating a little chant like Corban did.
7. Listen when your child tells you about their fears, and always remember they are very real to the child.
8. Instead of telling them they are too old or to grow up, instead, remind them that their home is a safe place.
9. It's even okay to do a "critter" check with your child to assure them there are no scary things under the bed or in the closet.

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### Social Interaction

- Social interactions with other people, both physical (such as hugging or holding) and verbal (such as having a conversation).
- Children with ASDs do not interact with other people the way most children do, or they may not be interested in other people at all.
- Children with ASDs may not make eye contact and may just want to be alone.



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Continued.....

- They may have trouble understanding other people’s feelings or talking about their own feelings.
- A child with an ASD may not like to be held or cuddled and may not form the usual attachments or bonds to other people.

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### Making New Friends

- **Objective:** The child learns how to meet new people.
- **Materials needed:** Cardstock or heavy paper; pencils, markers, or a picture meaning strip; 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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## Challenges-

- Z kdw#zvw#gr0
- Sxqvk#kh#kkg
- Xvh#zrp dg|#z rugv#Eklghq#grq#xqghundgg0
- Qhjdwh#hvsrgvhw
- Ohw#rxwhd#jhw#yhuuz khq hg

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### 3. Challenges What to Do-

- Be aware of the desktop in the mind
- Look for ways to solve the problem
  - Coban tells his mother
  - Corban tells his teacher
  - Corban tells his friend
  - Corban talks to his grandfather



I told my best friend Jax about the CRITTER-MARE. "What should I do?"

He said, "Next time you dream about critters, just feed them. That worked with my cousins last year when they came for Thanksgiving."

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### Get Support

- Exlgqj#rxu#zq#erxqfh
- Urxwghv#huh#erp iruqj



dancing all over the kitchen like they owned the place.

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### Naturalistic Interventions

- Friendship Activities
- Incidental Teaching of Social Behaviors
- Developmentally appropriate practices
- Peer/Buddy systems
- Natural consequences
- Communication needs
- Adaptations



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### AFIRM Autism Focused Intervention Resources & Modules

<https://www.cdc.gov/ncbddd/autism/afirm/index.html>

<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/ncbddd/autism/afirm/index.html>

**IRIS CENTER**

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

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w#d#h#j#l#v
- O#l#h#q#r#k#h#h#r#s#h#z#k#r#  
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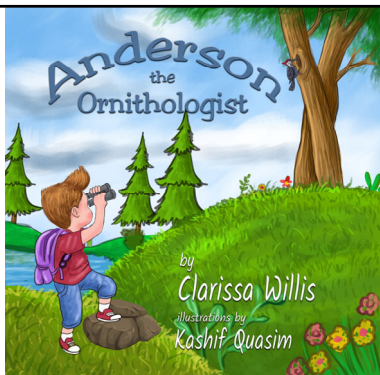
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