Presenter’s Guide

Autism Spectrum Disorders

Characteristics
Acknowledgements

Individuals who worked together, both on-site and electronically from across the country, to create this presenter’s guide, represented the following stakeholder groups within the IDEA Partnership. The purpose of this guide and the complementary Power Point presentation is to make research and information more accessible to all interested stakeholders.

American Association of School Administrators (AASA)
American Occupational Therapists Association (AOTA)
Autism Society
Autism Society of Wisconsin
Autism Training Center, Marshall University
Council of Administrators of Special Education (CASE)
Easter Seals
Festiva Educativa
Geneva Centre
Illinois Autism Training and Technical Assistance Center
Kansas Instructional Support Network
Long Island Families Together
Minnesota Department of Education
National Association of Pupil Services Administrators (NAPSA)
National Association of School Psychologists (NASP)
Network of Autism Training and Technical Assistance Programs (NATTAP)
National Education Association (NEA)
National Professional Development Center
Ohio Center for Autism and Low Incidence (OCALI)
Southwest Autism Research and Resource Center
Technical Assistance Coordination Center (TACC)
Vocational Evaluation and Career Assessment Professionals Association (VECAP)
## Table of Contents

- Purpose and Format ........................................... 4
- Preparation .................................................. 5
- Presentation/Process ........................................ 7
  - Introduction .............................................. 7
  - IDEA 04 Definition of Autism/Overview ............ 9
  - Prevalence and Diversity ................................. 10
  - Self-Regulation ........................................... 14
  - Problem-Solving ........................................... 15
  - Potential/Outcomes ....................................... 16
  - Reflections, Questions, Discussion .................. 20
- Supplementary Materials ................................... 21
  - Fact Sheet ................................................ 22
Purpose and Format

Purpose of this guide:
This presenter’s guide is intended to support the PowerPoint slides by offering
• Suggested background readings;
• Talking points relative to each slide;
• Suggested activities to enhance learning opportunities for Participants;
• Tips to facilitate the professional growth experience; and
• Suggested readings for extension of learning.

About the format:
There are three distinct sections of this document, “Preparation”, “Presentation/Process”, and “Supplementary Materials”.

The preparation section begins on the following page and includes:
• Participant objectives;
• Suggested agenda/timeframes to help you meet the needs of the audience and/or available time allotment;
• Support/background materials the presenter may wish to access prior to preparation for presentation;
• Materials and supplies needed for the presentation; and
• Equipment needed for the presentation.

The presentation/process section follows preparation suggestions and includes:
• Slides in miniature, in sequential order, with talking points,
  o Usually in bulleted format, not intended to be read verbatim, and
  o Presenter is encouraged to interject his/her own style;
  o Participant activities to enhance learning opportunities, that may be carried out as suggested, or adjusted to audience and time allotment;
• Presenter notes to suggest background information or extension readings, noted in bold italic font;
• Presenter tips to suggest facilitation techniques, noted in bold italic font; and

The supplementary materials section contains handouts that may be copied and used to support or enhance the presentation.
Preparation

Objectives:

Participants will increase knowledge relative to
- Autism terminology and beliefs
- Supports and Interventions that demonstrate evidence-based best practices
- Become aware of additional resources available in the Autism Collection

Agenda/Timing:
45/60 minutes - Total time for sharing information and Q&A/videos
30 minutes - Total time for abbreviated information only

45/65 minutes - Total time for sharing information and Q&A/videos

Suggested time allotments:

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 min</td>
<td>Introduction/Development/Beliefs</td>
</tr>
<tr>
<td>7 min</td>
<td>Definitions and Overview</td>
</tr>
<tr>
<td>7/20</td>
<td>Prevalence and Diversity</td>
</tr>
<tr>
<td>5 min</td>
<td>Self-Regulation</td>
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<tr>
<td>7 min</td>
<td>Problem Solving</td>
</tr>
<tr>
<td>5/15</td>
<td>Potential/Outcomes</td>
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<tr>
<td>8/5</td>
<td>Reflections, Questions, Discussion</td>
</tr>
</tbody>
</table>

30 minutes - Total time for abbreviated information only

Suggested time allotments:

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
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<tbody>
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<td>Introduction/Development/Beliefs</td>
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<tr>
<td>4 min</td>
<td>Definitions and Overview</td>
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<td>4 min</td>
<td>Prevalence and Diversity</td>
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<tr>
<td>2 min</td>
<td>Self-Regulation</td>
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<tr>
<td>4 min</td>
<td>Problem Solving</td>
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<td>4 min</td>
<td>Potential/Outcomes</td>
</tr>
<tr>
<td>3 min</td>
<td>Reflections, Questions, Discussion</td>
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</tbody>
</table>

Support Materials:
IDEA Partnership website for the complete Autism Collection
Video from Nightline—Prevalence and Diversity section
Video from YouTube---Prevalence and Diversity section
DVD if available---Outcome Section
Materials and Supplies:
- PowerPoint slides - or -
  Overheads prepared from the Power Point slides
- Handout Masters – to be copied in appropriate numbers
- Paper and pencils for participants
- Support materials if chosen

Equipment:
- Computer and projector -or- Overhead Projector and screen
- Computer/video capabilities if using support materials

Videos Provided:
- In order to play a video, download it to the computer to be used during the presentation. It can then be played at the appropriate time using the application Quick Time Player, or a similar application on the computer. Be sure to hide the marker slides during the presentation. Be aware that the sound on the video may be amplified according to the size of room or the number of participants.

The incidence rate of Autism is revised from time to time by current studies. The information reflected on slide 7 of the Presentation is taken from the March 2013 data release. The Presenter is advised to research current reports at the time of the presentation.
Introduction:

Presenter Note: This slide is self-explanatory. The IDEA Partnership and the National Association of State Directors of Special Education, with funds and support from the Office of Special Education Programs, developed this work.

Idea for sharing with participants:
This PowerPoint is a part of the Autism Collection. The entire collection is available on the IDEA Partnership web site.

- In the field of special education, it is especially important that parents and families and school staff work together to create the appropriate programs and services for the child with disabilities.
- As we know so much more about what works for students as a result of educational research, parents and school staff continue to seek out those strategies and programs with the greatest potential for success.
- We will spend the next 30 minutes or so exploring materials and content knowledge available to parents and school staff in this IDEA Partnership Collection.
- We will share materials that:
  - You may not have known existed
  - May support you in your conversations and planning for services to children
Presenter Note: Persons from each of the organizations listed were involved in both on-site meetings, conference calls, and on-line follow up to develop the materials in the Autism Collection.

Presenter Note: These slides are included to emphasize the cross-stakeholder groups involved in the development of this presentation. The Autism Development Team reflects the belief that engaging cross stakeholder groups in the development & implementation of trainings and approaches is most effective.

Presenter Note: The purpose of this presentation is for attendees to globally understand individuals with ASD and to be excited about working with them because of their endless potential.
Ideas for sharing with participants:

• IDEA 04 is the federal law that governs the identification, evaluation and provision of services to eligible children with disabilities in the public schools.
• This definition requires that not only must the specified disability (in this case, autism) be present in the child, and generally observable before age three, but that the disability must also be shown to “adversely affect the child’s educational performance”.
  * The characteristics given are examples; they are not required to be present in each child, nor is this list all-inclusive. The IDEA definition of autism is written broadly to cover the characteristics of Autism, Asperger Syndrome, and Pervasive Developmental Disorder – Not Otherwise Specified.
  * Even though a medical evaluation indicates that the child is identified somewhere along the spectrum, an educational evaluation must still be performed in order to assess the impact (adverse affect) of this disability on the child’s educational performance.
  * Educational programming is determined by the IEP Team, which includes parents. The services are based upon the needs of the individual child, thus there can be no prescribed curriculum and/or services for a child with Autism; each child will require a different and individualized scope and intensity of educational service.

* Presenter Note: This slide serves as an advance organizer. Each bullet will be presented and discussed in the following slides.
Ideas for sharing with participants:

Prevalence equals 1 in 50!

• Data from the 2011-2012 National Survey of Children’s Health (NSCH) reported the prevalence and severity of parent-reported ASD diagnoses for school-aged children (those aged 6-17 years). The prevalence is reported at 1 in 50 (from 2011-2012 data), up from 1 in 88 (from 2007 data). Some of that increase is due to the way children are identified, diagnosed and served in their local communities, but exactly how much is due to these factors is unknown.

• The largest increases over time were among Hispanic children (110%) and black children (91%). It is suspected that some of this increase is due to greater awareness and better identification among these groups. However, this finding explains only part of the increase over time, as more children are being identified in all groups.

• More children are being diagnosed at earlier ages, a growing number of them by age three. Still, MOST children are not diagnosed until after they reach age 4, even though early identification and intervention can help a child access services and learn new skills.

• Although there are still many unanswered questions about what causes ASD and how to provide appropriate supports and services, the data tell us one thing with certainty---there are more and more children and families that require these supports and services. The emotional and financial toll on families and communities is staggering—but the outcomes of appropriate services and supports can be most impressive. Studies show that early diagnosis and intervention lead to significantly improved outcomes.

• Studies in Asia, Europe and North America have identified individuals with an ASD with an approximate prevalence of 0.6% to over 1%. A recent study in South Korea found an autism prevalence rate of 1 in 34.
Sources:
CDC.
http://www.cdc.gov/mmwr/preview/mmwrhtml/ss5810a1.htm

Ideas for sharing with Participants:

* Autism is a complex neurological disorder that affects individuals in the areas of social interaction, communication, and repetitive behaviors or special interests. Autism and its associated behaviors have been estimated to occur in 1 in 50 births, and it is four times more prevalent among males than females.

  • Autism is a spectrum disorder – meaning the symptoms can occur in any combination and with varying degrees of severity. It is also a lifelong disability.
Ideas for Sharing with participants:

* What we know about autism is changing. For example, in the 1980s and 1990s we thought that the majority of those with ASD had a cognitive disability.

* Now we recognize that the majority of individuals with ASD have IQs in the near average to above average range.

• Still autism is a diverse exceptionality – individuals with ASD may be nonverbal or know more words than you and I. Their repetitive behaviors and special interests may range from flicking string to knowing more facts about the Civil War than the average college professor.


Ideas about the video for sharing with participants:

Introduction to the video: This video is from Nightline—a special on girls and ASD (Caren Zucker—producer).

Kaede (pronounced Ky-Day), the girl with the pink and white dress, is identified with Asperger Syndrome – one of the autism spectrum disorders.

After viewing the video:
*Kaede has an IQ in the gifted range and many of the challenges inherent in ASD – she wants to have friends but does not know how to make or keep them; she has trouble problem solving; and difficulties recognizing how she feels and knowing how to calm herself when she becomes upset.

*Even with the challenges of autism, Kaede can learn. With appropriate instruction, she has the potential to attend college, if she wishes; have meaningful employment; live independently; and marry and have children, if she so desires.

http://abcnews.go.com/video/playerIndex?id=4181242
8 minutes 44 seconds

Presenter Note: This is a marker slide, to be used as an introduction to the video that may be obtained from YouTube. Use this slide only if you intend to also show the video.

Ideas for sharing with participants:

*This boy also has autism. He is nonverbal – he does not communicate by speaking.

*He uses a communication device to tell others what he thinks, what he wants, and what he feels. His inability to talk does not mean that he will never talk – he may some day.

*His inability to talk does **not** mean that his potential is limited.

*It does mean** that he requires:
(a) instruction and support from educational professionals who understand ASD
(b) effective interventions and supports; and
(c) a collaborative team, including parents, who design a comprehensive program that meets his needs while addressing his strengths.

This is a video available from YouTube. It is called: Shopping with Visual Supports 2 http://www.youtube.com/watch?v=SHdGAI6ZqpM
Ideas for sharing with participants:
* Individuals with ASD are visual thinkers and visual communicators.
* Even when they are verbal, most will require visual schedules, written directions, and other visual supports. Visual thinking can also be an asset – Temple Grandin, a woman with autism who is a visual thinker, designs cattle yards throughout the world.

* Examples of behaviors may be:
  * Lack of or delay in spoken language
  * Repetitive use of language and/or motor mannerisms (e.g., hand-flapping, twirling objects)
  * Little or no eye contact
  * Lack of or delay in spoken language
  * Repetitive use of language and/or motor mannerisms (e.g., hand-flapping, twirling objects)
  * Little or no eye contact
  * Non-responsive to verbal cues; acts as if deaf, although hearing tests in normal range

Presenter Tip: Emphasize the need for instruction regarding the recognition of feelings and calming strategies.

Self-Regulation

* Individuals with ASD may have challenges in recognizing and changing their own emotional states
* Instruction in recognizing feelings in self and strategies to self-calm can create the desire to self-manage
Ideas for sharing with participants:

Many individuals with ASD must be taught to recognize their feelings as well as those of others. In addition, many require instruction on how to calm themselves when they are upset or over-stimulated or change their level of alertness from sluggish to attentive. Some have tantrums, rage, and meltdowns – these behaviors are not purposeful – they are typically the only behaviors they know without instruction.

Examples of behaviors may be:
* Insistence on sameness; resistance to change
* Preference to being alone; aloof manner
* Tantrums
* Difficulty in mixing with others
* Not wanting to cuddle or be cuddled
* Apparent over-sensitivity or under-sensitivity to pain
* No real fears of danger

### Problem-Solving

- Areas related to self-determination are often challenges for individuals with ASD
  - Problem-solving
  - Decision making
- Direct instruction can be used to teach these skills

Ideas for sharing with participants:

*Problem-solving, decision-making, organization, drawing conclusions from facts can all be a challenge for individuals with ASD.*

*However, they can learn these skills when they are integrated into the curriculum.*

Examples of behaviors may be:
* Unresponsive to normal teaching methods
* Sustained odd play
* Spinning objects
* Obsessive attachment to objects
Children do not "outgrow" autism, but... studies do show that early diagnosis and intervention lead to significantly improved outcomes.

Presenter Note: This is positive information. Focus on “improved outcomes” through early diagnosis and interventions.

Ideas for sharing with participants:

• Research shows that early and intensive intervention has a dramatic impact on reducing the symptoms of autism spectrum disorders.

• Studies in early childhood development have shown that the youngest brains are the most flexible. In autism, we see that early intervention yields a tremendous amount of progress in children by the time they enter kindergarten.

• However, people are lifelong learners: those with ASD are not an exception. It is never too late for individuals with ASD to benefit from instruction and supports to those with ASD.

Potential

- Individuals with ASD have limitless potential
- Their potential is limited by our ability to teach

Ideas for sharing with participants:

* Working with those with ASD provides us with the greatest opportunity to become the very best educator we can be.
* Many of those with ASD test our abilities to differentiate instruction in ways we had never dreamed of.
* The gift that ASD gives is the gift of thinking differently, approaching each opportunity for learning from a different perspective.
Reaching Potential

- Several strategies that are effective for individuals with ASD have been identified through research
  - We know what to do
  - We know how to measure the effectiveness of the strategies

Presenter's Tip: Strategies are not detailed here; see the full Collection for additional information on interventions and supports.

Ideas for sharing with participants:
* It is time to move forward, the etiology is unimportant to us as educators.
* Students with ASD and their families are moving into our systems daily.
* It is imperative that we become knowledgeable about effective practices, use data to determine the effectiveness of our interventions and make the changes necessary to maximize the outcome for the children and their families.

Critical to ASD -- Beneficial to All

- Individuals with ASD are each unique and have myriad challenges and strengths
  - Research has shown that what is critical for children with ASD benefits all children:
    - Interventions/strategies
    - Collaboration
    - Teaming/co-planning

Presenter Tip: Emphasize benefit to all!

Ideas for sharing with participants:
* Students with ASD are individuals!
* Stephen Short, Judy Endow, and other adults with autism have taught us that when you have seen one individual with autism you have seen one individual with autism. *(See description below of a DVD that can be used as an activity.)*
* Because of the complexity and uniqueness of each person with ASD, it is important that school professionals work together to identify instructional strategies and supports that match the individual’s needs.
The research is very clear. **Interventions that are necessary for individuals with ASD also benefit other children.** For example, creating a visual classroom with schedules and written directions benefits *all* students – not just those with ASD.

*The Power of Words: How we talk about people with autism spectrum disorders matters!* by Judy Endow, MSW

One in 150 children in the United States has autism. As an adult with an autism diagnosis, Judy Endow has experienced first-hand what it feels like to be the “1” in the 1 in 150. Based on a poem “The Language of Us and Them” (Shevin, 1987), *The Power of Words* combines words, pictures, and music to present examples of how the “149” talk about the “1” with autism, noting that even well-meaning and kind words can set the tone for acceptance or rejection as well as for inclusion or exclusion. While acknowledging the importance of a proper diagnosis, Judy warns about the damage and pain labeling can cause by separating and isolating. This powerful DVD inspires us to use language wisely. Available through Autism Asperger Publishing Company [http://www.asperger.net/bookstore_9730.htm](http://www.asperger.net/bookstore_9730.htm).


**Shifts in Thinking...**

Over the last 30 years, *how* we address the needs of ASD students has evolved – we have changed our thinking on how we teach and how children learn. These discoveries have resulted in changes in educational laws and practices.

Ideas for sharing with participants:

* We know what strategies are effective for those with ASD.

* Evidence-based strategies include visual supports, peer-mediated social interventions, adult-mediated interventions, direct instruction, and many others.

* Reference the Supports and Interventions PowerPoint in the Autism Collection.
Ideas for Sharing with Participants:

* IDEA '04 is an education law designed to provide services to children ages 3 to 21 years in the public schools. However, it is evident that these services are to be designed to empower the adult with disabilities and impact all of society.

* Congress, in its passage of IDEA '04, finds the following: Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.

Ideas for sharing with participants:

* When we have helped to prepare a child with ASD for a life that others envy, we will have met the ultimate goal.
* To teach is to empower individuals to regulate their own behavior teach them to advocate for themselves and help them to identify and develop their talents.

* The value that we place on the lives of children is translated in the programming that we develop and deliver.
Supplementary Materials

Handout #1  Fact Sheet
Autism Spectrum Disorders (ASD) Collection

What are Autism Spectrum Disorders (ASD)?

ASD is a complex developmental disability that typically appears during the first three years of life and affects a person's ability to communicate and interact with others. Autism is defined by a certain set of behaviors and is a "spectrum disorder" that affects individuals differently and to varying degrees. There is no known single cause for autism. ASD is a lifelong disorder with no single cause.

What resources are available to practitioners in the collection?

A dynamic, comprehensive collection of materials and resources to assist in your understanding of ASD and implementation of appropriate interventions and supports for individuals on the autism spectrum across the lifespan including:

PowerPoint Presentations with Presenter's Guides – One presentation is designed to introduce core principles and characteristics and spark interest in further training; the second is a comprehensive training on supports and interventions designed to impact practice across stakeholder groups; the third is focused upon assessment for identification; the fourth describes the connections between assessment and educational programming; the fifth describes Functional Behavior Assessment (FBA); the sixth describes schoolwide social-emotional learning as it applies to learners on the spectrum; the seventh is designed to describe school-wide Positive Behavioral Interventions and Support & students with autism; the eighth is focused upon tips and tweaks for effective school-wide PBIS for students with ASD; and the ninth focuses upon transition to adulthood. A separate Presenter's Guide with content and notes is included for each presentation.

Glossary - Key terms and acronyms associated with autism spectrum disorders

Dialogue Guides - Models for conducting interactive discussions on autism spectrum disorders across stakeholder groups

Essential Elements/Guiding Principles/Grounding Assumptions - Unifying beliefs that are the foundation for our collaborative efforts in the area of ASD

Resource Listing – Extensive list of ASD resources available. www.ideapartnership.org

ASD Resources

The National Community of Practice in Autism Spectrum Disorders works to increase the capacity to provide interdisciplinary, comprehensive, effectively designed programs and interventions. The resources are available to cross stakeholder groups including those who live with or support individuals with ASD and their families.

Working together to support our partners in the field...