Presenter’s Guide

Autism Spectrum Disorders

Supports and Interventions
Acknowledgements

The following stakeholder groups within the IDEA Partnership were represented by individuals who worked together, both on-site and electronically from across the country, to create this presenter’s guide. 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

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose and Format</td>
<td>3</td>
</tr>
<tr>
<td>Preparation</td>
<td>4</td>
</tr>
<tr>
<td>Presentation/Process</td>
<td>6</td>
</tr>
<tr>
<td>Introduction</td>
<td>6</td>
</tr>
<tr>
<td>IDEA 04 Definition of Autism &amp; Overview</td>
<td>7</td>
</tr>
<tr>
<td>Classroom Routines</td>
<td>10</td>
</tr>
<tr>
<td>Visual Instructions, Rules and Schedules</td>
<td>10</td>
</tr>
<tr>
<td>Sensory and Emotional Regulation Supports</td>
<td>13</td>
</tr>
<tr>
<td>Transition Supports</td>
<td>15</td>
</tr>
<tr>
<td>Structured Environment</td>
<td>17</td>
</tr>
<tr>
<td>Summary</td>
<td>19</td>
</tr>
<tr>
<td>Outcomes, Resources, Discussion</td>
<td>19</td>
</tr>
<tr>
<td>Supplementary Materials</td>
<td>20</td>
</tr>
<tr>
<td>ASD Fact Sheet</td>
<td>21</td>
</tr>
</tbody>
</table>
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;
- A 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,
  - Usually in bulleted format, not intended to be read verbatim, and
  - Presenter is encouraged to interject his/her own style;
  - 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 minutes - Total time for sharing information and Q&A
30 minutes - Total time for abbreviated information only

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Suggested time allotments:

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td>Introduction</td>
</tr>
<tr>
<td>5 min</td>
<td>Definitions and Overview</td>
</tr>
<tr>
<td>5 min</td>
<td>Classroom Routines</td>
</tr>
<tr>
<td>5 min</td>
<td>Visual Instruction/Rules/Schedules</td>
</tr>
<tr>
<td>6 min</td>
<td>Sensory and Emotional Regulation Supports</td>
</tr>
<tr>
<td>6 min</td>
<td>Transition Supports</td>
</tr>
<tr>
<td>5 min</td>
<td>Structured Environment</td>
</tr>
<tr>
<td>3 min</td>
<td>Summary</td>
</tr>
<tr>
<td>5 min</td>
<td>Reflections, Questions, Discussion</td>
</tr>
</tbody>
</table>

30 minutes - Total time for abbreviated information only
Suggested time allotments:

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<thead>
<tr>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Introduction</td>
</tr>
<tr>
<td>4 min</td>
<td>Definitions and Overview</td>
</tr>
<tr>
<td>2 min</td>
<td>Classroom Routines</td>
</tr>
<tr>
<td>4 min</td>
<td>Visual Instruction/Rules/Schedules</td>
</tr>
<tr>
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<td>4 min</td>
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<td>Summary</td>
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<tr>
<td>5 min</td>
<td>Reflections, Questions, Discussion</td>
</tr>
</tbody>
</table>

Support Materials:
IDEA Partnership website for the complete ASD Collection
Materials and Supplies:
  - PowerPoint Slides – or-
  - Overheads prepared from the slides
  - Handout Masters—to be copied in appropriate numbers
  - Paper and Pencils for participants

Equipment:
  - Computer and projector –or- Overhead Projector and screen
Autism Supports

Presentation/Process

Introduction:

**Autism Spectrum Disorders**
**An Overview of Supports and Interventions**

*Fundamentals for Educators and their Partners*

February 2013

[Slideshow Image]

**Presenter Note:** This slide is self-explanatory. Work was developed by the IDEA Partnership and the National Association of State Consultants of Special Education, with funds and support for Office of Special Education Programs.

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 education 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

**Development Team**
The following organizations participated in the development of this presentation:

- 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
- Festive Educators
- Geneva Centre
- Illinois Autism Training and Technical Assistance Center
- Kansas Instructional Support Center
- Long Island Families Together

**Presenter Note:** Persons from each of the organizations listed were involved in both on-site meetings 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 more effective.

**ASD Definition IDEA 04**

*Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child’s educational performance.*

Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

34 CFR Section 300.8 (c)(1)(ii)

Presenter Note: The IDEA governs the identification and service delivery to eligible students with an ASD in the public schools. It is important to realize that while parents may come to the school with a medical diagnosis of ASD, the school requirements as set by IDEA must be followed.

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.
*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.

**Behavior is Communication**

The IEP Team must consider, in the case of a child whose behavior impedes the child’s learning or that of others, the use of positive behavior interventions and supports, and other strategies, to address that behavior.

34 CFR Section 300.324

Ideas for sharing with participants:

- All behavior is an attempt to communicate. Every person needs effective and efficient communication supports.

- Autism is a spectrum disorder (ASD)--which means that there are a wide range of characteristics, behaviors, and needs that may be demonstrated by individual children identified for educational services.

  * No two children demonstrate the same exact behaviors, thus it is extremely important that the evaluation data include an assessment of the functional behaviors of each child. It is necessary to identify replacement behaviors when the child is not demonstrating appropriate behavior, and to teach that replacement behavior.

  * Only then can the appropriate positive behavior supports and interventions be implemented to assist the child in her attempts to communicate.

  * As with all educational techniques and interventions, data must be kept regarding the success of all behavior supports, and modifications must be made as indicated.
Ideas for sharing with participants:

* Regardless of the child's level of disability, studies show that children with ASD respond well to a highly structured educational setting with appropriate support and accommodations tailored to individual needs.

* The educational program should be based on the child’s specific strengths/needs and build on their interests (this is why it is called an *individualized* education plan).

* It is also often helpful if visuals are used to accompany instruction. When necessary, it should incorporate other related services, to help students with challenges in communication, motor skill development and sensory integration issues.

• Children with autism spectrum disorders thrive in an environment that provides structure in a visual manner.

• Creating visual classroom routines, instructions, sensory, emotional regulation, transition, and environmental supports will ensure that the student with autism spectrum disorders can move throughout the day successfully and learn commensurate with their potential.

• There is no need to wait for things to fall apart so we can intervene, when we can do the same thing ahead of time in the name of support.

• “Help me be good – don’t wait to fix me when I am bad” might be the words in the heart of a child who cannot speak them for you to hear.
Ideas for sharing with participants:

• It is important to establish and use consistent classroom routines as much as possible. These consistent routines lessen all students’ anxiety and increase their ability to function independently in the classroom.

Students with ASD have high levels of anxiety that can interfere with their ability to learn independently.

* Depending on the student’s skill level and learning style, the routines can be written down or videotaped. It may be effective to take pictures of each step of the routine for the student to follow. These supports will help students with ASD understand the routines.

Presenter Note: Engage participants by encouraging them to relate their own experiences regarding the value of teaching routines.
Ideas for sharing with participants:

These routines as well as others need to be taught and practiced. Teaching of routines requires direct instruction and actual practice, not simply a descriptive statement. Routines include … READ SOME OF THESE ALOUD.

* Are there other routines that should be taught and practiced? Conduct a brief discussion on the examples given.

Ideas for sharing with participants:

• Here are two types of supports to teach routines.

• The written pencil-sharpening routine may be useful for the students with high functioning autism or Asperger Syndrome.

• The “walk to” icon and picture of classroom may work for young students with ASD or those who cannot read.
Ideas for sharing with participants:

• Capitalize on the visual strengths of individuals with ASD by using visual reminders that foster and increase their ability to function independently academically and socially.

• Picture cues, photographs, line drawings or written social scripts can be used to promote appropriate behavior and maintain attention.

• Daily schedules, procedures, and etiquette (such as when jokes would be appropriate, how to participate in class).

• Computer programs, such as Boardmaker or Writing with Symbols can provide visual icons for task instructions, rules, or schedules to increase student understanding. iPods and iPhones can now also be used for these purposes.

Ideas for sharing with participants:

• This daily schedule provides icons that represent the day’s activities.
  • When it is time for a specific activity, it is placed on the upper left hand side of the folder. After the activity ends, the icon is placed in the finished pocket.
Ideas for sharing with participants:

These two schedules depict different ways of presenting a child’s daily activities.

6 minutes
4 minutes

Sensory and Emotional Regulation Supports

- Decrease stress
- Change level of alertness
- Increases engagement
- Influences all aspects on life

Ideas for sharing with participants:

- Students with ASD often have difficulty understanding their level of stress and alertness. That is, they may not recognize that they are stressed or fatigued.

- Many do not know how to change their level of alertness. They don’t know how to calm themselves to prepare for learning or increase their energy to focus.

- These challenges impact all areas of life -- school, home, and community. Educational professionals must stay alert for high anxiety levels and signs of sensory and/or emotional regulation difficulties, and other signs of stress.
• Signs of stress may include putting hands over or plugging ears, squeezing a body part, or repetitive behaviors like rocking.

Ideas for sharing with participants:

• It is often helpful to direct students to a self-calm area when the first signs of stress are noticed.

• Self-calming areas can be a designated chair or swing in a quiet area or “sensory area” (a location within the room where stress release activities or items can be found -- koosh balls, squeeze toys, weighted blankets, headphones, and music).

• It often helps to pair words and pictures, such as on the icon above, to a calming activity (i.e., the swing).

Ideas for sharing with participants:

• Other children may need to be taught a calming sequence like the one depicted here.
• Using this set of illustrations, the student is taught to squeeze his hands together, breathe in and out slowly, rub legs and close eyes, and think of something pleasant.

• Periodic breaks to use a relaxation system or to take a walk or get a drink of water may also keep the student with ASD calm and focused.


Ideas for sharing with participants:

• Some teachers use a check-in poster that equates emotions to numbers because it is often easier for students with ASD to understand numbers than it is to understand “emotion” words.

Using this poster, the students indicate how they are feeling. This can be the basis for using a self-calming strategy or reinforcing a student for recognizing how he is acting.

Transition Supports

- Communicate what will occur next
- Decrease anxiety
- Decrease transition time
- Increase ability to shift
- Increase engagement

Ideas for sharing with participants:
• It is most important to understand the need for transition time and plan for it.
• Without this structure, students with ASD often do not know what activity occurs next and how to shift their attention to the new task.

• Transition supports will decrease student stress, increase their engagement, and decrease the time needed to transition between activities.

Sample Transition Supports

- Provide transition reminder
  - 1, 2, 3, 4, 5 countdown
- Use a visual timer
  - Allows the student to see time passing
  - Teaches the concept of time

Ideas for sharing with participants:

* A simple countdown can alert the child that an activity is changing.

• A Time Timer that shows time passing in a visual format also is helpful in changing the abstract concept of time into something more concrete. www.timetimer.com.

Visual Timers are now also available as an Apple application for those using iPods or iTouches for supports - application can be set up with or without auditory warning for those who are auditory sensitive.

Ideas for sharing with participants:
• This support can help a child to transition to the library.

• The support contains a book representing the library and the icon that represents walking.

• The third photo in the series is the door to the library. The child can actually carry the first part of this support and match it to the icon that is on the library door.

**Structured Environment**
- Increases independence
- Decreases anxiety
- Aids in transition

5 minutes
2 minutes

Ideas for sharing with participants:

Structure the physical space in the room.

• Knowing the location of work areas and expected behaviors, and posting visual schedules as reminders of when they need to transition can lessen student anxiety and can increase independence.
Ideas for sharing with participants:

This work area for the student with classic autism contains his desk and three work tasks in the order that they are to be done.

*Each of the icons has a number, letter, or picture.*

*The tubs to the side are labeled with these icons. The girl checks her list of activities -- takes the first icon and matches it to a tub. She then completes the activity in that tub. When that activity is finished. She moves on to the next. This allows her to independently complete tasks.*

Ideas for sharing with participants:

This visual tells the child what activities can be found on this shelf.
* It can help the child to make a choice of which activity to engage in and can also tell him where items need to be placed when an activity is over.

**Idea for sharing with participants:**

This classroom is structured for student success. It contains color-coding, labels, and pictures to help students complete tasks and transition between activities independently.
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 school-wide 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](http://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...