

Teaching Students with Autism Spectrum Disorders

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This resource is intended for:

Teachers	✓
Administrators	✓
Parents	
Stakeholders	
Others	



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at www.learning.gov.ab.ca/k_12/specialneeds.

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Introduction to the Series

The following books are included in the *Programming for Students with Special Needs* series. The information in each book is interrelated and can be used to provide instruction to all students.

Book 1: Teaching for Student Differences (1995)

Book 1 highlights strategies for differentiating instruction within the regular classroom for students who may be experiencing learning or behavioural difficulties, or who may be gifted and talented. It includes ideas for varying instructional time, the learning environment, resources, materials, presentation, assignments and assessments to accommodate students with diverse needs. This book contains instructional strategies arranged by core subjects as well as by categories of differences, e.g., learning disabilities, behaviour disorders, and gifted and talented. The appendices contain a variety of useful forms for teacher planning.

Book 2: Essential and Supportive Skills for Students with Developmental Disabilities (1995)

Book 2 includes:

- developmental checklists for communication skills, e.g., receptive, expressive, social, articulation and vocabulary
- checklists for gross and fine motor development, including colouring, graphics, manuscript printing and cutting
- charts and checklists which provide a continuum of life skills by domain
- checklists for mathematics, reading and writing to Grade 6
- an annotated list of teaching resources.

Book 3: Individualized Program Plans (1995)

Book 3 contains a process for IPP development and strategies for involving parents. This book provides information on writing long-term goals and short-term objectives along with case studies and samples of completed IPPs. It addresses transition planning, and features forms and checklists to assist in planning.

Book 4: Teaching Students who are Deaf or Hard of Hearing (1995)

Book 4 includes information on the nature of hearing loss and various communication systems. The book contains information on amplification, educational technologies, program planning and teaching strategies.

Book 5: Teaching Students with Visual Impairments (1996)

Book 5 offers basic information to help provide successful school experiences for students who are blind or visually impaired. The information in this book addresses:

- the nature of visual impairment
- educational implications
- specific needs
- instructional strategies
- the importance of orientation and mobility instruction
- the use of technology.

Book 6: Teaching Students with Learning Disabilities (1996)

Book 6 provides practical strategies for regular classroom and special education teachers. Section I discusses the conceptual model and applications of the domain model. Section II includes identification and program planning, addressing early identification, assessment, learning styles and long-range planning. Section III contains practical strategies within specific domains, including metacognitive, information processing, communication, academic and social/adaptive. Section IV addresses other learning difficulties including attention-deficit/hyperactivity disorder and fetal alcohol syndrome/possible prenatal alcohol-related effects. The appendices contain lists of annotated resources, test inventories, support network contacts and blackline masters.

Book 7: Teaching Students who are Gifted and Talented (2000)

Book 7 provides practical strategies for regular classroom and special education teachers. Section I addresses administration of programs for the gifted and talented at both the district and school levels. Section II discusses conceptions of giftedness, highlighting nine theoretical models. Section III discusses identification of gifted and talented students, including

information on gathering and recording data using several different measures, developing individualized program plans, communicating with and involving parents. Section IV discusses giftedness in the visual and performing arts. Section V contains strategies for designing and implementing programs, including curriculum modification. Section VI discusses post modernism and gifted education. The appendices contain lists of annotated resources, test inventories, support network contacts and blackline masters.

Book 8: Teaching Students with Emotional Disorders and/or Mental Illnesses (2000)

Book 8 takes a comprehensive look at six emotional disorders or mental illnesses: eating disorders, anxiety disorders, depression, schizophrenia, oppositional defiant disorder and conduct disorder. It describes the characteristics, symptoms and risk factors that may trigger the onset of the disorder or illness, and presents strategies for teachers, parents and other caregivers to use to assist students.

Note:

Children and Students

In Alberta, the *School Act* draws a distinction between children and students. In general, the term “student” refers to an individual who at September 1 in a year is 6 years of age or older and younger than 19 years of age. A “child” refers to an individual who is younger than 6 as of September 1 of the year the child enters an educational program. In Alberta, children with severe disabilities may be eligible for special education programming at 2 ½ years at September 1.

The information, approaches and strategies included in this resource have wide applicability and are generally appropriate for both children and students. For the sake of readability, the term “student” will be used throughout this resource to refer to both children and students who are eligible for special education programming.

Table of Contents

	Page
Chapter 1: What are Autism Spectrum Disorders?	1
Prevalence	2
Causes	2
Diagnoses	3
Other Pervasive Developmental Disorders	5
Autism Spectrum Disorders: Myths	7
Chapter 2: Characteristics Associated with Autism Spectrum Disorders	9
Communication	9
Social Interaction	11
Unusual/Challenging Behaviours	13
Learning	14
Unusual Patterns of Attention	15
Unusual Responses to Sensory Stimuli	16
Anxiety	18
Final Thoughts on Characteristics	19
Chapter 3: Collaborating with Parents	21
The Experiences of Families	21
Collaborating with Parents	24
Chapter 4: Planning Support for Students with Autism Spectrum Disorders	31
Developing Individualized Program Plans (IPPs)	31
Strategies to Facilitate Effective IPPs	34
Integrated Case Management	36
Chapter 5: Classroom Instruction	39
General Instructional Approaches	39
Effective Teaching Practices	48
Strategies for Addressing Sensory Issues	54
Strategies to Facilitate Communication	60
Strategies for Teaching Social Skills	69
Teaching Functional Skills	78
Chapter 6: Managing Challenging Behaviour	83
Positive Behavioural Supports	83
Chapter 7: Facilitating Inclusion	111
Teacher Preparation	111
Preparing Students with Autism Spectrum Disorders	112
Promoting Understanding	113
Adapting Instruction	114
One-to-One Instruction	120
Promoting Positive Peer Interactions	121

Chapter 8: Transition Planning	125
Transition into the School System	125
Transitions Between Activities and Settings	126
Transitions Between Grade Levels	127
Transitions Between Schools	128
Transition from High School to Adult Life	130
Chapter 9: Students with Asperger’s Syndrome	133
Learning and Behavioural Characteristics	133
Strategies	135
Chapter 10: Case Studies	139
Karen: A Kindergarten Student	139
Alan: A Grade 6 Student	150
Rajinder: A Grade 11 Student	160
Appendices	171
A: Home-School Communication Book	172
B: Integrating IPP Goals with Regular Class Activities	173
C: Modification Planning Form	175
D: Hierarchy of Prompts	176
E: Task Analysis: Removing Outer Clothing	177
Task Analysis: Using the Bathroom	178
Task Analysis: Participating in Morning Circle	179
Task Analysis: Single-digit Addition Using Manipulatives	180
Task Analysis: Asking a Peer to Play	181
Blank Task Analysis Data Sheet	182
F: Likes and Dislikes Chart: Student Preferences	183
G: Checklist of School Reinforcers	184
H: Communication Dictionary	185
I: Behaviour Observation and Data Collection Chart	186
J: Motivation Assessment Scale	187
K: Behaviour Support Plan	189
Resources	193
Regional Educational Consultation Services	193
Diagnostic Services	194
Internet Resources	194
Organizations	195
Video Resources	196
Recommended Print Resources	197
Endnotes	203
Bibliography	207
Feedback.....	219