

What is ASD?

- Developmental disability caused by neurological problems
- ASD includes Autism, Asperger Syndrome, PDD - Not Otherwise Specified, Rett's syndrome, and Childhood Disintegrative Disorder
- Affect an individual's ability to think, interact, and communicate appropriately with others
- Involves difficulty with expressive language

The Spectrum (DSM 5)

Autistic Disorder

- impaired ability to engage in social relationships
- skilled in certain areas (drawing, reading, non-verbal reasoning skills, and exceptional memory)

Asperger's Syndrome

- normal cognitive and language development
- - lack of skill interacting with others, little understanding of humour and sarcasm, obsessive interest in specific topics, strong reaction to smell, texture, sound, and sight

Rett's Disorder

- found only in females (symptoms appear after 5 months of age)
- decelerated growth, loss of hand movements

Childhood Disintegrative Disorder

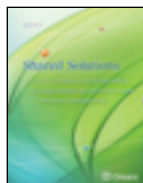
- After the age of 2 and before 10 years of age, there is significant regression in skills in multiple areas and development

Pervasive Developmental Disorder - Not Otherwise Specified

- diagnosis is used when there are impairments across all areas of ASD



References



Shared Solutions (2007)

- A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students With Special Education Needs



Growing Success (2010)

- Assessment, Evaluation, and Reporting in Ontario Schools



The Individual Education Plan (IEP)

- A Resource Guide (2004)



Education for All (2005)

- The report of the Expert Panel on Literacy and Numeracy Instruction for Students With Special Education Needs, Kindergarten to Grade 6



Effective Educational Practices for Students with Autism Spectrum Disorders

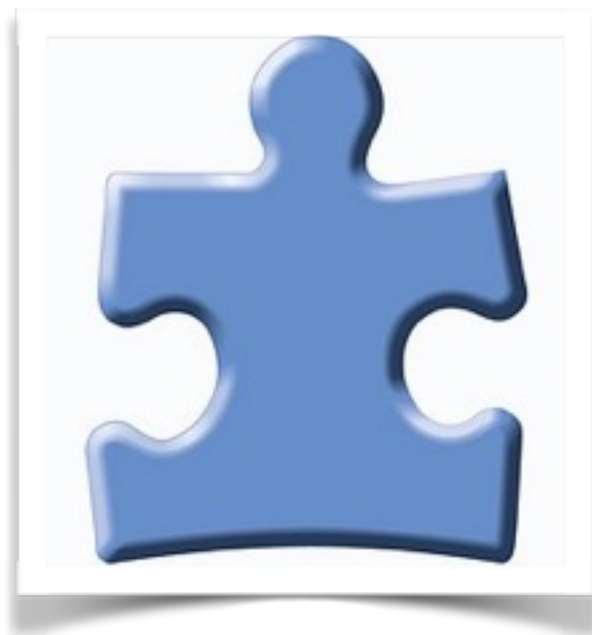
- A Resource Guide (2007)



Teachers' Gateway to Special Education

- Ontario's Teachers Federation (OTF)

Communication: Autism Spectrum Disorder (ASD)



Teacher Resource Guide

- What is ASD?
- Spectrum (DSM 5)
- Classroom Strategies
- Differentiated Instruction
- Assessment Strategies
- References

Classroom Strategies

Safe Environment

- offer consistent daily routines
- prepare student thoroughly in advance for special activities, altered schedules or other changes
- provide the student with personal space for relaxation in resource room
- use visual supports to assist the student with routines
- use positive reinforcement for improvements
- develop “how to” charts on various social skills of need
- communicate regularly with parents or guardians
- track behaviours to determine triggers
- directly/explicitly teach lessons on feelings and social skills
- develop and implement alternative programming goals on student’s IEP



Differentiated Instruction

- Use multiple learning materials
- Create instructional activities using intelligences
- Use a variety of resources (technology & texts)
- Encourage individual projects
- Increase the use of Bloom’s Taxonomy

Student Groups:

- Group based on similar abilities and interests
- Ensure all group members know their role

Instructions:

- Visuals should be presented with all verbal information presented
- Provide direct teaching information

Support:

- Provide opportunities for students to complete class tasks independently
- Provide various level of assistance when appropriate
- Incorporate technology into tasks (computer for typing and written tasks)
- Ensure to use all materials and resources which correspond accordingly to the student’s interest and specific learning goals
- Divide longer activities into shorter time frames
- Provide extended and flexible deadlines for completion of all tasks assigned

Assessment Strategies

- Adapt the assessment format
- Student can write down main points and expand on them verbally
- provide additional time or a quiet location when needed
- Periodic supervised breaks
- Read or clarify questions without assisting or providing the response
- Provide prompts to draw the student’s attention back to the task
- Highlight key words or instructions for emphasis

Observation & Analysis

- A good observation process allows the student to demonstrate capabilities within an inviting and engaging classroom environment
- Students should feel comfortable and confident that they could demonstrate their knowledge without fear of repercussions from their peers

How to maximize the success of observation in the classroom

- Observe students’ learning in a continuous, systematic, planned, and open manner throughout the school year
- Obtain descriptive information on how the student is progressing towards a learning outcome

In School Support Team

- Parents, special education teacher, subject leader, school principal
- support the students and the parent
- collaborate, consult, and share information and knowledge to increase the learning success of the student