4 | TOOLS AND TECHNIQUES

Ontario educators use a wide range of strategies, tools, and resources to provide effective educational programs for students with ASD. Some of the materials that have been developed by school boards and regional autism service providers are reproduced, with permission, in chapter, and may be used by schools and school boards across the province.

IN THIS CHAPTER

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1. Online Autism Modules

An Exciting New Online Resource:

Autism Spectrum Disorders
Putting the Pieces Together

Mission:

To provide educators with basic information about how to teach and support students who have a Autism Spectrum Disorder.

Definitions

Communication/Language

Social Skills

Behaviour

Sensory Issues

Transitions

Putting It All Together?
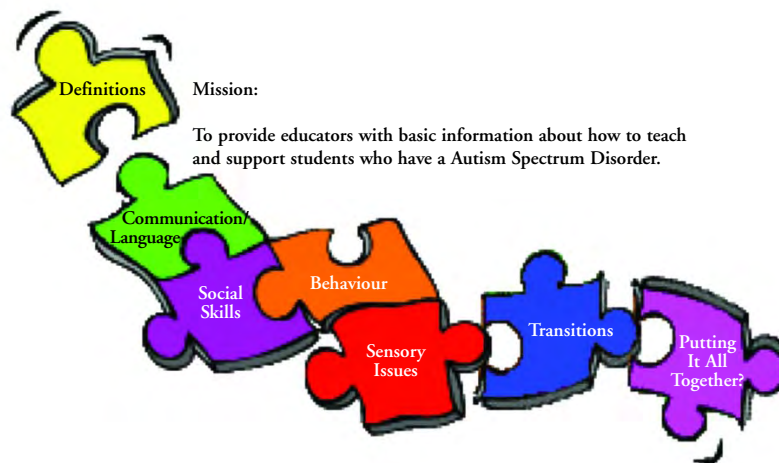
The Avon Maitland District School Board provides a unique, professional learning opportunity for teachers, educational assistants, and administrators interested in acquiring more knowledge and a deeper understanding of students with Autism Spectrum Disorders.

Basic, vital information regarding the teaching and support for these children is available in a seven-module, user-friendly format.

The online modules, entitled **"Autism Spectrum Disorders: Putting the Pieces Together,"** include Definitions, Communication, Social Skills, Behaviour, Sensory Issues, Transitions and Putting It All Together.

Also offered are:
- Quick links to related websites
- A list of the "Top 10" ASD resource books
- Examples of visual communication ideas such as schedules and task strips

Access the modules at http://amdsb.mycourses.ca.

2. Information Pamphlet for Administrators

School-Based Team Meeting

A school-based team meeting is an effective method of bringing the needed players together. The parents can invite who they believe would be needed for information sharing (current personnel who work with their child). The principal invites appropriate system specialists and, if needed, their Community Care Access Centre contact.

The purpose of a school-based team meeting is to:

- Consider the plan for school transition and school start.
- Gather information.
- Address safety aspects.
- Address questions by school staff.
- Access community resources.
- Instil confidence in the family.
- Establish a monitoring process.

Community Resources

Lambton

STARRting Points, *336-0120*

St. Clair Child and Youth Centre, *337-3701*

Pathways Health Centre for Children, *542-3471*

Community Care Access Centre, *337-1000*

Local Association for Community Living

Kent

Prism Centre for Audiology & Children's Rehabilitation, *354-0520*

Chatham-Kent Children's Services, *351-8454*

Community Care Access Centre, *436-2222*

Rain and Shine Behavioural Counselling Ltd., *255-1691*

South West Regional Autism Program for Pre-schoolers, *358-1451*

Local Association for Community Living

Lambton Kent District School Board
Student Achievement √ Community Success

Transitional Supports for Students with Autism Spectrum Disorder

Lambton Kent District School Board Autism Transition Committee

Lambton Kent District School Board
200 Wellington Steet
Sarnia, Ontario, N7T 7L2
Phone: (519) 336-1500   Fax: (519) 336-0992

"Coming together is a beginning.
Keeping together is progress.
Working together is success."
Henry Ford

What Is Autism?

Autism is a developmental disability that typically appears during the first three years of life.

The result of a neurological disorder that affects functioning of the brain, Autism Spectrum Disorder and its associated behaviours interferes with the normal development of the brain in the areas of reasoning, social interaction, and communication skills.

Children and adults with autism typically have deficiencies in verbal and non-verbal communications, social interactions, and leisure or play activities. The disorder makes it hard for them to communicate with others and relate to the outside world. They have a very difficult time accepting any sort of change in their daily routine, which may cause outbursts.

Inclusion

The board supports a philosophy of inclusion and a range of services and practices for special needs students. Regardless of placement option, students with special needs are an integral part of their school community and are supported by a team approach.

Practical Suggestions for Administrators

When a parent/guardian calls:

- Be welcoming.

- Explain the board's process for admitting special needs students.

- Ask if there has been an actual diagnosis and what, if any, medications are being taken.

- Research the student's educational history, including IEP.

- Determine what community services are being used.

- Discuss any behavioural concerns, the degree of intervention required and the support currently in place.

- Establish transportation requirements.

- Contact or visit the student's current educational setting.

- Discuss services and programs available in our system.

- For students who require significant support, arrange a school-based team meeting.

- Arrange a school visit with the parent, student, and support staff in the spring to familiarize the student with the new school environment.

Be prepared when a parent/guardian calls:

- Find out what other services are available (occupational therapy, behaviour support, physiotherapy, community support).

- Be familiar with board specialists who can provide assistance that will benefit both students and school staff.

- Find out about transportation for special needs students.
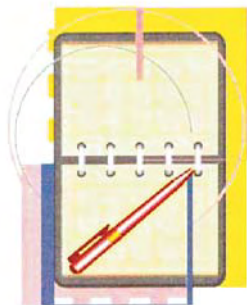
3. Survey for Parents

Triple A

Dear Parents:

Thank you very much for your cooperation and participation in Triple A. We hope that you have found the process helpful for your child's entry to school. In order for us to plan for next year, we would appreciate if you would complete the following:

1. Your hopes for this year are: _____

   _____

2. How do you feel about those hopes now?_____

   _____

3. Your worst fear for this year was: _____

   _____

4. How do you feel about those fears now?_____

   _____

   Do you have any other comments about your child's and his or her school's

   participation in Triple A? _____

   _____

   _____

5.
	Disagree				Agree
I feel Triple A has helped my child to have a smoother entry to school this year.	1	2	3	4	5
I believe Triple A is an effective program.	1	2	3	4	5
Triple A is difficult for school teams to implement.	1	2	3	4	5
My child's school team have learned new strategies through Triple A.	1	2	3	4	5

Halton Catholic District School Board

4. Student's Day at School

_____'s Day at School

swimming	playground	art	spelling

gathering

library

gym

social studies

musical class

Centres

Today is _____
I am circling the things I did at school today in green.
The activity I liked best is circled in red.

My morning was:
Great   Okay   Not great

My afternoon was:
Great   Okay   Not great

journal	group work	reading	computers
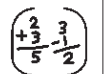
aerobics

watch movie

I needed a break

science

math

special event

woodworking

McMaster Children's Hospital, Hamilton/Niagara Region

5. School Communication

School Communication
To be completed daily by the classroom teacher and sent home

Activities	Yes	No	Comments

Homework that needs to be completed:

_____

_____

Additional comments:

_____

_____

McMaster Children's Hospital, Hamilton/Niagara Region

6. Information Pamphlet on ASD

Supporting Students

With

Autism Spectrum Disorder

Autism   PDD/NOS   Asperger
                                        Syndrome

Social Interaction

Communication

Behaviour

ASD

Toronto District School Board

PDD/ASD Team
Toronto District School Board

How Do I Teach a Student with Autism?

- Be positive.
- Get to know the child. Spending time intially will save you time in the long run.
- Be aware of individual differences, e.g., activity level, sensory needs, communication, and cognitive ability.
- Find strengths and needs of the student, e.g., make a list of likes and dislikes.
- Talk to parents/guardian, previous teachers, consultants.
- Read the O.S.R.
- Be specific with instruction.
- Limit your language.
- Be consistent, incorporating flexibility.
- Use direct language.
- Do not take responses personally.

Who Can Help You?

- Parent/guardian
- Principal
- MART/SERT
- Family of school consultant
- School support team
- PDD/ASD team
- SEAC (Special Education Advisory Committee)

Resources

Websites

Autism Society Ontario www.autismsociety.on.ca
Autism Intervention and Strategies for Success www.cesa7.k12.wi.us/sped/
Bridges www.bridges.canada.com – technology, training materials
Do to Learn http://dotolearn.com – free games, activities, and instruction on how to build a story strip
Geneva Centre www.autism.net – TDSB employees are members of the Geneva Centre
Internet Resources on Autism www.autism.org
Linda Hodgdon www.UseVisualStrategies.com
Mayer-Johnson LLC http://mayer-johnson.com
Parent Books www.parentbooks.ca
Queens University www.autismresearch.ca – current research
Carol Gray's Website www.thegraycentre.org
Tin Snips – activities and resources for teachers http://members.cox.net/tinsnips/welcome.html
Tippet Library (TDSB) http://media.tdsb.on.ca

Videotapes

Meet My Brother – Autism Society of Ontario
Straight Talk about Autism – Geneva Centre
Look Beyond the Labels – MTSB and Tippet Library

Books

Attwood, T. (1998) *Asperger's Syndrome: A Guide for Parents and Paraprofessionals.* London and Philadelphia: Jessica Kingsley Publishers
Hodgdon, L. (1995) *Visual Strategies for Improving Communication: Vol. 1 Practical Supports for Schools and Home.* Troy, MI: Quirk Roberts Publishing
Kluth, P. (2003) *You're Going to Love This Kid: Teaching Students with Autism in the Inclusive Classroom.* Baltimore, London and Sydney: Paul H. Brookes Publishing Co. Ltd.
Quill, K. (1995) *Teaching Children with Autism: Strategies to Enhance Communication and Socialization.* Albany, NY: Delmar Publishing Co.
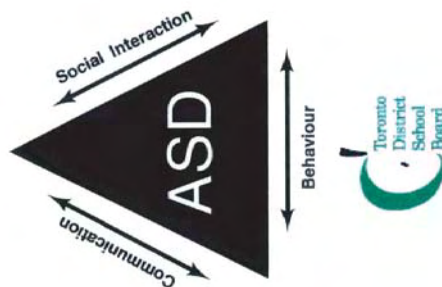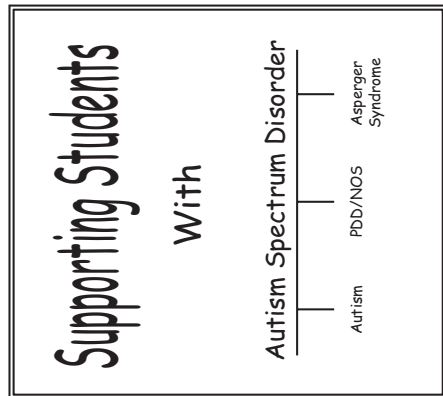
AUTISM SPECTRUM DISORDER (ASD)

is a lifelong neurological condition that causes impairment in these three areas known as the triad of impairment

Students with autism present a myriad of strengths and abilities.

Communication Challenges

Receptive Language

- Comprehension
- Interpretation of verbal/non-verbal information
- Understanding abstract language
- Maintaining attention/changing focus rapidly

Expressive Language

- Limited vocabulary (students repeat prompted language)
- Echolalia (students with echolalia may present as functionally verbal)
- Improper use of pronouns, questions, statements
- Unusual tone or rhythm of speech
- Use of scripts, e.g., lines from movies repeated out of context

Pragmatics

Affects both Receptive and Expressive Language

- Interpreting non-verbal cues, e.g., body language, facial expression
- Maintaining a specific topic
- Relating comments in appropriate situations
- Turn taking in a conversation

Behaviour Issues

Restricted Repetitive Interests/Activities

- Preoccupation with specific interests, e.g., train schedules
- Excessive need for sameness, e.g., adherence to routines
- Lack of functional use of objects, e.g., lining up toys, spinning wheels
- Unusual body movements or repetitive behaviours, e.g., rocking, flicking fingers
- Limited coping strategies
- Inability to regulate arousal level
- Inflexible thinking

Contributors to Anxiety

- Dealing with unexpected events
- Accepting changes at home/school
- Adapting to new situations
- Understanding responses of others

Behaviours May Be Indicating

- A need for attention, "Look at me"
- An attempt to have tangible needs met, e.g., "I want …", "I'm hungry", "I'm tired"
- A need to escape, "I don't understand this and I want to do something else"
- An attempt to regulate sensory stimu-lation, e.g., "It is too loud in here"

Social Interactions

- Knowing how to initiate an interaction
- Maintaining an interaction
- Recognizing the presence of others
- Understanding people's feelings and perspective
- Developing friendships
- Understanding unwritten social rules
- Demonstrating limited/unusual emotional responses
- Sustaining a conversation

Social Skills

Specific social skills should be taught in context in a variety of settings, e.g., recess, lunch and classroom setting.

ALL THREE AREAS OF IMPAIRMENT INTERCONNECT AND ARE NOT MUTUALLY EXCLUSIVE

7. Critical Information Sheet

Critical Information Sheet at a Glance

School Support Program
AUTISM SPECTRUM DISORDER

Student Name: _____   **Teacher:** _____   **Grade:** _____

Communication	Reinforcers	Sensitivities	Descriptions of Challenging (Target) Behaviour
How does student communicate? Verbally: Yes No PECS: Yes No Sign language: Yes No Combination of above: Yes No None of above: Yes No How does student let you know: • Wants/Needs _____ • Protest/Refusal _____ • Assistance _____ • To stop _____ • Need for bathroom _____ • Sick _____ Is a visual schedule used? Yes No How do you provide information? Visual references: _____ Pictures: _____ Objects: _____ Signs: _____ Gestures: _____ Strengths of student (list three): _____ _____ _____	List highly preferred/interesting likes/reinforcers. Items: _____ _____ Verbal: _____ _____ Social: _____ _____ Foods: _____ _____ Sounds/Music: _____ _____ Activities: _____ _____ Does student take medication, have allergies, have a special diet? _____ _____	Is change a challenge for student? Yes/No Can student become overwhelmed by noise? Yes/No _____ Does student express emotions? Yes/No If yes, list and describe how: _____ _____ _____ Does student need assistance with bathroom, eating, other? Yes/No If yes, please specify: _____ _____ Does student follow a modified program (academic modification) or are accommodations made to learning (use of computer, class positioning, etc.)? Yes/No If yes, please list: _____ _____	Are specific behaviours observed that would define student's target behaviour? (Describe in detail, as if to a stranger.) _____ _____ _____ What do you do/say/not say to help settle student (re-direct, relaxation, key phrases, etc.)? _____ _____ How do you know behaviour has increased? _____ _____ If student is physically aggressive, what do you do/say/not say? _____ _____ Is there need for a safety plan? Yes No

Thames Valley Children's Centre

Thames Valley Children's Centre, South West Region

8. Student Profile

1

Student Profile

The Student	What **things** does the student like?	What **things** does the student dislike?
	What **activities** does the student enjoy?	What **activities** does the student NOT enjoy?
	In which activity, game, or sport does the student do well?	In which activity, game, or sport does the student need help?

Strengths	Interests	Needs

Kinark

Trillium Lakelands

Algonquin

(continued)

(continued)

2

Student Profile

This is a list of events or situations the student may find stressful, and some strategies that may help.

Stressors	Strategies

Documentation:

This student has a safety plan: yes _____   no _____ that is _____ /
is not _____ included.

Specify incidents that need to be documented:

_____

_____

_____

9. Promoting Independence

ERINOAK

Promoting Independence
Flow Chart

Determine Skill
&
Determine Instruction

Step 1:
What are all the steps?

Step 2:
Which steps can the student do independently and with which ones does the student require assistance?

Step 3:
For the steps with which the student needed assistance, what type of assistance was needed?

Visual
Gesturing
Modelling
Verbal Instruction
Physical Guidance

Step 4:
How do I support the student to perform the skill independently?

Visual + Physical Guidance
Visual + Modelling
Visual + Gesturing
Visual

Erinoak, Central West Region

10. Inventory of Functional Skills

Toronto Catholic District School Board

**Sample Form   INVENTORY/ASSESSMENT OF FUNCTIONAL SKILLS
IN SECONDARY SCHOOLS**

Student: _____   **School:** _____
Teacher: _____   **Support staff:** _____
Inventory completed by: _____   **Date:** _____

Rubric/Evaluation Criteria

S	= Spontaneous	• Task/skill is self-initiated and completed independently.
C	= Cue	• Task/skill is completed independently with cues (e.g., pictorial/visual supports, pointing). Identify the type of cue – be specific.
PG	= Partial Guide	• Task/skill is completed with partial physical guides/partial prompts (e.g., some hand-over-hand modelling, physical gestures). Identify the type of partial guide – be specific.
FG	= Full Guide	• Task/skill is completed with full physical guides/prompts (e.g., full hand-over-hand).
	N.A.	• Task/skill is not applicable OR other person completes the task/skill.

1. SCHOOL ARRIVAL

a) Entry Routine

	S	C	PG	FG	NA	COMMENTS
Get off bus with backpack						
Walk toward school						
Open school door						
Enter school building						
Greet familiar adults or peers						
Go to office/guidance office for admit or late slips (if necessary)						

b) Locker Routine

	S	C	PG	FG	NA	COMMENTS
Walk to locker area OR wait to meet friend(s) and walk together						
Find own locker						
Remove mitts/gloves and place in pocket of jacket						
Open lock and pull lock open						
Remove lock						
Open locker door						
Place lock on hook						

2

c) Organization and Life Skills

	S	C	PG	FG	NA	COMMENTS
Remove backpack and place on floor						
Open backpack, remove lunch and put in locker						
Remove hat/jacket (e.g., unzip/unbutton)						
Hang hat/jacket on hook in locker						
Take off boots and place on locker floor						
Get shoes from locker/backpack						
Put on shoes						

	S	C	PG	FG	NA	COMMENTS
Review timetable on inside of locker door						
Gather books for morning classes and place in backpack						
Pick up lock						
Close locker door						
Insert lock						
Snap lock shut						

	S	C	PG	FG	NA	COMMENTS
Check watch for time to go to class						
Hang out at locker with friends till warning bell OR go to homeroom						
Interact with friends						
Drink from water fountain in hallway – wait till fountain is free						

2. LIFE SKILLS – PERSONAL CARE

a) Washroom Routines

	S	C	PG	FG	NA	COMMENTS
Go to designated washroom (male/female) with backpack						
Open washroom door and enter						
Find empty cubicle and enter OR wait till cubicle is free						
Close and lock cubicle door						
Place backpack on floor or hang on hook						
Complete toileting – use toilet paper, flush, etc.						
Get backpack						
Unlock cubicle door and exit						
Use tissue and place in trash when finished						
Wash and dry hands at sink – use paper towels and place in trash can OR use mechanical hand dryer						

Secondary School Inventory

(continued)

(continued)

3

b) Grooming

	S	C	PG	FG	NA	COMMENTS
Enter washroom						
Get comb/brush from backpack						
Look in mirror and comb/brush hair						
Put comb/brush in backpack						
Adjust clothing						
Exit washroom						

3. ROTATION

a) Hallways

	S	C	PG	FG	NA	COMMENTS
Carry backpack (e.g., by hand, over shoulders)						
Walk to class						
Walk on right side of hallway						
Adjust walking pace depending on traffic (e.g., slow down, walk faster)						
Walk with traffic						
Walk around crowds or wait till crowd disperses						
Climb up or down staircase (on right side)						

b) Doorways

	S	C	PG	FG	NA	COMMENTS
Open doors (as needed) OR hold onto open door if opened by others						
Walk through doorway						
Hold onto open door if others are walking through						

4. CLASSROOM ROUTINES

a) Entry Routine

	S	C	PG	FG	NA	COMMENTS
Find classroom door						
Open classroom door						
Enter classroom						
Hand teacher note/homework (as appropriate)						
Give teacher message (if applicable)						
Find own desk and sit in chair						
Place backpack on back of chair or floor						
Participate in Opening Exercises in homeroom or first class (e.g., stand for anthem, respond when name called for attendance, listen to announcements)						
Interact with classmates (as appropriate)						

Secondary School Inventory

4

5. LEARNING STRATEGIES

a) Organization Skills

	S	C	PG	FG	NA	COMMENTS
Open backpack						
Remove materials for class (textbook, binder, pencil case, etc.)						
Open binder to appropriate subject						
Remain sitting in chair at desk						
Interact with friends till class begins (as appropriate)						

b) Homework

	S	C	PG	FG	NA	COMMENTS
Remain sitting in chair at desk						
Open binder to appropriate subject						
Find previous day's homework						
Participate in taking up homework (e.g., follow oral questions/answers, check own written answers, make corrections as needed)						
Answer question(s) when called upon						
Raise hand to offer answer(s), wait until called upon						
Lower hand if not called upon for answer(s)						
Advocate on behalf of self (e.g., request assistance, clarification)						

c) Lesson

	S	C	PG	FG	NA	COMMENTS
Attend to lesson and presentation of materials						
Remain on task during oral lesson						
Answer question(s) when called upon						
Raise hand to offer answer(s), wait until called upon						
Lower hand if not called upon for answer(s)						
Advocate on behalf of self (e.g., request assistance, clarification)						

d) Seatwork

	S	C	PG	FG	NA	COMMENTS
Pass out worksheet (e.g., pass back, pass forward)						
Take worksheet(s) papers when passed out						
Show politeness and courtesy (please, thank-you)						

Secondary School Inventory

(continued)

(continued)

5

d) Seatwork (cont'd)

	S	C	PG	FG	NA	COMMENTS
Remove item(s) from pencil case as needed (e.g., pencil/pen, eraser, ruler, correction fluid, pencil sharpener)						
Sharpen pencil (e.g., portable or class sharpener)						
Write name and date on worksheet						
Advocate on behalf of self (e.g., request assistance, clarification)						
Open binder to take out blank sheet and close binder						
Copy from board						
Complete assigned task(s)						
Move from one seatwork activity/task to another						
Use eraser and correction fluid as appropriate						
Raise hand to request help if needed						
Put completed seatwork in designated area						
Put marked/unmarked work in appropriate place(s)						
Copy homework into agenda book						

e) Group Work

	S	C	PG	FG	NA	COMMENTS
Move chair and desk to form small group						
Participate in group discussion (small and large groups)						
Participate in presentation of project						

f) Organization and Class Dismissal

	S	C	PG	FG	NA	COMMENTS
Clear desk (e.g., put materials away in backpack)						
Refer to timetable to check about next class						
Line up at door						
Interact with classmates						
Leave classroom when bell rings or when dismissed by teacher						
Go to next class						

Secondary School Inventory

11. Autism Transitional Classroom

The Autism Transitional Classroom

The Autism Transitional Classroom creates the opportunity for treatment providers and educators to bridge the gap between treatment and special education, and to give students who have an Autism Spectrum Disorder the intensive support required to function successfully in an educational setting. Specifically, the transitional aspects of the treatment program focus on teaching educators basic intervention skills and a method for translating them into special education strategies. This demands a very strong commitment of staff time from the school board, based on the idea that the amount of time committed by the school board will match the size of the child's need. The partnership between Chatham-Kent Children's Services and the St. Clair Catholic District School Board, with the support of the Ministry of Education, provides an opportunity for professionals, children, and families to meet these challenges.

The formal criteria for admission to the classroom require that the child has a diagnosis of an autistic disorder or other pervasive developmental disorder made by a qualified registered psychologist. In addition, the child must be referred to the program by the CKCS Autism Team or the St. Clair Catholic District School Board, and be a client of the CKCS Autism Team. The program, housed onsite at Chatham-Kent Children's Services, consists of one classroom and one teacher with space for six full-time equivalent students. The CKCS Autism Team provides clinical support to the program. Consideration is given to students whose current school placement breaks down in such a way that training or retraining of that student and his/her resource team has a high probability of restoring the success of the child's current placement.

The Autism Transitional Classroom's primary goal is to provide a program that is:
   1) designed to translate treatment goals and techniques into special education strategies that, through intensive training, can be implemented by school personnel within the context of an IEP;
   2) individualized; and
   3) based on the scientific principles of applied behaviour analysis (ABA) and reinforcement.
As the name implies, the program aims to help educators teach children with Autism Spectrum Disorders by providing temporary but very intensive supports to the educational professionals to adapt and apply the special education strategies in the least intrusive environment possible. Hence, the intervention is client-centred, seeks to create innovative learning environments within schools across Chatham-Kent, and celebrates the achievements of students and professionals alike.

Description of the Autism Transitional Classroom Training Program
All treatment and training provided by the CKCS Autism Team is based on the scientific principles and data supporting the approach known as *applied behaviour analysis (ABA)*. The best practice application of this clinical philosophy is known as *intensive behavioural intervention (IBI)*. Funded regional autism service programs provide treatment based on ABA/IBI, and in keeping with the idea of an unbroken continuum of service, the Autism Transitional Classroom program is based on these same principles.

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The program is intensive and uses individually administered techniques to meet the needs of children with higher needs, often those with a dual diagnosis of autism and a developmental disability. The Essential Transitional Curriculum (ETC) provides special education programming using behavioural intervention techniques that are translated into individualized special education strategies. The educational staff are taught how to individualize programs for each child, how to make the materials to implement the programs, and how to maintain the programs so that they grow with the child.

Professional Development and Guidance of the Educational Program
The staff training model embedded in the Essential Transitional Curriculum means that the primary day-to-day resource for the teacher, educational assistant, and resource staff in the program is the CKCS clinical staff. Therefore, professional development for educators occurs constantly and is one of the primary goals of the Autism Transitional Classroom. The program requires consultation and guidance from an educator with extensive knowledge of the procedures, regulations, and practices surrounding the IEP process.

Multidisciplinary Planning of the Child's Program
The Autism Transitional Classroom draws on the full resources of the CKCS Autism Team, which includes a psychologist, senior therapist, two child and family consultants, two lead therapists, four instructor/therapists, and an autism support worker. The St. Clair Catholic District School Board provides a classroom teacher, educational assistant, and team support.

a) The target skill must be essential to the child's adjustment to a *classroom environment*, whether that is a special education classroom with a relatively small number of students or a regular classroom with a larger number of students.
b) The teaching program and materials must resemble special education teaching strategies and materials more closely than they resemble specialized treatment strategies and materials.
c) The programs must be written so that a "typical" educational assistant or other special education resource staff member with no prior knowledge of treatment principles or techniques can learn to implement them.
d) The programs must meet the child's learning needs in ways that are either compatible with or do not disrupt the teaching of other children in the classroom, unless an isolated teaching environment is both required *and* available.
e) The programs must match the parameters/requirements of the formal IEP process.

Planning and Coordination of Transition from the Autism Transitional Classroom to Local Schools
As the name "Autism Transitional Classroom" implies, the entire focus of this project is to create a process for helping children to make this transition. The model is designed to allow educators to practise and master the skills needed to assemble and implement the resources required by children with Autism Spectrum Disorders. Transition planning involves the receiving school staff visiting the classroom for training, the Autism Transitional Classroom attending at the home school to provide support, and parent involvement in the entire process.

12. Think Tank on Autism

The TDSB's Think Tank on Autism (May 2006)
Report of Findings

Executive Summary

Prepared for The Toronto District School Board, August 2006
by Denyse Gregory, Research & Evaluation Consultant

In May 2006, the Toronto District School Board (TDSB) conducted a Think Tank on Autism to address issues related to the education of students with Autism Spectrum Disorders (ASD) in the TDSB. The purpose of the Think Tank was to bring together a cross-section of people from various stakeholder groups to gain from their collective wisdom.

The session featured representation from parents and students, parent and student advocates, the medical profession, government, universities, agencies, the Ontario Human Rights Commission, and a variety of staff from the TDSB and other neighbouring boards.

The agenda was designed to raise awareness, establish collaborative networks, share best practices, improve accessibility, collaboratively problem-solve, and create positive momentum to move forward to support student success.

The report of the findings of the event summarized the discussions that took place that day, as well as the feedback of the participants about the Think Tank process itself. The greatest challenge in the reporting was that the diversity of the stakeholders participating in the Think Tank naturally resulted in a wide variety of perspectives and insights. Nevertheless, a number of themes emerged repeatedly in the feedback provided. The key themes are summarized below.

Defining Success for Students on the Autism Spectrum

Participants defined "success" for students on the autism spectrum in a variety of ways. The most prevalent were improvements in the following student outcomes:
- improved social skills and relationships with peers;
- enhanced emotional well-being (e.g., self-confidence, attitude toward school and comfort level);
- increased academic progress;
- life skills learnings (e.g., independence and communication skills); and
- improved transitions to regular schooling or to post-secondary options.

Factors Contributing to Student Success

➤ **Students' Strengths**:
  Participants identified a multitude of the strengths of students with ASD that contributed to their success. The most prevalent of these were:
  - personal characteristics such as motivation, perseverance, and a strong sense of self; and
  - learning strengths such as effective communication skills (in particular, strong verbal skills),
  - strong academic skills, and an ability to work cooperatively with their peers.

➤ **Programs and Services:**
  Participants identified a variety of programs and services that they believed contributed to the success of students on the autism spectrum. The most prevalent of these were:
  - holistic, child-centred programming, characterized by features such as the identification of students' individual needs and strengths, utilization of a variety of strategies and approaches, and the involvement of TDSB support services;

(continued)

(continued)

- a supportive home environment in which the student's parents are actively involved and engaged as partners with the school;
- a supportive school environment that involves the direct support and involvement of teachers, EAs, resource teachers, and support services (e.g., psychologists and speech language pathologists); and
- partnerships with community agencies such as Surrey Place Centre and The Geneva Centre for Autism.

Recommendations

Participants offered a variety of valuable suggestions and recommendations for next steps, both immediate and long-term. The most predominant of these were as follows:

➤ Expand professional development and training opportunities for teachers, EAs, support staff, and administrators to increase awareness and understanding and to improve service delivery for all of those working with students on the autism spectrum.

➤ Continue the dialogue with other professionals and parents to understand autism better and to identify ways to improve program delivery and support for students with ASD.

➤ Employ a more coordinated, team approach to enhance program delivery in all schools by:
- increasing the focus on the identification of each child's particular needs;
- enhancing the in-house support available to students with ASD (e.g., EAs, occupational therapists, language pathologists, and ABA training);
- establishing PDD/ASD teams in all four quadrants and assigning a "case manager" to coordinate program delivery within each family of schools or quadrant;
- fostering partnerships and communication with parents; and
- fostering partnerships/collaboration with community service providers or agencies to maximize awareness and use of the available resources.

➤ Provide greater support for families of students on the autism spectrum to empower them in the process of educating their child. This includes informing parents about the options available to them, providing or connecting them to outreach programs to support families, and facilitating crisis management for families.

➤ Promote acceptance and tolerance of diversity within the education system and within the community as a whole. Specifically, it was suggested that the TDSB and community partners take steps to "combat the stigma of ASD" and to "debunk the myths" of ASD.

The Think Tank Process

Participants in the Think Tank on Autism were given an opportunity to comment on the Think Tank process via an online feedback form. In general, respondents rated the Think Tank on Autism session as **very engaging**. The content was rated as **helpful** and **very relevant**. Finally, the format of the day was thought to be **conducive to dialogue and to the sharing of ideas**.

Respondents' comments suggested that they appreciated the opportunity to work together with the various stakeholder groups. As articulated by one of the respondents, "The session was a good example of how it is possible for different stakeholders to work together for the common good of students with exceptionalities."

13. Resources for Drivers

Brant Haldimand Norfolk Catholic District School Board

Ensuring a Successful Transition:
A Resource for Transportation Drivers

The Brant Haldimand Norfolk Catholic District School Board recognizes the many challenges students with Autism Spectrum Disorder (ASD) face with the transition from home to school and school to home. We appreciate the fact that the bus drive to and from school can have a direct impact on how successful the day will be. Thus, in conjunction with the ASD School Support Program, a resource is being developed to assist transportation drivers with this very important transition.

After consultation with the transportation department, drivers were asked to identify their needs when transporting students with ASD. Areas of greatest concern included strategies to assist with difficult behaviours, prevention of bullying, communication techniques between home/school/bus, and a heightened understanding of the disorder.

The transportation resource initiative will include a teaching component and the creation of a resource based on drivers' needs. The teaching component will include in-service training that will provide an overview of ASD, specifically focusing on the characteristics that might lead to difficulties on the bus. Scenarios describing frequently observed behaviours on the bus and specific strategies to assist the student with ASD will also be presented. Strategies to be discussed include:

- Prearranged visits with the school
- Social narratives and schedules
- Recognizing anxious behaviour and how to deal with it
- The use of visuals
- Reinforcement systems
- Buddy system
- Identifying the behavioural triggers of a student with ASD
- Home/school/bus–school/home communication sheet
- Consistent seating
- Rules on the bus
- Sameness and predictability
- Tangible activities that can occupy students on the bus
- Creation of an emergency plan

Three possible resources are currently being created for transportation drivers. The resources, which will be introduced at an in-service, are as follows:

1. A chart-style resource, which can be laminated and posted on the bus, that includes essential information such as:
   - an overview of ASD;
   - a list of behaviours that may occur on the bus; and
   - a list of strategies to assist the ASD student with these behaviours.

2. A smaller version of the chart that can be laminated and placed on the visor above the driver's seat. Information will include a list of behaviours with accompanying strategies. The driver simply flips down the visor and has quick reference to strategies.

3. Small laminated cards that can be placed on a key ring so that transportation drivers can wear it on their belt loop as a quick reference guide to behavioural strategies.

A simple communication sheet has also been developed to facilitate communication between parents, transportation drivers, and school staff. This resource would provide essential information to ensure successful transitions from setting to setting.

14. Transportation Visuals

Bus to School	Bus to Home
Watch for bus	Walk to bus stop
Walk to bus	Line up for bus
Get on bus	Get on bus
Find an empty seat	Find an empty seat
Sit down	Sit down
Quiet hands	Quiet hands / Quiet voice
Quiet voice	Watch for stop
Get off bus	Get off bus
Go to class	Go home

Brant Haldimand Norfolk Catholic District School Board

15. Autism Demonstration Site

Avon Maitland District School Board
Autism Demonstration Site

In 2003–2004 the Avon Maitland District School Board established an "Autism Demonstration Site". The goal of this site is to provide classroom teachers, educational assistants, principals, and vice-principals access to personnel with hands-on experience dealing with students who have been diagnosed within the Autism Spectrum.

❖ Visitors to the site interact with specially trained Autism Demonstration Site staff via a tour of individual classrooms and a small-group presentation format.

❖ The purpose of the tour is to model the creation of appropriate environments, implementation of specialized teaching strategies, and successful, research-based behaviour management techniques. This is achieved through direct observation of students and teachers in action. The observation includes students in regular primary classroom settings as well as specialized classroom settings.

❖ The small-group presentation primarily includes an overview of the essential aspects of a student's profile within the autism spectrum and related educational implications, a description of available district resource materials, and a Q&A session.

❖ On each tour date, the site is supported by the school's assigned speech and language pathologist, the special education consultant, and an ASD consultant from the Thames Valley Children's Centre.

❖ Since its inception, approximately 40 people a year have taken advantage of the opportunity to visit the site.

❖ Participants have commented on the extensive knowledge base of the Autism Demonstration Site staff, the opportunity to see appropriate materials and resources, the benefits of first-hand viewing of specialized teaching strategies, and practical sensory room ideas on a budget!

16. Strategies Checklist

STUDENT:_____   DATE:_____

Strategies List

Environmental	Communication	Instructional
❍ intensive support ❍ study carrel/alternative space ❍ small-group support ❍ limit adults involved ❍ modified schedule/day ❍ consistent daily routine ❍ minimize transitions ❍ keep familiar, acquired activities in the program as new ones are added ❍ visual organizers ❍ priming ❍ prepare for changes ❍ alter physical arrangement of room ❍ provide adaptive equipment ❍ strategic seating ❍ preferential coat hook/locker position ❍ chair/mat/seating ❍ visual timer ❍ reduce distraction and sensory overloads ❍ sensory breaks ❍ supervision during unstructured events	❍ use concrete and specific language ❍ clarify idioms, words with double meanings ❍ slow down language – one command at a time, short, clear phrases ❍ break tasks into smaller steps ❍ use gestures, modelling, and demonstrations with verbalizations ❍ write down requests, instructions ❍ engage attention visually, verbally, and physically before giving information ❍ watch and listen to response attempt – respond positively to any attempt ❍ model correct format ❍ provide alternative forms of communication ❍ use visual cues to support understanding ❍ provide scripts for language	❍ use the student's strengths ❍ apply learning to real situations ❍ rote learning ❍ visual supports ❍ maintain context, vary content ❍ present new concepts in a concrete manner ❍ divide instruction into small, sequential steps ❍ reduce/chunk information ❍ written instructions ❍ highlight key information ❍ colour code materials ❍ indicate start and stop of activity ❍ preteach vocabulary, skills ❍ duplicated notes ❍ computer assisted learning ❍ timer/time management aids ❍ graphic organizers ❍ structured cooperative experiences ❍ instructor proximity
Motivational	Self-Regulation	Assessment
❍ visual cues ❍ meaningful experiences ❍ ensure comprehension ❍ utilize student's interests ❍ immediate feedback ❍ first … then strategy ❍ naturally occurring reinforcers ❍ vary reinforcers and provide choice of reinforcers ❍ reinforce any attempt towards goals and objectives ❍ encourage, accept, and teach choice making ❍ invite and encourage natural initiation of tasks ❍ visual timer	❍ direct instruction ❍ safe person ❍ communication book ❍ tracking sheet ❍ teach relaxation strategies ❍ redirection ❍ distraction ❍ tangible rewards ❍ praise ❍ immediate feedback ❍ first ... then strategy ❍ red … green strategy ❍ social narratives ❍ comic strip conversations ❍ an item a day	❍ apply learning to real situations ❍ shorten or alter activities ❍ provide choice of activity for assessment ❍ teach format ahead of time through rehearsal ❍ wait time for processing or task completion ❍ allow oral responses ❍ scribe answers for student ❍ provide visual cues as a way to teach how to summarize or write ❍ break the assessment into smaller chunks and spread out testing ❍ editing support ❍ calculator/matrix ❍ alternative setting ❍ incidental assessment

Waterloo Region District School Board

17. Classroom Layout

**Creating an Autism-Friendly Classroom:
The Classroom Layout**

The classroom itself can be set up to support the student's learning and minimize challenging behaviours. A visually organized classroom can support the learner in orienting himself or herself and can help the learner navigate the learning environment.

Furniture Placement:

❏ Lay out furniture to create boundaries that support learning, minimize distractions, and facilitate transitions.
❏ Use furniture, carpets, tape, shelving units, filing cabinets, etc., to make activity areas clearly visible and regulate traffic flow.
❏ Minimize wide open areas to reduce running in physically active students who have difficulty with transitions.
❏ Locate free choice and leisure time areas away from exits.
❏ Be consistent about the location of workstations and learning centres.
❏ Clearly mark different areas with meaningful visual cues.
❏ Initially use learning centres only for their designated purposes to teach relevance and provide predictable structure.
❏ Plan for multiple activities occurring simultaneously with the least distraction.
❏ Provide a quiet place for students to get away from distractions and stimulation and take a break if they need to.

Traffic Patterns:

❏ Mark traffic flow of students and staff clearly to meet the learner's needs by reducing wait times.
❏ Mark arrows or footprints on the floor to show students how to get from one area to another.
❏ Try to match the flow of traffic in the room to the daily routines.

Storage:

❏ Make instructional and reward items easily and immediately accessible without being inadvertently distracting.
❏ Consider labelling work/activity bins on the outside with pictures, the item, or symbols that the student will understand.

Surrey Place Centre

Surrey Place Centre, Toronto Region

(continued)

Visual Supports:

❏ Present visuals at the students' eye level.
❏ Make visuals available in locations that will support appropriate behaviour. Consider both posting visuals outside the classroom and carrying them.
❏ Make sure that images selected are specific to the event or activity you want to depict. Students with ASD can be easily distracted by unrelated details, so be careful about what is "accidentally" in your picture.
❏ Make sure that rules are posted in problem areas. If there is not a specific location, either post rules at eye level in central locations of the class or carry them.
❏ Limit clutter in the classroom. Limit materials in areas where the student with ASD is required to concentrate (e.g., behind the teacher at circle time) so that the student can focus on your instructions and not on background distractions.
❏ Limit materials on bulletin boards. Try to remove materials as themes finish so that the current themes are most prominent, rather than keeping them on display for the school year.

Surrey Place Centre

18. Morning Routine

PATHWAYS
FOR CHILDREN & YOUTH

| Morning Routine |

Hang up coat and backpack	
Show toy to teacher	
Put toy in box	
Ready to work!	
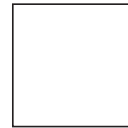
Pathways for Children and Youth, South East Region

19. Safety Plan: Crisis Protocol

peel District School Board

ASD Resource Team

Safety Plan: Crisis Protocol
Ensuring Positive School Environments

Name: _____   Date Developed: _____
Parent Contact: _____   Review Dates: _____
Emergency Contact: _____   _____

Unsafe Behaviour(s)	■

Staff Expectation: Reduce talking, planned proximity (tone/volume/control)

Stage 1: Escalation	Escalating Behavioural Signals (Observable signs of increased anxiety/agitation)	
	Behaviour	Strategy
	1.	
	2.	
	3.	
	4.	

Stage 2: Crisis	Crisis Response	
	Adults to be called:	
	If	Then
	1.	
	2.	
	3.	
	4.	

Stage 3: Coping	Supported Self-Control (soothe and redirect)
	1.
	2.
	3.

Staff Training   First Aid: _____
   Other: _____

Parent Signature: _____   Date: _____
Principal Signature: _____   Date: _____
Psychologist Signature: _____   Date: _____

20. Information for Occasional Teachers

CONFIDENTIAL

Student Information for Occasional Teachers

One of my students, _____, has a neurological condition known as **Autistic Spectrum Disorders** (ASD). As a result, certain things in the school setting are difficult for this student. Students with ASD typically have trouble in social situations and when their routine is changed.

The following is a list of situations that might be difficult for this student to handle:

The following is a list of behaviours the student might exhibit when feeling overwhelmed or under stress:

The following is a list of strategies you can use when you see the student exhibiting these behaviours:

Anxiety can be a serious problem for children with ASD, and it can escalate rapidly. If you notice this student doing any of the following:
_____
_____
immediately ask _____ in room number _____
to help you.

Please do not try to handle this type of behaviour on your own because there are specific methods for doing so.

Waterloo Region District School Board

21. Suggestions to Support Transitions

Suggestions to Support Transitions

The following are suggestions that may offer additional support to students who have a difficult time with transitions. The goal of these suggestions is to make the transition process a positive experience for all involved.

Suggestions:

- Have the student meet all of the teachers that will be teaching the student in the upcoming year.

- Take pictures of each of the teachers to put into a mini photo album. Label the pictures with the teachers' names and the subjects they teach.

- Create checklists for each subject (e.g., what tools are needed to be successful in class).

- Create a map of the school that includes routes to each class.

- Assign a locker to the student.

- Have a support person in place to greet the student upon arrival at the classroom. Have the support person accompany the student en route to the next class.

- Have the student follow a few days of the school cycle. Ideally, over a few days the student would have the opportunity to attend each class at least one time.

Kinark Child and Family Services, Central East Region

22. Preparing Students for a Special Event

CHEO Children's Hospital of Eastern Ontario
Centre hospitalier pour enfants de l'est de l'Ontario

autism
autisme

10 Things to Remember When Preparing Students for a Special Event

1. Explain to your students what to expect from the event IN ADVANCE.

2. Set out guidelines and expectations of behaviour.

3. Give your student a predetermined "way out" if the student cannot cope.

4. Expose the student to the sights, sounds, and smells before the event – it can be overwhelming!

5. Ensure that you have an "emergency card" containing necessary information, including how to get help if needed.

6. Practise social interactions with social scripts so that the student can participate more easily.

7. Promote the maintenance of structured days throughout the holiday period (e.g., homework, schedules).

8. Use a calendar to show the student when he or she will be on holiday and when he or she wil return to school.

9. Make a story of the actual event, holiday destination, or trip using pictures, photographs, etc.

10. Practise reading signs in the environment, particularly the signs for the toilets!

23. Task Sequence for Home Time

VISUAL SUPPORTS (Task Sequence)

		Home Time
1		I put my headset into my brown bag.
2		I line up.
3		I walk quietly into the hallway with my teacher.
4		I put my headset into my backpack.
5		I put on my coat.
6		I put on my boots.
7		I put on my hat and scarf.
8		I put on my gloves.
9		I put on my backpack.
10		I line up and wait for the bell to ring.
11		I walk with my teacher to the front door.
12		I wait for my mom to pick me up.
13		I walk to the car and say, "Hi, Mom".

Have the student check off each box on completion of each sequence.

Durham District School Board

24. Visuals for Transition from School to Home

Transition Tasks – School to Home

home time	get ready	tidy up
open locker	get dressed	backpack
close locker	line up	leave school
leave school	good-bye	school bus

Toronto Catholic District School Board
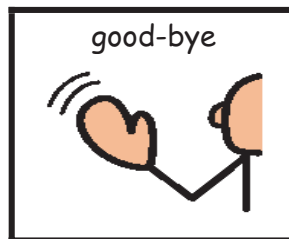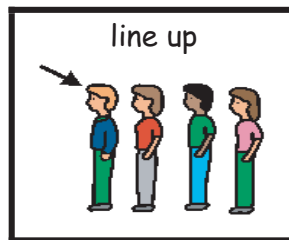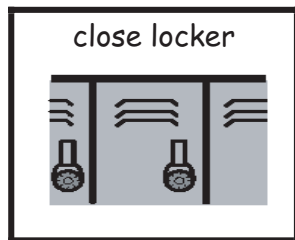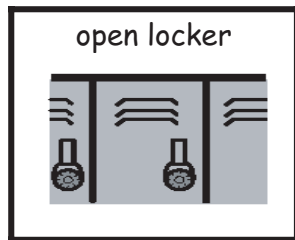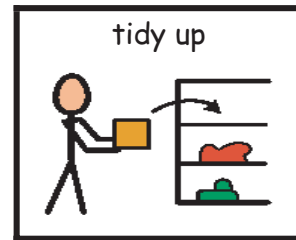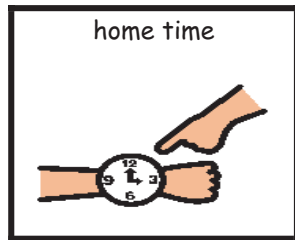
25. Visual Steps for Using Workout Room

Workout Room

workout room

1. Go to the workout room. __

exercise ball

2. Roll on the exercise ball. __

bag & weights

3. Squeeze bag and lift weights. __

treadmill

4. Walk on the treadmill. __

bicycle

5. Ride the bicycle. __

Toronto Catholic District School Board

26. Visuals for School Activities

School Activities

walk in hall	walk	classroom
work	workout room	gym
school library	computer	computer work
field	tidy up	calendar

Toronto Catholic District School Board
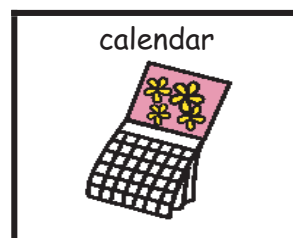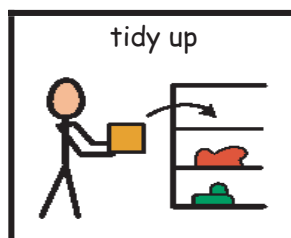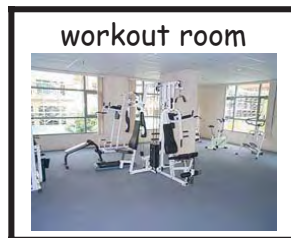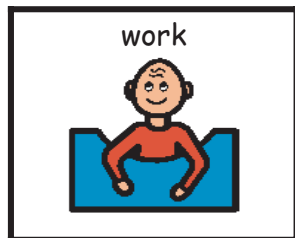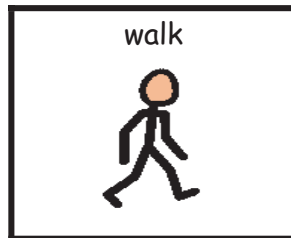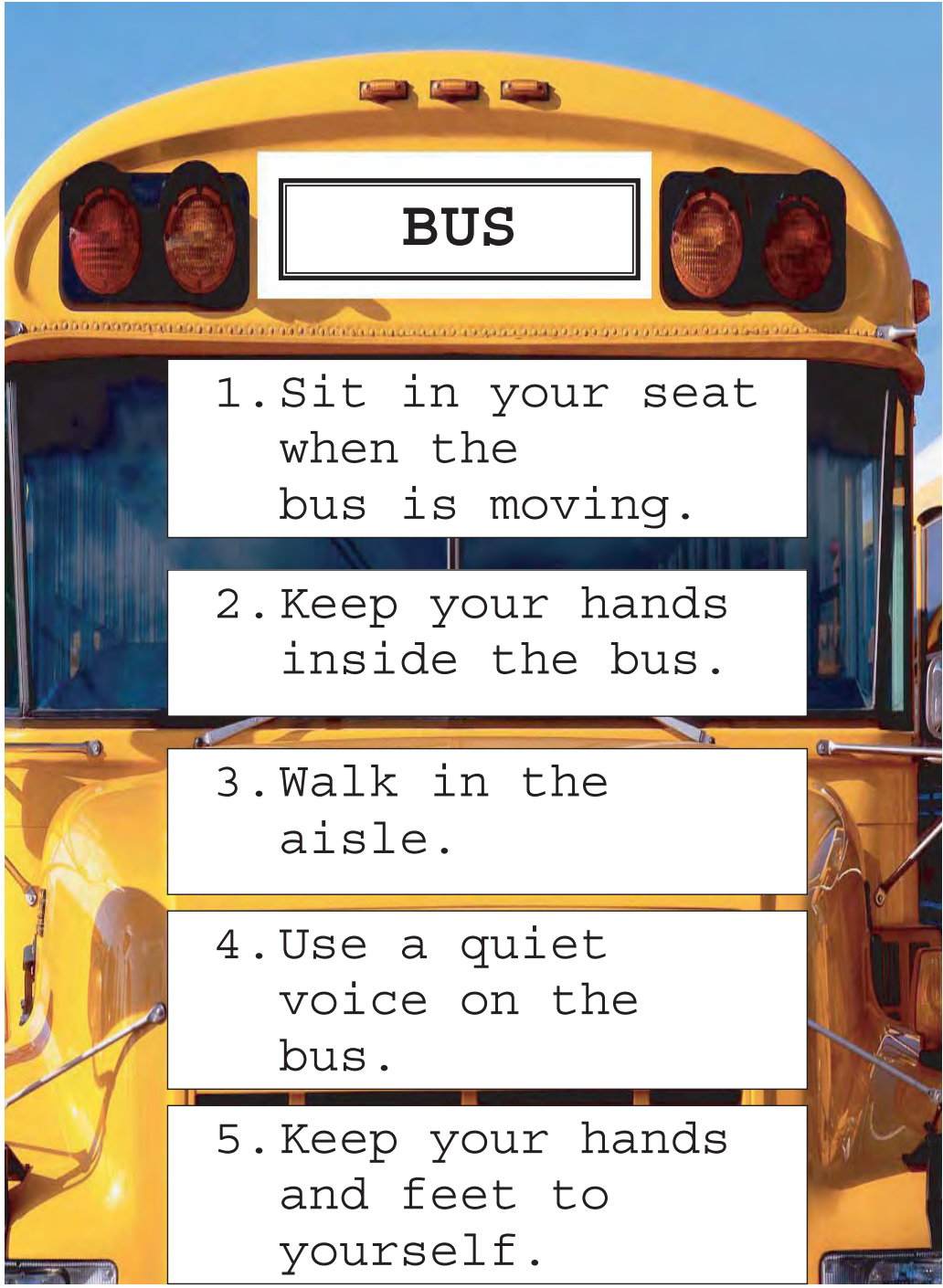
27. Visuals for Going to Work

Going to Work

make lunch	lunch in backpack	dress for outside
let's go to work	TTC bus	check in with boss
jobs	break	eat lunch
more jobs	see boss	pay
buy snack	TTC bus	school

Toronto Catholic District School Board

28. Bus Rules

BUS

1. Sit in your seat when the bus is moving.

2. Keep your hands inside the bus.

3. Walk in the aisle.

4. Use a quiet voice on the bus.

5. Keep your hands and feet to yourself.

Erinoak, Central West Region

29. Getting Ready for the Bus

Getting Ready for the Bus

	Monday	Tuesday	Wednesday	Thursday	Friday
Tidy up my desk					
Put my lunchbox away					
Put my agenda away					
Get my backpack					
Put on my hat, coat, and mitts					
Line up at the door					

Algonquin Child and Family Services, North East Region

30. Individualized Daily Schedule

At a Glance
Individualized Daily Schedule

Students with ASD may have events that occur in their daily school life that might not be part of the typical schedules of many of their peers, yet these events are very important for the involved students. Such events might include a special transportation arrival time, medication times, or times devoted to work with educators other than the classroom teacher. This individualized daily schedule of what will happen most school days includes times, events, and locations, as well as any notes.

Schedule

Time	Event	Location	Important Information

McMaster Children's Hospital

31. Monday Schedule

Monday Morning		Monday Afternoon
who	what	where
Mrs. Jones	maths	class
Mrs. Gravel	reading	class
Mr. Bradshaw	science	class
Mrs. Nesbit	gym	YMCA
Mr. Martin	recess	outside

Algonquin Child and Family Services, North East Region

32. Classroom/Environment

CLASSROOM/ENVIRONMENT

Research has shown that there are links between the behaviour of a student with PDD and the environment within which the behaviour is exhibited. Inappropriate behaviour can be reduced or eliminated by making changes and/or adjustments to the environment. When setting up your classroom, do not forget that each student with PDD is different, and take into consideration their strengths and needs before making changes.

Classroom/environment adaptations:
- Be aware of any sensory stimuli within the areas and the possible effects on the student.
- Designate areas for individual/group learning.
- Designate a "break area" for the student to go to when he/she feels anxiety building up.
- Create clear boundaries (e.g., use bookshelves, filing cabinets, carpets, tape on the floor).
- Arrange the desks in the classroom so the student can easily navigate:
  – Make a clear path to the door, teacher, and all needed items that the student can access.
  – Have the student sit in front of or facing the teacher and schedules, but away from high-traffic areas, windows, and doors to reduce distractions.
  – Avoid having the student sit in the middle of a group that may cause conflicts and/or feelings of personal space invasion.
  – Place desks in groups to encourage social interactions.
- Provide a clear and predictable schedule.
- Use a colour-coding system (e.g., math is green).
- Provide choices for the student.
- Alternate more difficult and demanding tasks with easier and more enjoyable ones, and adapt tasks and materials to prevent student frustration.

School-wide considerations:
- Think about the classroom location in relation to potential distractions or sensory stimulations (e.g., cafeteria, gymnasium, washrooms).
- Prepare the student in advance for changes in routines (e.g., assembly, fire alarms, concerts).
- Define all other locations by clearly labelling them (e.g., library, gymnasium).
- Allow some flexibility in the schedule to reduce the student's anxiety (e.g., walk through the hallway between classes before the other students, go early to the locker room to get ready to go home).
- Take into consideration the safety of the student in the hallways and outside on the playground.

Child Care Resources, Northern Region

33. Ten Ways to Create Classroom Structure

CHEO Children's Hospital of Eastern Ontario
Centre hospitalier pour enfants de l'est de l'Ontario

10 Ways to Create Structure in Your Classroom

Students with ASD often function best in classrooms that offer a great deal of structure, both in terms of the physical layout of the room and expectations of the teacher or the assignment.

1. Use furniture, area rugs, or even electrical tape on the floor to separate the room into distinct areas.

2. Each area should have its own function (e.g., computer area, individual work area, play area).

3. Use signs to clearly indicate the function of each area.

4. Clearly label any ambiguous areas, materials, etc.

5. Label where all the student's belongings should be stored or where shared materials can be found.

6. Post a schedule of the day to give students advanced knowledge of what the day will bring.

7. Use this schedule to demonstrate any changes to the routine throughout the day.

8. Create a homework checklist to be filled out every day, complete with materials needed.

9. Colour code binders, notebooks, and required materials for each subject.

10. Use visual aids to support verbal instruction.

Computer area

Group work

Bookshelf

Quiet area

Bookshelf

Study carrel

Teacher's desk
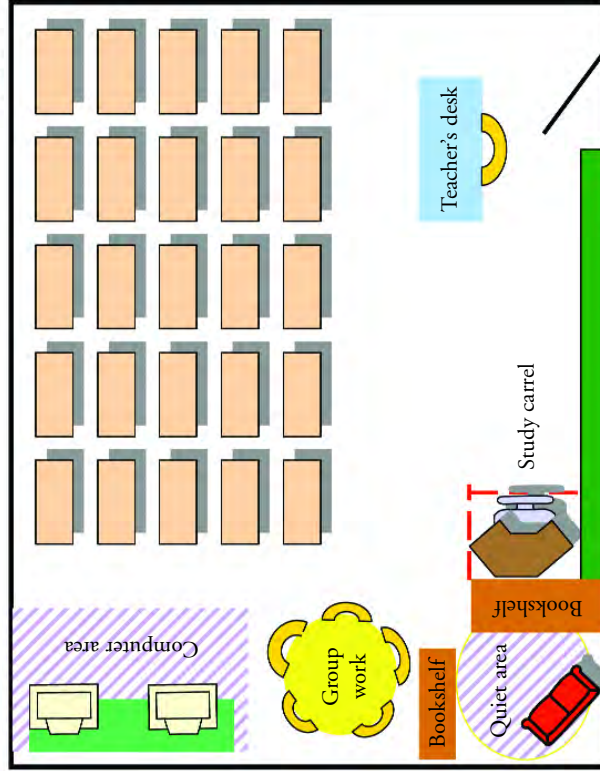
Here you can see an example of a structured classroom. The layout of the room has been physically defined using area rugs, furniture, and electrical tape. Through this definition, students are able to easily identify the functions and expectations of any given area. This clarity is especially important for students with ASD.

Depending on the needs of your students, areas can be more clearly defined by posting visual or text signs. These signs could include such information as when these areas are to be accessed (during free time, group work, etc.), what materials need to stay in the area, and applicable rules.

34. Selecting Student Organizers

Considerations for Selecting Student Organizers

Calendars/Schedules   **Checklists**   **Day Planners**
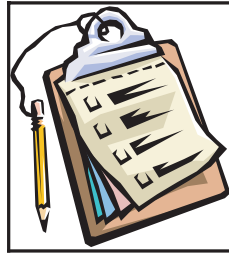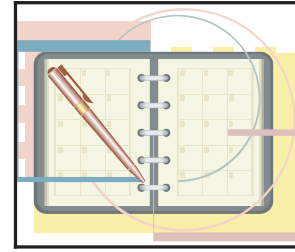
1. What is the purpose of this tool?

2. How will the tool be used?

3. What is the skill level of the student?

4. Is the tool age-appropriate?

5. What type of visuals will support the student (pictures, words, or both)?

6. Is the size of the tool appropriate?

7. Is the tool simple, clear, and concrete?

8. Can the student participate in developing this tool?

9. How will I evaluate whether the tool is working?

Surrey Place Centre, Toronto Region

35. How to Prompt

How to Prompt

Children with PDD can become very prompt dependent. When prompting, it is important to consider the level of prompting required and quickly try to fade prompting. Generally, it is best to prompt from *least* to *most*. In addition, verbal prompting is the hardest to fade, so it is best to consider using other prompting techniques. The following prompts are hierarchical from least to most intrusive:

Least – try these first:
- Gesture
  - Adult motions the child to respond
  - Adult points to the task to be initiated (e.g., points to visual schedule)

- Partial physical prompt
  - Adult provides touch cue such as touching arm, shoulder, elbow to partially assist the initiation (e.g., give elbow a nudge to prompt student to reach for visual schedule)

- Full physical prompt
  - Adult physically assists the child
  - Full hand-over-hand prompt

Most – try last:
- Verbal
  - Adult gives verbal direction (e.g., "Check your schedule.")

Dufferin-Peel Catholic District School Board

36. Prompt Tracking Sheet

PROMPT TRACKING SHEET

INSTRUCTIONS: Staff is to track the number and type of prompts required for the student to complete a task during a specific period of the school day.

TARGET STUDENT: _____

SUBJECT/PERIOD: _____

TASK/TRANSITION	VERBAL PROMPT	PHYSICAL PROMPT F/P (FULL OR PARTIAL)	GESTURE	INDEPENDENT
e.g., silent reading (unfamiliar book)	/	F F P	/	
e.g., computer (preferred activity)				//
TOTAL				

Additional Information:

Halton Catholic District School Board

37. Prompts Used in Initiating Play

Initiating Play Statement

TASK: Initiating Play with a Peer • **Preparation: two toy trains, train track**				
1. Verbal prompt 2. Hand-over-hand prompt 3. Physical prompt 4. Independently	**1**	**2**	**3**	**4**
Walks up to peer who is playing with toy train on track.				
Gets peer's attention.				
Asks, "Can I play with you?"				
Hears response, "Okay."				
Picks up another toy train (not being used by peer).				
Places train on same track.				
Plays with train in shared space.				

TASK: • **Preparation:**				
1. Verbal prompt 2. Hand-over-hand prompt 3. Physical prompt 4. Independently	**1**	**2**	**3**	**4**

Grand Erie District School Board

38. Following Directions

Following Directions

Listen for the signal.

Stop what you are doing.

Listen to the teacher's directions.
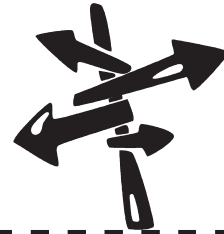
Do it!

Number of times I did it:

ERINOAK

39. Interest Inventory

Interest Inventory

Name:

_____

School:

_____

Grade: _____   Age: _____

Favourite food/snack:

Sports you play:

Sports you like to watch:

Favourite subjects at school:

Who do you hang around with?

Games you like to play:

Music:

TV shows that you like to watch:

Computer/Internet:

York Region District School Board

40. Reinforcement Inventory by Parent

Parent/Guardian Reinforcement Inventory

Student's name:_____

Date completed:_____

Completed by:_____

Please check (√) on a scale from 1 to 10.

List what your child is willing to work for.	Least preferred			Somewhat			Most preferred			
	1	2	3	4	5	6	7	8	9	10
Toys and Trinkets 1.										
2.										
3.										
Sports/Physical 1.										
2.										
3.										
Food 1.										
2.										
3.										
Social 1.										
2.										
3.										
Recreation/Entertainment 1.										
2.										
3.										
Community 1.										
2.										
3.										
Domestic 1.										
2.										
3.										
Other reinforcers 1.										
2.										
3.										

See the following page for examples.

(continued)

(continued)

Toys and Trinkets

Balloons, cars, dolls, windup toys, spinning tops, drums, horns, book, pacifier, mirror, fan, plastic bottle filled with coloured water and sparkles, string of beads, squishy balls, elastic putty, silk scarf, computer, stickers, blocks, modelling dough, interlocking building blocks, and so on

Sports/Physical

Flips, twirls, spins (on chairs), tickles, hugs, high-fives, low-fives, pat on the back, jump on a trampoline, piggy back rides, water table, sand table, crawl on the floor, basketball, soccer, skipping, running, and so on

Food

Small candies (jelly beans, etc.), pop, juice, ice cream, frozen treats, cookies, cupcakes, pizza, fruit, veggies, chips, pretzels, popcorn, cereal, french fries, crackers, and so on

Social

Enthusiastic verbal praise, smiles, thumbs-up, applause, wink, sing a song, nod, blow a kiss, raise your arms and shout "Hooray", giggle hysterically, be surprised, helping others (teacher, parent, friend), and so on

Recreation/Entertainment

Watch a video, play a board game, play cards, matching, hide-and-seek, puzzles, colouring, musical chairs, freeze dance, blow bubbles, listen to music, ride a bike, and so on

Community

Go to a movie, go to a restaurant, go shopping, go swimming, visit friends and/or family, go to the park, go for a walk, and so on

Domestic

Baking, cooking, sweeping, wiping tables, washing windows, washing dishes, and so on

York Region District School Board

41. Reinforcement Inventory for Elementary Student

ELEMENTARY STUDENT REINFORCEMENT INVENTORY

Name: _____

School: _____

Grade: _____ Age: _____

1. What are your favourite foods?
   a) _____

   b) _____

   c) _____

2. What do you like to do at recess?
   a) _____

   b) _____

   c) _____

3. What do you like to do at home?
   a) _____

   b) _____

   c) _____

(continued)

(continued)

4. What are your favourite games?

   a)_____

   b)_____

   c)_____

5. What sports do you like to play? _____

6. What sports do you like to watch?_____

7. What are your favourite subjects at school?

   a)_____

   b)_____

   c)_____

8. Who do you like to play with?

   a) _____

   b) _____

York Region District School Board

42. Giving Praise Effectively

INCREASING DESIRABLE BEHAVIOUR IN CHILDREN WITH ASD POSITIVE BEHAVIOURAL STRATEGIES

Giving Praise Effectively

sitting at circle	"**Wow!** You **sat quietly** during circle!"
I'm ready to work	"**Great!** You are **ready** to do your work!"
colour	"**Beautiful** colouring!"
toys	"Work **finished!** You can choose a toy."

**Praise the completion of each task on a schedule.
Use descriptive words and focus on the specific task.
Follow up by rewarding with preferred activity.**

Durham District School Board

43. Reinforcer Chart

**INCREASING DESIRABLE BEHAVIOUR IN CHILDREN WITH ASD
POSITIVE BEHAVIOURAL STRATEGIES**

I Am Working For

Place picture of reinforcer here

(Represents the number of tokens/stickers to be earned before receiving reward)

Durham District School Board

44. Ten Recommendations

TEN RECOMMENDATIONS FOR WORKING WITH AN AUTISTIC CHILD

Working with an autistic child requires special qualities and skills.

1. Be motivated.

In order to work with an autistic child, you must be highly motivated. In the words of Théo Peeters, *you have to be bitten by the autism bug*.

2. Gather information.

Motivation alone isn't enough. You will need specific training that is both theoretical and practical. Theoretical training will provide an understanding of the fundamental problems related to autism. Practical training will teach you how to implement strategies for working effectively with an autistic child.

Publications, articles, and research findings are an ongoing source of information. Reading works by writers with autism, notably Temple Grandin, Georges Huard, and Gunilla Gerland, will provide insight into the daily lives of people with autism.

3. Gain a new perspective on children with autism.

Forget the myths about autism. Every child is different. It's not because he or she does not WANT to; it's because he or she CAN'T.

4. Think like an autistic child.

As much as you can, think like an autistic child. Question yourself, be flexible, and allow yourself to adapt to the autistic child, without forcing him or her to see the world through your eyes.

5. Adapt the school environment.

The school environment must be adapted to the autistic child so that it provides consistent reference points that make him or her feel safe and increase his or her ability to function autonomously. An autistic child needs an environment that has been adapted to make it easier for him or her to learn and, to the extent possible, make generalizations and open up to the outside world.

(continued)

6. Perform appropriate assessments.

In order to create an effective educational program, you must understand the strengths, weaknesses, and interests of the autistic child. In order to do this, you will need evaluation tools that have been adapted for autism, such as the psycho-educational profile. You must use the findings to create a relevant individualized education plan (IEP).

7. Adapt learning to the individual.

Autistic children learn differently. They behave differently. They have different interests. To implement individualized strategies, you must start with the child.

8. Use your imagination.

You must use a lot of imagination in order to meet the needs of an autistic child. You will also need to construct, create, and improvise, using your imagination and a lot of manual dexterity in order to communicate with the child.

9. Cooperate with the school team.

You will need to cooperate very closely with the school staff and the parents. Without them, nothing can be accomplished. You will need to listen to the parents; they are a very important source of information about the child. Cooperation will encourage the sharing of information about difficulties and successes. The well-being of the autistic child and his or her family must always be a central concern.

10. Grow as the autistic child grows.

You must evolve as the autistic child evolves. While remaining vigilant and flexible, you will be constantly learning. Do not settle into a comfortable routine; keep your work with the autistic child dynamic, warm, and lively.

Conseil scolaire de district catholique Centre-Sud

45. Visual Lotto Game

Lotto

teddy bear	tree	tiger
teeth	toes	tent
television	toothbrush	telephone

<u>SKILL</u>: Lotto – Match: (Word) to (Picture + Word)
<u>INSTRUCTIONS</u>: Print this page. Laminate using card stock paper. Place Velcro at the top of each box. Use as the main Lotto page.

(continued)

(continued)

Lotto

teddy bear	tree	tiger
teeth	toes	tent
television	toothbrush	telephone

SKILL: Lotto - Match: (Word) to (Picture + Word)
INSTRUCTIONS: Print this page. Cut boxes of individual items and laminate each item using card stock paper. Place Velcro on the back of each box. Student then plays Lotto by matching the individual items onto the main Lotto page.

Toronto Catholic District School Board

46. Visual Sentence Strip

Book T: Sentence Strip Templates

I like ___ (T Pictures+Words)

I	like	teddy bears

I	like	teeth

I	like	telephones

VOCABULARY: Vocabulary Template for Filling in the Blanks
INSTRUCTIONS: Print this page as many times as required. Use as template for cutting and pasting. OR Cut boxes of items and laminate each item using card stock paper.
Place Velcro on the back of each item and use to complete matching tasks.

Toronto Catholic District School Board

47. Behavioural Assessments

Behavioural Assessments
Important Information to Record

What to record on the data sheet:

1. A description of the behaviour in observable and measurable terms.

2. The time and date of the incident and the initials of the person recording the behaviour.

3. A description of the onset and ending of the behaviour/occurrence.

4. The setting and surrounding event(s) immediately prior to the occurrence.

5. The details of the response implemented by the caregiver (also known as "the consequence").

Types of Data

- **Frequency (Exact count)**
  Example: frequency of out-of-seat behaviour, number of spitting incidents, number of times the student talked out of turn

- **Duration (*Length of time*)**
  Example: duration of social interactions; time spent on daily living skills such as mopping, sweeping floors, and setting tables; time spent engaging in inappropriate behaviours such as thumb or finger sucking and behaviours associated with a temper tantrum; amount of time the student was out of his or her seat; time spent completing bathroom routine

Additional Tips

1. When there is a day free of the behaviour, this should be indicated on the data sheet so that other data collectors are aware that data was not missed.

2. When the frequency of the behaviour is high, the data collector can have a second person record the behaviour, choose a time interval to collect data, and choose different time periods throughout the week to collect data. This is considered to be a "time sample" of behaviour.

3. When the frequency of the behaviour is moderate, choose a time interval to collect data, and choose different time periods throughout the week to represent your interval.

4. Remember that the data sheet should be purposeful, relevant, and simple.

Thames Valley Children's Centre

48. Behaviour Tracking Sheet

Behaviour Tracking Sheet

Name: _____   Date: _____

	Period 5			Period 6					Period 7			Home Room	Totals
Appropriate Behaviours	12:00–12:10	12:10–12:20	12:20–12:30	1:40–1:50	1:50–2:00	2:00–2:10	2:10–2:20	2:20–2:30	2:30–2:40	2:40–2:50	2:50–3:00	3:00–3:10	
Saying "hi"													
Approaching someone													
Starting a conversation													
Waiting for a verbal response													
Saying "bye"													
Self-monitoring of swearing													
Totals													
Inappropriate Behaviours													
Interrupting													
Talking out loud/loudly													
Swearing													
Making noises													
Putting hands in pants													
Chinning													
Totals													

√ Check if behaviour observed during time interval

Operational Definitions:

Saying "hi": student independently approaches someone face-to-face and says "hi".

Approaching someone: student approaches someone to try to begin a social interaction.

Starting a conversation: student approaches another person and either asks a question or makes a comment.

Waiting for a verbal response: student independently waits for another person to respond verbally to what he has said before leaving.

Saying "bye": student independently turns to face someone and says "bye" before leaving a social interaction.

Self-monitoring of swearing: student says the initial to middle sounds of a swear word and then stops himself.

Interrupting: student begins to speak at the same time someone else is talking.

Talking out loud/loudly: student suddenly begins speaking out loudly when all is quiet (no one else is talking).

Swearing: student uses vulgar language spontaneously.

Making noises: student suddenly makes unintelligible noises on his own.

Putting hands in pants: student suddenly puts his hands down the back of his pants and keeps them there for more than five seconds.

Chinning: student hits his chin with the palm of his hand more than once.

49. Behaviour Frequency Checklist

ASD Resource Team
Behaviour Frequency Checklist

Name:
Dates:
Check = [list behaviour(s), specific, observable, measurable]

Time Period	Monday	Tuesday	Wednesday	Thursday	Friday
1. **8:10 – 8:20** *Entry*					
2. **8:20 – 8:32** *Homeroom*					
3. **8:32 – 9:20**					
4. **9:20 – 10:08**					
5. **10:08 – 10:56**					
6. **10:56 – 11:44**					
7. **11:44 – 12:09** *Lunch*					
8. **12:09 – 12:37** *Recess*					
9. **12:37 – 12:44** *Re-Entry*					
10. **12:44 – 1:32**					
11. **1:32 – 2:20**					
12. **2:20 – 2:35** *Departure*					

Notes:

Peel District School Board

50. ABC Chart

ASD RESOURCE TEAM
FUNCTIONAL BEHAVIOURAL ASSESSMENT: A/B/C CHART

NAME:

DATE	TIME/ LOCATION	What came just before the problem behaviour? ANTECEDENT	Give a full description of the problem BEHAVIOUR	Describe the exact responses to the problem behaviour CONSEQUENCE

Peel District School Board

51. ABC Analysis

ABC Analysis

Date ___ / ___ / ___

Name of the Person Observed: _____

Observer: _____

Behaviours: _____

Date	Time	Antecedent	Behaviour	Consequence	Possible Function

52. Functions of Behaviour

Basic Classroom Suggestions Based on Functions of Behaviour

Function	Prevention	Alternative Behaviour (to be taught if appropriate)	Consequence

Attention Seeking	• Identify high-probability times
	• Begin encounters with high rates of attention
	• Change seating arrangement to reduce peer attention
	• Outline classroom expectations AND reinforce with social attending
	• Identify shortest duration student goes without attention-seeking behaviour, then:
	  – schedule positive attention for desired behaviour
	  – systematically fade over time
		• To say "Look at me" or "Watch what I can do"
		• How to tell a joke
		• How to raise hand for teacher's attention
			Redirection:
			• Provide an instruction with guided assistance to ensure correct response, reinforce response with attention, and return to schedule
			• Do not provide any feedback about behaviour

Escape	For the student, provide info for: • What he or she needs to do • How much needs to be done • What will follow the task, etc. For activities, tasks, etc.: • Use reinforcement • Schedule preferred activities between less preferred ones • Use a visual schedule • Provide choice • Shorten duration or decrease size	To request: • An alternative assignment • To do assignment after school • Assistance • Break	Redirection: • Identify contingencies upon returning to assigned area (what work, how much, and what is to follow) • Amend assignment to promote success • Allow temporary escape and reassign once a reinforcer has been identified
Attaining Desired Item	• Reinforce desired behaviour by providing access to desired item • Identify whether absence of desired item will reduce attempts to gain access • Outline when desired item will be available • Provide unlimited access to desired item when satiation is needed • Remember to identify an appropriate replacement item	• To request (e.g., "I want…") • To name preferred items	Redirection: • Provide instruction for task, then reinforce with desired item • Do not provide access to item after undesirable behaviour occurs • Do not engage in physical battle over item! Instead, regain control of item at first opportunity without physically taking it from student
Meeting Sensory Needs	• Be aware of the student's health issues • Build access to desired activities into daily schedule • Adjust expectations and schedule according to activity level • Assess with OT reinforcers/activities that provide desired sensory wants/needs	• To make general requests • To name sensory toys • To name body parts and feelings (e.g., "I feel sick" card) • To request a break • Relaxation or energizing activity	Redirection: • Provide an instruction with guided assistance to ensure correct response, reinforce response with attention, and return to schedule • Outline when access to preferred activity will be available

Note: This is to assist with developing a behaviour plan that is individualized to a student's needs and based on the results of some form of a functional assessment.

School Support Program

Thames Valley Children's Centre

53. Positive Behavioural Intervention Plan

ASD – POSITIVE BEHAVIOURAL INTERVENTION PLAN

Name of Student: Date:
Sex: Grade:
Date of Birth: School:
ASD Resource Team Members:
School-Based Team Members:

Functional Behaviour Assessment/Evaluation Section:

Behaviour(s) in need of change:	**Perceived functions of behaviour(s):**
1.	1.
2.	2.
3.	3.
Target replacement behaviours:	**Hypothesis statement(s):**
1.	1.
2.	2.
3.	3.

Strategies to prevent the problem behaviour(s):

1. **Strategy 1 and rationale**

a)
b)
c)

2. Strategy 2 and rationale

a)
b)
c)

3. Strategy 3 and rationale

a)
b)
c)

Strategies <u>to deal with</u> the problem behaviour(s)

1. **Strategy 1 and rationale**

a)
b)
c)

2. Strategy 2 and rationale

a)
b)
c)

3. Strategy 3 and rationale

a)
b)
c)

Next review date:

Peel District School Board

54. Communication Observation Form

Communication Observation Form – Requests

Name: _____

Date: _____

Context: _____

Column A = physical manipulation   Column I = tantrum
Column B = giving/showing   Column J = crying/whining/screaming
Column C = pointing   Column K = vocalizing
Column D = gaze shift   Column L = verbal (echo)
Column E = proximity   Column M = verbal (creative)
Column F = head nod/shakes   Column N = other
Column G = facial expressions   Column O = other
Column H = aggression

REQUEST	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
food/drink															
objects/toys															
action															
help															
permission															
attention															
comfort															
interaction (games, social routines)															
information/questions															
others															

Observations about feelings/emotions:

General observations:

Durham District School Board

55. Checklist for Communication Skills

DEVELOPING COMMUNICATION SKILLS IN PRIMARY-SCHOOL-AGED CHILDREN
WITH AUTISM SPECTRUM DISORDERS

Checklist for Higher-Level Communication Skills

		Never	Sometimes	Often	Always	Not Observed
1	Establishes joint attention					
2	Initiates and responds to greetings					
3	Responds to questions within an appropriate response time					
4	Follows three-step directions without prompts					
5	Understands forms of language (WH– questions, pronouns, word order, possessives, etc.)					
6	Understands classroom routines and adjusts to changes in routines/activities appropriately					
7	Understands non-verbal cues (facial cues, body language, and voice tone changes)					
8	Incorporates non-verbal cues appropriately when communicating					
9	Uses adequate verbal language (with questions, pronouns, word order, possessives, etc.)					
10	Requests clarification/repetition as needed					
11	Responds to the speaker's request for clarification as needed					
12	Understands language used in his/her peer group (jargon, slang)					
13	Uses peer group language					
14	Interrupts appropriately					
15	Gets attention appropriately					
16	Understands jokes/humour					
17	Uses jokes/humour appropriately					
18	Requests permission as needed					
19	Accepts advice/help/reminders appropriately					
20	Requests actions from others appropriately (e.g., asks others to be quiet or stop pushing)					
21	Reacts appropriately when told to change own actions (e.g., be quiet, stop shifting the desk, move)					

(continued)

		Never	Sometimes	Often	Always	Not Observed
22	Responds to expressions of affection					
23	Offers expressions of affection					
24	Understands social situations and responds appropriately					
25	Understands apologies appropriately					
26	Uses apologies appropriately					
27	Initiates and ends conversations appropriately					
28	Maintains appropriate body distance/position when conversing					
29	Maintains topics using appropriate verbal/non-verbal skills (uses "Oh", "Mm"; nods)					
30	Takes turns and changes language style appropriately during conversation					
31	Uses appropriate topics during conversations					
32	Tries to repair verbal messages when aware of errors					
33	Presents with a match between verbal and non-verbal message production					
34	Uses language appropriately to agree/disagree with conversational partners					
35	Responds to teasing appropriately					
36	Responds to disappointments appropriately					
37	Follows and gives directions appropriately					
38	Follows and gives reasons for actions and choices appropriately					
39	Communicates verbally with ease and confidence					
40	Other					

56. Communicative Functions Observation Sheet

Sample Communicative Functions
Practice Observations Sheet

Who: _____

Where: _____

When: _____

Additional Information: _____

Function	Example and Tally
Greeting	
Requesting	
Commenting	
Refusing	
Labelling	
Asking questions	
Answering questions	
Joking	
Negotiating	
Other	

York Region District School Board

57. Answering the Telephone

Answering the Telephone

When I am at home, sometimes the phone rings. I can answer it.

I pick up the receiver and say, "Hello".

The person calling will say, "Hello, can I speak to …"

The person will ask to speak to my Mom or Dad.

I answer, "I will get them". I put the receiver on the desk beside the phone and go to get Mom or Dad.

I tell Mom or Dad that someone wants to talk to them on the phone.

Algonquin Child and Family Services, North East Region

58. Social Interaction

School Support Program
AUTISM SPECTRUM DISORDER

Increasing Opportunities for Social Interaction

Student: _____   Month: _____

Time	Routine	Opportunities for Social Interaction	Types of Activities	Who Will Arrange
8:45–9:00	Arrival	Free time at carpet for those ready early	Johnny will bring in a cool toy from home each week to share with others.	Teacher to arrange with family
9:00–9:15	Morning exercises, "O Canada", …	Turn to your right/left, tell your partner one thing you did last night	Johnny is coached at home about the one thing he will talk about, using a picture to remind him.	Johnny's family and classroom staff will develop an inventory of 15 different pictures, and his family will assist Johnny with selecting which one he will do each day and something new he can say.
9:15–9:45	Math	Those who finish early can play a quick game at carpet	Sorting games or games that require matching (e.g., number bingo)	EA will facilitate game to entice others to join.
9:45–10:15	Independent studies	Have a small-group activity for those finished or who are well ahead	Cut and paste, requiring group to decide how to put together	Teacher and EA will alternate facilitating the group.
10:15–10:30	Spelling	Working in pairs	Pairs practise spelling	Johnny is able to pick who his partner will be on alternate days.
10:30–11:00	Science	Small-group experiments	Pictures will be used to allow Johnny to participate in group activity.	Johnny's family will have the experiment sent home so that Johnny can experience and practise answering the questions.

Thames Valley Children's Centre

Increasing Opportunities for Social Interaction

School Support Program
AUTISM SPECTRUM DISORDER

Student: _____

Month: _____

Time	Routine	Opportunities for Social Interaction	Types of Activities	Who Will Arrange

Thames Valley Children's Centre

(continued)

59. Joining a Conversation

JOINING A CONVERSATION

When I want to join a conversation that people are already having,
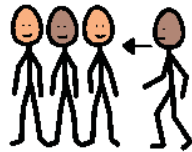
I should briefly stand nearby to listen to what they are talking about.
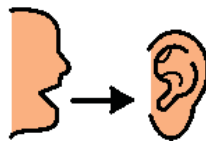
Then I should join in the conversation when I have something to say about what it is they are talking about and there is a break in the conversation.
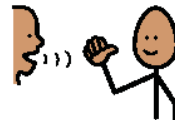
When joining the conversation, I should;
1. remember NOT to interrupt the person who is already talking; and

2. talk about what everyone else is talking about, NOT what I want to talk about when it is not related to the conversation.
    Topic = school dance
    Topic ≠ dinosaurs

Surrey Place Centre, Toronto Region

60. Activities to Promote Turn Taking

Turn Taking

Turn taking is an important skill for children to learn. It is the beginning of social interaction between the child and another person. Children learn about taking turns in play. Later, children understand taking turns when they speak with others.

Choose games in which the child has to wait for a turn before taking one. You can start by having a really fast turn and then letting him have his turn for longer. Be sure to label with gestures and pointing to let him know whose turn it is, for example, "Your turn" (point to him) and "My turn" (point to yourself). These activities can be tried at home and at school. Remember, having only one item necessitates sharing and taking turns!

Activity	Making It Interactive	Use Words to Label
Ball	Play catch, roll/bounce back and forth, throw ball into a box or pail	ball, throw, bounce, catch
Music (use one drumstick, musical toy)	Take turns hitting the drum, shaking the bell, pushing buttons to activate music	bang, music, drum
Stacking rings	Take turns stacking and removing rings	ring, on, off
Blocks	Build one tower together; take blocks off one at a time	on, block, off, down
Shape sorter	Take turns putting one shape in/taking one shape out	in, out, shape
Craft activities	Use one crayon, one paintbrush, one marker Take turns colouring, painting, etc.	on, colour, paint
Doll and accessories	Take turns with one doll, one brush, one spoon, one bottle, etc.	brush, eat, hug, dolly, eat, drink, bottle, milk
Cars/trucks	Take turns driving one car down a ramp, along a road	car, drive, on, down
Sand play	Take turns using toys in the sand: one shovel, one strainer, one pail, one scoop	in, sand, shovel, pail, pour

Halton Catholic District School Board

61. Prompts Used in Turn Taking

My turn.

Your turn.

Turn Taking

Initally, adult to child.
Adult selects activity that student enjoys.
Activity: Modelling dough

	Hand over hand	Verbal/ Physical prompts	Physical Prompts	Independ- ently
1. Gets modelling dough				
2. Brings to desk				
3. Opens container				
4. Takes out modelling dough and tools				
5. Places bin on floor beside desk; teacher says, "My turn"				
6. Takes modelling dough				
7. Rolls modelling dough; after a few minutes, teacher says, "My turn"				
8. Hands tools and modelling dough to teacher				
9. Waits several minutes; teacher says, "Your turn"				
REPEAT PROCESS 3 OR 4 TIMES				
10. Picks up bin				
11. Places it on desk				
12. Helps teacher place items in bin				
13. Returns bin to shelf				

Halton Catholic District School Board

62. Play Checklist

Play Checklist

Name:	Date:

In what type of play activity does your student engage?
☐ Plays alone
☐ Observes peers playing
☐ Imitates peer play
☐ Parallel play
☐ Adult-directed peer play
☐ Plays with another student
☐ Plays with a group of students
☐ Seeks out play partner
☐ Interacts only with primary caregiver

How does your student play/use toys?
☐ To explore
☐ For self-stimulation
☐ For sensory stimulation
☐ To experience cause and effect
☐ Plays with the same toy all the time
☐ Indicates interest in simple toys
☐ Uses simple toys incorrectly
☐ Uses simple toys correctly

Describe your student's social communication skills during play.
☐ Initiates play
☐ Shares materials with direction
☐ Shares materials independently
☐ Resists intrusion
☐ Tolerates intrusion

Describe your student's social turn-taking skills.
☐ Takes turns with direction
☐ Take turns independently

How does your student focus during play?
☐ Demonstrates the capacity for joint attention
☐ Shifts from one toy to the next frequently
☐ Requires constant adult support
☐ Requires occasional adult support
☐ Is disruptive
☐ Operates independently

Durham District School Board

63. Fitness Friends Program

Fitness Friends

The Fitness Friends program was developed cooperatively by the Durham Catholic District School Board, the Durham District School Board, EMT – Energize, Motivate, Train, and Variety Village. This free program is designed to encourage students of all abilities to get involved in sports and be active.

Schools enter as many teams as they wish, with each team consisting of one student with a disability, one peer, and a staff member. Teams participate in as many sport and recreational activities as possible within a specified time period (e.g., 10–12 weeks). Teams record and submit the type and duration of activities to earn Fitness Friends points.

A monthly Fitness Friends newsletter is distributed to highlight success stories submitted by teams, fitness tips, nutrition facts, and other active-living ideas. Achievements of all of the participants are celebrated with a region-wide Fitness Friends Festival at the end of the program.

Objectives

The Fitness Friends program aims to promote an active lifestyle, especially for students with a disability, and increase opportunities for students to participate in sports and recreation activities outside the school curriculum and physical education classes.

The program encourages students of all abilities to:
- Participate in inclusive sport and recreation activities
- Embrace ability, diversity, inclusion, and physical fitness
- Focus on friendship, everyone's ability, and personal achievement

The program further provides:
- Resources for adapted equipment and adapted programs to support physical activity, health, and nutrition
- Recognition for participation and a venue for celebrating everyone's achievements

Activity Examples

Walk/Jog/Wheel	Floor Hockey/Sledge	Tai Chi
Simon Says	Hockey	Stretching
Relay	Obstacle Course	Target Games
Baseball	Hiking	Swimming

Activity Recording Example

Date	Activity	Duration of Activity	Points to Date	Staff Initial
Feb. 8	Walk/wheel	20 minutes	20	*CH*
Feb. 10	Relay	30 minutes	50	*CH*
Feb. 13	Target games	15 minutes	65	*CH*

Durham Catholic District School Board

64. Integrated Games Group

**Conseil des
écoles publiques
de l'Est de l'Ontario**

Date: _____

Dear parents or guardians,

My name is (team member). I work in the special education department of Education Services on the team providing specialized interventions for children with an Autism Spectrum Disorder. This year, the special education department wants to set up a pilot project for integrated games groups. The project will run at (name of school) public elementary school.

Your child has been selected to take part as a "novice player" in the integrated games groups program. This program is intended to develop communication and social skills through game playing. The objective of this program is to encourage children to learn to play in a functional manner while having fun with the other children in their group. The novice player also has a model, called the "expert player", so that he or she can imitate the skills required to interact with another person.

I would like to invite your child to take part in the games groups with three children from his or her class. This play group will be held twice a week for 30 to 40 minutes a session.

If you agree to have your child take part in the integrated games groups, please sign below. If you have any questions or if you would like further information about the games groups, you can contact me at _____ , or you can contact the principal at _____.

Thank you for your cooperation,

(team member)

Parents' signature _____

Adapted from a letter published in *Peer Play and the Autism Spectrum: The Art of Guilding Children's Socialization and Imagination*, by Pamela J. Wolfberg (2003).

**Conseil des
écoles publiques
de l'Est de l'Ontario**

Integrated Games Groups

Participant Sheet

Student's name:

Date:

Theme:

Objective(s):

Objective(s):	Observation(s):
1-	
2-	
3-	

Conseil des écoles publiques de l'Est de l'Ontario

65. Social Scenario

Social Scenario

A social scenario helps an autistic student to learn the underlying rules of social exchanges or interactions and to choose the behaviour that is desirable in a social situation.

In a social scenario, the adult describes to the child in detail the way he or she should behave, explaining what is expected in the particular situation, and telling the student that if he/she behaves in this way, the adult will be proud of the child and the adults around him/her will be pleased.

The adult can read the story to the student or the student can read it him/herself. It is suggested that the story be read at least twice a day for at least three weeks. For example, if the student is having problems in the schoolyard, the teacher will read the story to the child before he/she goes out for recess and then read it again after recess.

We believe that it is very important to personalize the story so that it is related to each student's emotional experiences, because each child is unique.

A social scenario helps a student reduce his/her level of anxiety because he/she knows what is expected in the environment when faced with a particular social situation.

Everybody Makes Mistakes

Students are tested in the classroom. There are tests for mathematics, French, English, science, and so on.

A test tells a student whether or not he or she has clearly understood what the teacher has shown him/her.

If he/she has clearly understood, the student may do very well on the test.

Sometimes, if he/she has not understood as well, the student may make mistakes in his/her test. It is normal to make mistakes. All students make mistakes. When we are learning, we make mistakes. The teacher will help the student to understand clearly.

I sometimes do very well on a test. But sometimes I make mistakes in my test. It is normal for me to make mistakes. I make mistakes because I am learning. This is not serious; the teacher will help me to understand clearly and to correct my mistakes.

I am proud that I can correct my mistakes when I have a test.

The adult is pleased that I correct my mistakes when I have a test.

Conseil des écoles publiques de l'Est de l'Ontario

66. My Morning Routine

My Morning Routine

I come to school on the school bus.

I play in the school yard with my friends.
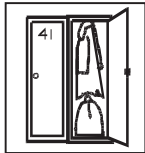
I go to my locker. I hang up my coat, I change my shoes, and I get my agenda.

I show my toy to my teacher. I tell her why I brought it to school.

I put my toy in the box. I can play with it at recess time.

I am ready to work.

Pathways for Children and Youth, South East Region

67. Steps to Reading Body Language

Kinark
CHILD AND FAMILY SERVICES
CARING • HELPING • HEALING

School Support Program
ASD

Steps to …

Reading Body Language

1   Look for clues:
   a) the face
   b) gestures
   c) what the body does

2   Recognize the clue.

3   Understand the clue.

4   Respond to the clue.

Kinark Child and Family Services, Central East Region

68. Body and Facial Expressions

Directions: Cut each row out and place in a jar or envelope. Ask a student to take a paper from the jar and act out the body and facial gestures; have the other students guess what the student is feeling.

Body and Facial Gestures	Feeling
You have a bad stomachache. Hold your stomach, bend over, and look like you are in pain.	In pain
You have lost your book report. Look worried.	Worried
You hear a loud noise behind you. Turn around and look afraid.	Afraid
Your team won. Jump up and down. Clap your hands and look excited.	Excited
Your homework is too hard. Look frustrated.	Frustrated
Your parents brought you a present when they returned from a trip. Look surprised.	Surprised
The movie is boring. Turn away and look bored.	Bored
Your team lost the race. Hang your head down and look sad.	Sad
Your teacher has given you two spelling lists. You don't know which one to study. Look confused.	Confused
You won a prize. Stand up straight and look happy.	Happy
You tore your favourite sweatshirt. Look upset.	Upset

Kinark Child and Family Services, Central East Region

69. Different Kinds of Touch

There Are Different Kinds of Touch

When I am with other people that I know, there are some kinds of touch that are okay and some that are not okay.

When I am with my family, it is okay to hug them.
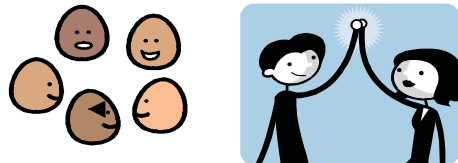
When I am with my friends, it is okay to do high-fives.
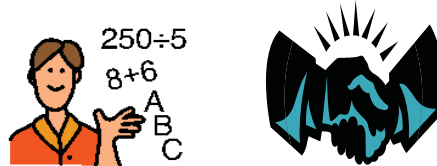
When I am with teachers, it is okay to shake hands.

It is never okay to touch other people on their private areas.
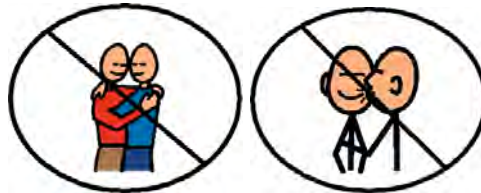
It is not okay to hug or kiss other students or teachers at school.

Surrey Place Centre, Toronto Region

70. Public/Private Places

<div style="border: 1px solid black;">

Public/Private Places

Public	Private
Define what public *means* A public place is:	*Define what* private *means* A private place is:
List all the public places you can think of:	List private places: Bedroom at home Bathroom at home
List all the things you can do in public:	List all the things you can do in private:

Pathways for Children and Youth, South East Region

</div>

71. Tips for Job Coaches

Tips for Coaching Students with an ASD to Be Successful in the Workforce

When coaching students with an Autism Spectrum Disorder (ASD) to find employment and be successful in the workplace, the main goal of the job coach is to teach the employee to work independently and to no longer require support in order to achieve success. To make this happen, the job coach must ensure that the person with an ASD

understands the requirements of the position, and educate the employer and co-workers about the strengths and needs of the individual with an ASD. Once these goals have been reached, a good job coach will then phase him/herself out through the creation of natural supports so the employee learns to advocate for him/herself and is able to work independently.

Coach the Employee

The job coach paves the way for success by helping the employee to understand the expectations of the role and by ensuring that he/she understands what the responsibility will be. The job coach also helps to break each job responsibility down into manageable "chunks" so that the employee is able to work through each step in a systematic manner. The job coach also helps to ensure success by facilitating communication between the employer and the employee, ensuring that the employer addresses the employee in an effective manner.

Support and Educate the Employer

It is the role of the job coach to prepare the employer and co-workers for working with an individual with an ASD. It is important that the employer understand the special requirements of the person with an ASD, specifically how to communicate effectively. The employer should also be provided with tips such as these:

- Instructions should be direct and broken down into manageable steps that can be completed systematically. Students with an ASD often struggle with multitasking, so job expectations should reflect their need for a step-by-step sequence.

- Students with an ASD work best when their routine is consistent. For example, they may need to work at the same workstation and have breaks at the same time.

- If required to make decisions or problem-solve, the person with an ASD may require examples of the type of answer expected.

Phase Out Support

Too much support and too little support can both result in frustration on the part of the employer and the employee. To ensure success once the job coach moves off-site, s/he needs to create *natural supports* to take on the role. For example, identify two or three co-workers who can serve as mentors. The job coach should do this, as students with an ASD often struggle to build relationships. Employees must also realize that they cannot

rely too heavily on this mentor. The job coach should also teach the protocol of the office: who to ask questions of, who to call when ill, etc.

ERINOAK

72. Stress Thermometer

Stress Thermometer

Stress Signals   **Relaxation Techniques**

	6	
	5	
	4	
	3	
	2	
	1	

Feeling Good

McMaster Children's Hospital, Hamilton/Niagara Region

73. Relaxation Steps

CHEO Children's Hospital of Eastern Ontario
Centre hospitalier pour enfants de l'est de l'Ontario

autism
autisme

Relaxation Steps

1. Move to the quiet place.

2. Sit on a chair, beanbag, or on the floor.

3. Think about a place that is relaxing for you.

4. Breathe slowly and steadily.   1   2   3   4   5

5. Tense shoulders up,   1   2   3   4   5
   relax shoulders down.

6. Tense hands, relax hands.   1   2   3   4   5

7. Tense toes, relax toes.   1   2   3   4   5

8. Breathe slowly and steadily.   1   2   3   4   5

Finished !

Children's Hospital of Eastern Ontario, Eastern Region

74. Study Tips for Teens

CHEO Children's Hospital of Eastern Ontario
Centre hospitalier pour enfants de l'est de l'Ontario

autism
autisme

Tips for When the Teacher Talks

➤ **Listen carefully during class.**

➤ **If you feel you are getting distracted, you can ask for a study carrel, ask for a different seat, …**

➤ **Ask the teacher if you can use a tape recorder.**

➤ **Listen for some cues like "This is important", "This will probably be on the test", "The main point is …".**

Tips for Taking Notes

➤ **Write headings or titles for each new topic. You will know when it is a new topic because the teacher might say, "We are going to be doing [*insert new topic here*] now".**

➤ **Use bullet points for ideas that relate to one topic. For example:**

> North Pole:
> ◊ No land
> ◊ Slabs of ice
> ◊ Very cold
> ◊ Six months of daylight and six months of darkness

➤ **Leave some empty space. Leave line spaces between points.**

➤ **Ask a classmate to lend you his or her notes.**

Tips for Organization

➤ **Try to keep all your pens, pencils, and other school supplies in a pencil case; the best kind is one that can fit into your three-ring binder.**

➤ **Get one binder for each subject. Each binder should be a different colour, for example, red for history, blue for science, …**

➢ **Divide your binders into different sections: "assignments", "class notes", "old work", "to hand in".**

nvtech.com

➢ **Label each pocket of your two-pocket file folder. One side can be called "Work to do", and the other side can be called "Work finished". You should have one two-pocket folder per binder. Try to match the folder to the binder.**

➢ **As the year goes on, your binders will get quite full. When this happens, remove the "old work" sections from your binders and put them in file folders that match your binder. These folders can be kept at home in a master box. This organization helps to keep all the subjects together.**
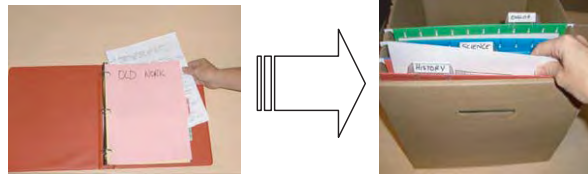
Some Key Materials:

☑ Pens (red, black, blue …).
☑ Pencils.
☑ Erasers.
☑ Three-ring binders (different colours).
☑ Dividers.
☑ Two-pocket file folders. Try to find ones that fit into your binder. If not, make holes so that they do. Try to get ones that are in the same colour group.
☑ Notebooks – Try to find colours that match your binders.
☑ Stickies.
☑ Highlighters.
☑ Index cards.
☑ Three-hole punch – one that can fit into a binder.
☑ Master file box (for at home).
☑ Agenda book.