

# **School Supports for Students with Autism Spectrum Disorder (ASD)**

**Presented by:**

**Rachel Sanders, ABA Co-ordinator**

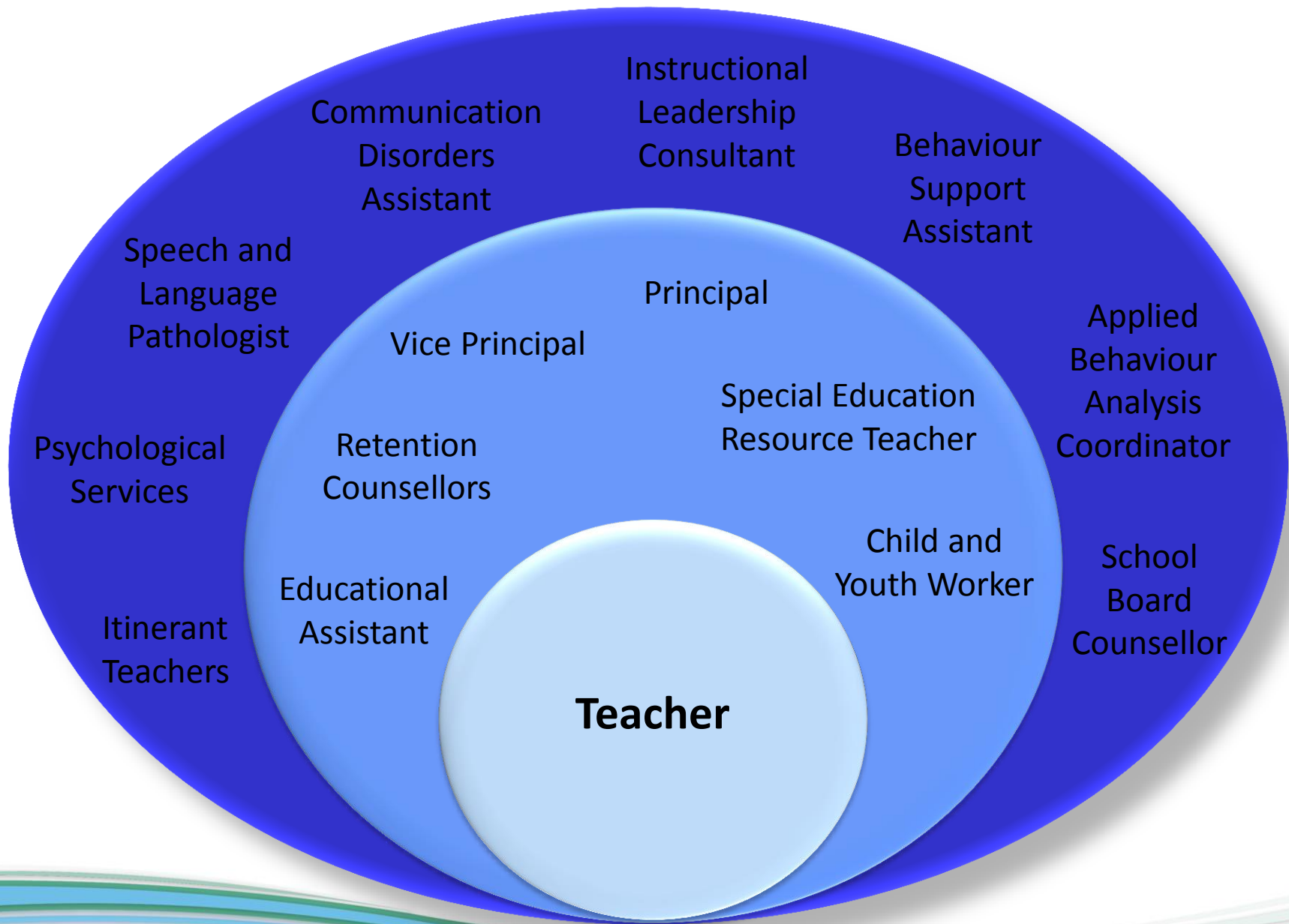
**Deb Chapman, Special Education Consultant**

**Stacey Carroll, Speech-Language Pathologist**

# Vision

The Kawartha Pine Ridge District School Board educates all students to excel in learning, to succeed in life, and to enrich our communities. We develop strategies to help each student learn, no matter their personal circumstances.

Our model for special education is rooted in inclusion. Classroom teachers are the key educators for all students' learning.



# Special Education Consultant Roles and Responsibilities

Work collaboratively with school staff to:

- co-plan, co-teach and co-debrief evidence-based practices to provide programming supports to students with special education needs
- develop transition plans, Individual Education Plans (IEPs), Alternative Skills, Modified Curriculum, Behaviour Management Plans, and Safety Plans

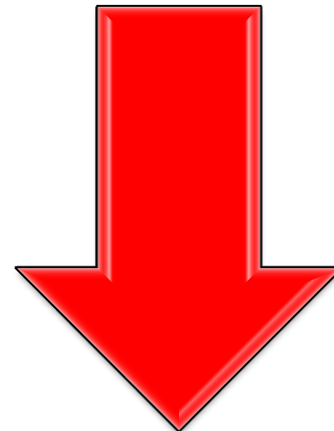
# ABA Co-ordinator

## Roles and Responsibilities

- Collect, summarize and analyze data
- Evaluate student progress towards goals
- Support staff to develop and implement behaviour programming



Increase  
desired  
behaviours



Decreased  
undesired  
behaviours

(Baer, Wolf & Risley, 1968)

# Speech-Language

## Roles and Responsibilities

Consult with school team and parents around students' speech, language and communication strengths and challenges

- Formal and informal assessments as needed
- Provision of recommendations for programming
- Modelling and/or coaching to staff regarding language strategies
- Partner for IEP development upon request
- Recommend SEA equipment as appropriate

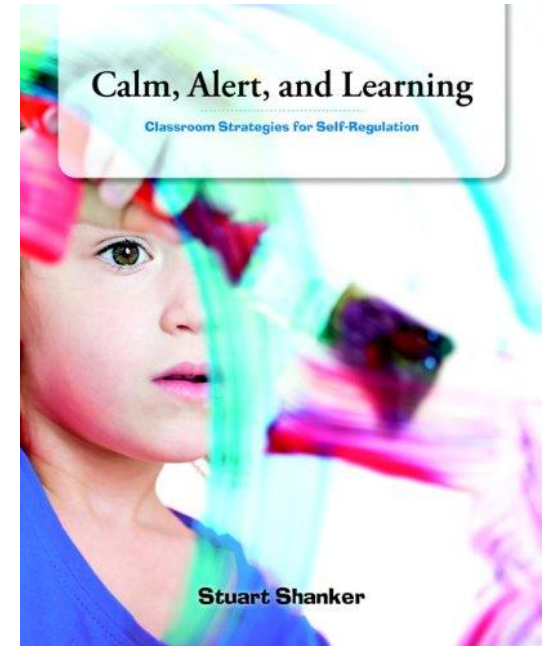
# Programming for Students with ASD

Multiple areas are considered when programming for students with ASD including (but not limited to):

- Transition skills
- Socials skills
- Self-Regulation skills
- Language and Communication skills

# Self-Regulation and ASD

What is Self-Regulation?

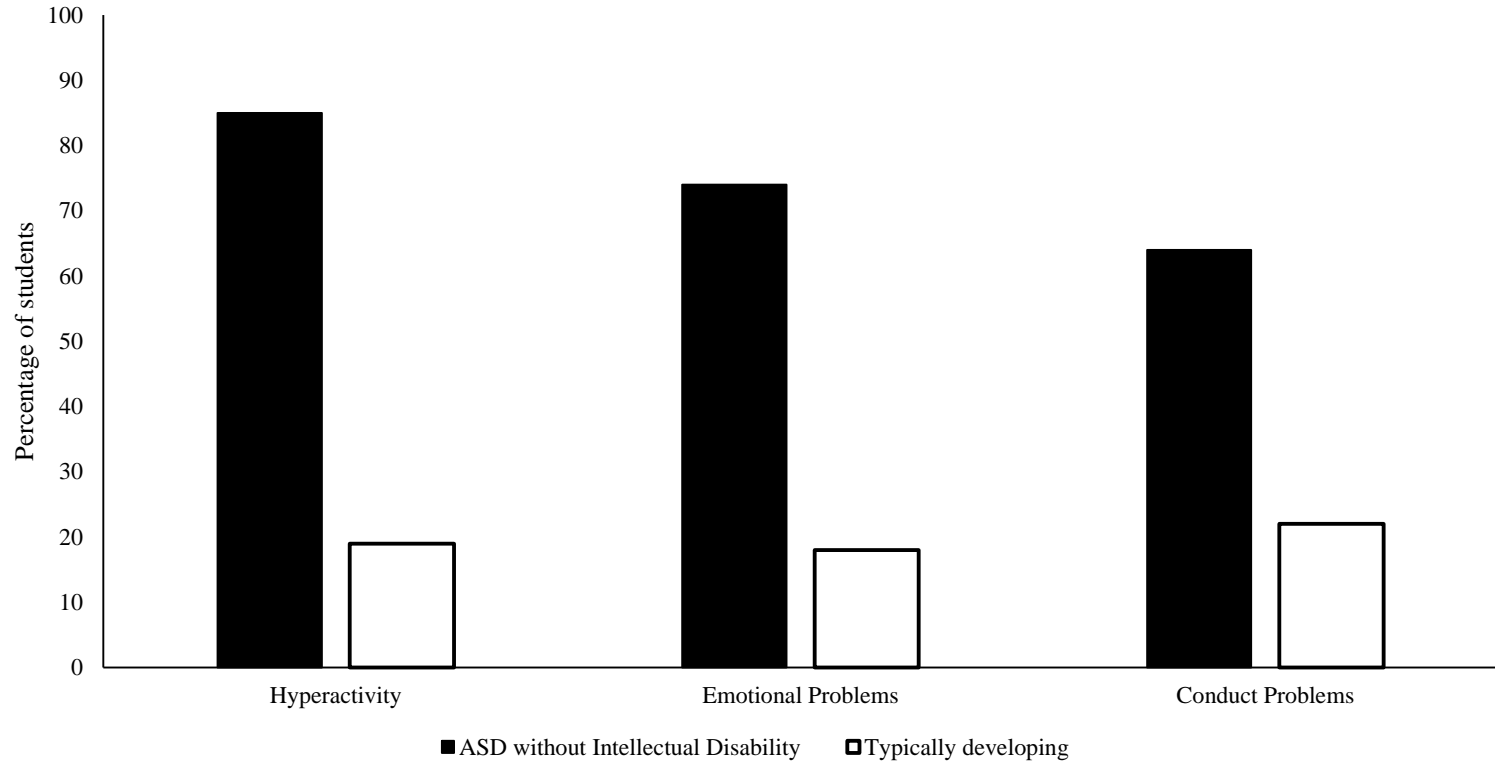


Companion content available on [Pearson Canada School](#) website.



# Self-Regulation and ASD

Totsika et al. (2011): 5- to 16- year olds meeting clinically significant levels of emotional disorders



# What do difficulties with self-regulation look like?

When the student...

- has a response that is over the top
- can't calm down
- is volatile in their moods and emotions and can change moods quickly
- has difficulty paying attention to others
- struggles with thinking through simple problems
- has a hard time getting along with other children
- inordinately drawn to watching T.V. or playing video games

# Teaching Self-Regulation using The Zones of Regulation

Step 1.	Step 2.	Step 3.
Reduce stressors	Recognize emotions	Use strategies to return to calm and focused state

# Questions for Reflection

What can I do to support children in learning how to self-regulate?

What can I change in my environment to reduce children's stress levels?

How can I support children in recognizing when they are under- and over-stimulated?

How can I help children recognize what sorts of activities help them to become calmly focused and alert and what activities they need to limit?

# Language/Communication and ASD

- 1 of 2 primary areas of deficit in order to acquire ASD diagnosis
- Impairments may involve difficulties in one or a combination of the following:
  - Receptive language (i.e. Listening skills)
  - Expressive language (i.e. Speaking skills)
  - Social communication (i.e. Interactional skills)

# What do difficulties with Receptive Language look like?

When the student has difficulty:

- understanding a variety of vocabulary terms
- following along with class discussions
- following spoken directions
- understanding abstract or figurative language
- understanding nonverbal communication
  - E.g. gestures, facial expressions
- responding to their name

# Receptive Language Resources and/or Strategies

When presenting spoken language to the student...

- Use simple, concise and concrete language
- Be patient, give extra time for processing
- Use directive language instead of choice questions when choice is not an option
  - E.g. “Tidy up” versus “Can you help me clean up?”
- Use specific language when praising and redirecting
  - E.g. “Great counting” versus “Great work”
  - E.g. “Stop running – walking feet” versus “Stop”
- Use of visual strategies

# What do difficulties with Expressive Language look like?

When the student has difficulty...

- organizing their thoughts
- retrieving certain words in certain contexts
- using appropriate sentence/phrase length for their age
- using nonverbal communication
  - e.g. gestures, pointing, facial expressions
- using any spoken words at all



# Expressive Language Resources and/or Strategies

When encouraging the development of expressive language skills...

- be face to face as often as possible
- use comments versus questions when interacting
- use a variety of types of words when commenting (i.e. not just objects)
- expand and extend on student's thought
- pre-teach concepts and/or new vocabulary connected to new experiences and then reflect following experience
- use of visual strategies

# What do difficulties with Social Communication look like?

When the student has difficulty...

- developing peer relationships
- participating in group settings
- understanding and using social nuances/niceties
- turn-taking with others
- playing appropriately for their age
- using pre-language skills appropriately
  - e.g. eye contact, joint attention

# Social Communication Resources and/or Strategies

When encouraging the development of social communication skills...

- Model, model, model!!
- Turn-taking skills in structured contexts first
- Demonstration of how to play with a variety of activities
- Be explicit and clear with social “rules”
- Use of visual strategies

# References

- Baer, D. M., Wolf, M. M. & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis*, 1(1), 91-97.
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- Weiss, J. A., Thomson, K., & Chan, L. (2014). A systematic literature review of emotion regulation measurement in individuals with autism spectrum disorder. *Autism Research*, 7(6), 629-648
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