Autism in the Classroom:

Accommodative Services for Students with Autism
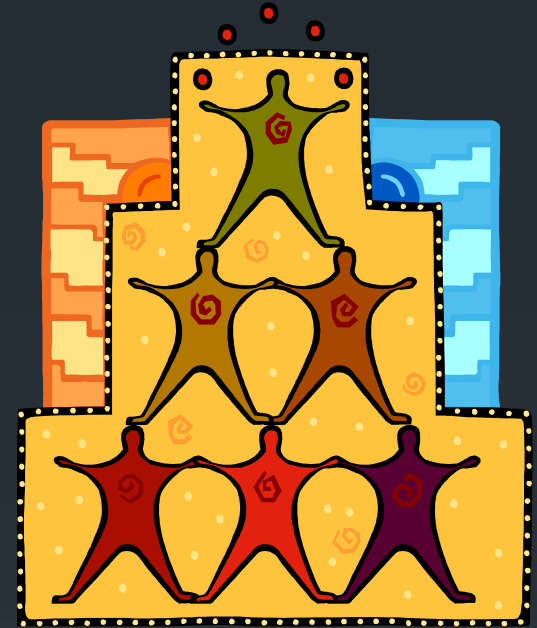
at the Tertiary Level
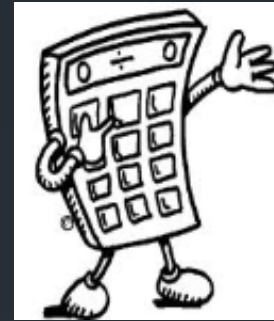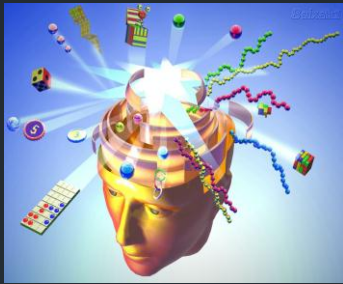
Objectives

- ✓ Be aware of common learning characteristics of individuals with Autism

- ✓ Be aware of Accommodations allowed by GCC

- ✓ Understand how to implement accommodations for success with the student who has autism

Imagine

- ✓ Imagine if you processed pieces of the environment in the order they came in and could not organize these bits?

- ✓ Imagine if you screened out many of the bits because they confused or overwhelmed you?

- ✓ Imagine if you could not fathom how other people do things any differently?

- ✓ What if everyone is expecting or demanding that you comply with things you don't understand?

Why should we pay attention?

- Unique gifts and potential for societal impact

- Potential to drain time, energy, resources of institution

- Increasing incidence & high maintenance

- Paradigm shift: assist to overcome barriers

- Ready or not, here they come!

Work Video

J Mac video

Definition: DSM-IV (abridged)

Autism

- A Pervasive Development Disorder
- Onset before age of 3
- Qualitative impairment of social interaction and communication
- Restricted, repetitive, stereotyped patterns of behavior, interests, and activities

Asperger's Syndrome

- A Pervasive Developmental Disorder
- Qualitative impairment of social, occupational, or other areas of functioning
- Restricted, repetitive, stereotyped patterns of behavior, interests, and activities
- No language delay
- No cognitive delay
- Age-appropriate self-help skills

Statistics

Identified Prevalence of Autism Spectrum Disorders
ADDM Network 2000-2008
Combining Data from All Sites

Surveillance Year	Birth Year	Number of ADDM Sites Reporting	Prevalence per 1,000 Children (Range)	This is about 1 in X children...
2000	1992	6	6.7 (4.5-9.9)	1 in 150
2002	1994	14	6.6 (3.3-10.6)	1 in 150
2004	1996	8	8.0 (4.6-9.8)	1 in 125
2006	1998	11	9.0 (4.2-12.1)	1 in 110
2008	2000	14	11.3 (4.8-21.2)	1 in 88

www.cdc.gov Autism Developmental Disabilities Monitoring Network

Local Statistics

GCC Stats

- 1 Graduated
- 3 Currently attending
- 4 DOE graduates this year
- 7 Enrolled by Fall 2013 (possibly)
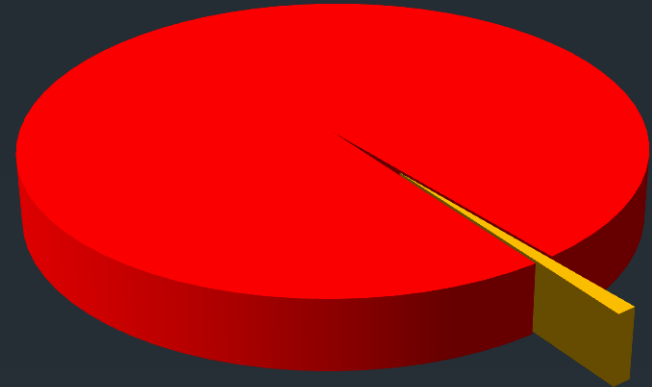
- **In 2003: 3.678 out of 10,000**
  (www.statemaster.com)

- **In 2012, within the population of Guam, approximately .082 out of every 100 individuals are identified as having Autism.**

- **That's about 8 out of every 10,000** (.00082%)

- **150 in DOE**

How

Autism Affects the individual:

A neurological dynamic which encompasses other disorders such as….

- ✓ Social, Communication, Behavior
- ✓ Sensory issues
- ✓ Compulsive (OCD)
- ✓ Distractible (AD/HD)
- ✓ Language Processing (LD)
- ✓ Writing Issues (motor and coherence)
- ✓ Visual Processing (Dyslexia)
- ✓ Refusals (ODD)
- ✓ Anxiety

Characteristics of Autism

• Visual/spatial- learn by seeing and doing rather than hearing; difficulty processing language

• Ritualistic- learn pattern one way, hard to change

• Motivation- unique interests; personalize reinforcement

• Lack of Generalization: learning a skill/concept in one environment and having difficulty transferring to another environment

• Over selectivity- cue in or attend to irrelevant; detail missing the main point of task/activity

Autism Characteristics

that impact learning

3. Find x.

x

3 cm

4 cm

Here it is

- Logical/Literal/Concrete thinking
- Spatially aware
- Appears rigid / Rule-bound
- Disorganized/Distractible
- Detail Oriented
- Minimal Eye contact
- Thorough/Selectively investigative
- Independent Thinker
- Efficient in Routinized tasks
- Excellent memory
- Honest
- Clumsy

- Sensory aversive
- Focused & skilled in areas of interest
- Shows little/no care or interest in others' personal/social life
- Doesn't see others point of view (Theory of Mind)
- Unable to "know" what other's want from him/herself
- Uses odd phrases or gestures
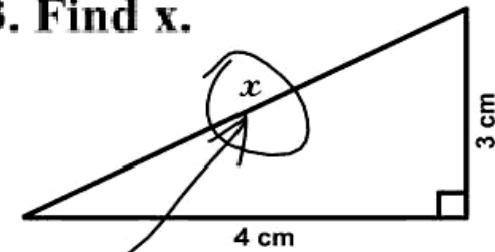
Accommodations

Teaching supports and services that the student may require to successfully demonstrate learning. Accommodations should not change expectations to the curriculum grade levels.

Accommodations are variations in *how a student accesses* information and demonstrates learning.

<u>Accommodations</u>

- Does not change the instructional level, content, or performance criteria

- Is a change made to the teaching or testing procedures in order to provide student access to information

- Create an equal opportunity to demonstrate knowledge and skills

GCC Accommodative Services, *not limited to…*

- Auxiliary aids: digital voice recorder, magnifier, ergonomic keyboard, etc.
- Desktop Computers (D4, D5, LRC)
- Sign Language Interpreter
- Placard
- Test Protocol
- Note takers
- E-Books
- Tutoring
- Tape recording agreement
- Service providers: mobility assistant, or reader, scribe.
- Support: OAS

Accommodations
to support the learner

✓ **Behavior:** Compulsive, Distractible, Frustration, Anxiety, Sensory issues, Refusal

- Designate areas for attaining & submitting work
- Clear rules & expectation
- Firm, Clear, Concise instruction
- Organized room
- Establish & maintain a routine early on
- Review changes in schedule/ routines
- Encouragement vs. punishment
- Specific start & end prompts

- Progressive count down for transitions
- Set parameters for work (first-then ask questions)
- Allow some time for organization
- Frequent / Visual reminders
- Sensory: attend to the environment *(too hot, loud?)*
- Minimize reactions: Neutral response to student's frustration
- Calm down time/area

Accommodations
to support the learner

✓ Communication

✓ Learning Disabilities (Language Processing)

✓ Refusals

- What can we do?
  - Be clear & concise; student rephrase/repeat
  - Ask key questions
  - Oral answers
  - Encourage details
  - Attend to context clues
  - More time
  - Reward/reinforce good responses
  - Calm down time/area

Accommodations
to support the learner

- Social
  - Difficulty understanding interaction
  - Difficulty initiating & interacting with others
  - Anxiety
  - Student may say things that offend others and not know it
  - Poor reasoning skills = poor decision making

- What can we do?
  - Discuss interaction
  - Positive peer supports
  - Requires prompts & encouragement
  - Set up situations for positive interaction
  - Promote appreciation & respect of differences
  - Encourage clubs & organization participation
  - Common interests (dance, photography, etc.)

Video KD 5

Accommodations

used to assist in learning. (ldonline.org)

- Highlighting
- Rehearsal
- Color coding
- Memory joggers
- Checklists
- Key words/word banks
- Flip chart
- Organization/transition cards

- Calculator
- Oral tests/ reports
- Assistive Technology/ specialized software
- Allowing time to formulate responses to questions
- Visual guides (math charts, graphic organizers)
- Preferred seating

<u>Accommodations</u>

There are five basic ways of making accommodations:

- Input
- Output
- Time & Size
- Difficulty
- Level of Support

Accommodations: *Input*

- Gain student's attention before giving directions/asking questions
- Make directions concrete (i.e., model expectations) and be specific
- Avoid using vague terms like later, maybe, "why did you do that?"
- Avoid using idioms, double meanings, sarcasm, and nicknames
- Give instructions in more than one modality
- Provide accurate, prior information about expectations & change
- Use visual and audio supports (i.e., schedule, checklists, task analysis, pictures, books on tape etc.)
- Highlight important information in the text or provide large print
- Model the activity/appropriate behavior
- If necessary for understanding, break tasks down into smaller steps

Accommodations: *Output*

- Give student time to respond
- Consistent daily routines (*use visuals supports)*
- Allow the use of a scribe (i.e., adult/peer support, Assistive technology)
- Drawings/verbal responses instead of writing
- Graphic organizers
- Using pictures or gestures instead of written/verbal responses
- Hands-on activities/use of manipulative
- Provide a place for student to put completed work
- Have preferred task/lecture prior to a non-preferred task/lecture as much as possible
- Provide choices for the order in which assignments are completed

Accommodations: *Time and Size*

- Provide extended time to complete assignment
- Give strict guidelines/expectations for deadlines
- Provide frequent breaks within each activity/assignment
- Teach use of timer/transition prompts
- Shorten the length of the assignment
- Break assignments into segments of shorter tasks

Accommodations: *Difficulty*

- Teach format ahead of time
- Provide a preview of upcoming concepts/vocabulary
- Simplify text/passages as needed
- Alternate methods of access (AT devices/programs)
- Allow the use of dictionary, thesaurus, spell check
- Allow the use of a calculator
- Allow for misspellings, grammatical errors
- Allow for multiple opportunities
- Provide extended time to process

Accommodation: *Level of Support*

- Provide cooperative groups or pair student up with model student (s)
- Lined/graph paper to assist with writing assignments
- Provide visual cues (i.e., graphic organizers, word banks, multiple choice, diagrams, etc)
- Provide step by step instructions
- Frequent checks of work
- Frequent feedback/positive reinforcement

Instructor Tips
to support the learner

- Discuss & highlight syllabus thoroughly
  - Establish routine at the start of the semester
  - Provide Instructor notes/handouts
  - Provide rubrics as guides
  - Provide examples of process (math & language)
  - Utilize positive peer partners
  - Use of technology
  - Allow alternate ways of submitting work
  - Allow meeting times for more explanation (office hours)
  - Provide guidelines / roles for group assignments
  - Don't' limit yourself to these tips!

More Accommodations to consider (ldonline.org)

- **Presentation:**
  - Provide on audio tape
  - Provide in large print
  - Reduce number of items per page or line
  - Provide a designated reader
  - Present instructions orally
- **Response:**
  - Allow for verbal responses
  - Allow for answers to be dictated to a scribe
  - Allow the use of a tape recorder to capture responses
  - Permit responses to be given via computer
  - Permit answers to be recorded directly into test booklet
- **Timing:**
  - Allow frequent breaks
  - Extend allotted time for a test
- **Setting:**
  - Provide preferential seating
  - Provide special lighting or acoustics
  - Provide a space with minimal distractions
  - Administer a test in small group setting
  - Administer a test in private room or alternative test site
- **Test Scheduling**
  - Administer a test in several timed sessions or over several days
  - Allow subtests to be taken in a different order
  - Administer a test at a specific time of day
- **Other**
  - Provide special test preparation
  - Provide on-task/focusing prompts
  - Provide any reasonable accommodation that a student needs that does not fit under the existing categories

Behavior	Cause	(mis)Interpretation
Head on desk	Sensory overload	Rude, sleeping
Mimics or recites back	Time to process	Not taking speaker seriously
Great expressive skills	Compensates for receptive skills	Overestimation of functioning
Odd speaking habits	Pragmatic Language deficits	Inappropriate
May not respond to facial expressions, tone	Difficulty with non-verbal communication	Leads to miscues in assignments
Does not recognize you	Limited facial recognition	Aloof, rude
May not shift topic on cue	Does not automatically catch on	Self-absorbed, uninterested

Part 2:

Practical Application

Assistive Technology For Literacy

Thank you for your time