

**Introduction to Autism Spectrum disorders (30 hours)**

**This learning option provides an overview of the characteristics of Autism Spectrum Disorders. Participants will acquire knowledge and skills about evidence-based interventions to support students with ASD in the school setting.**

<b>Desired Results for Participants</b>	<b>Acceptable Evidence</b>	<b>Learning Experiences and Instruction</b>
<p><b>PART ONE</b></p> <p><b>1. Develop a basic understanding of how ASD is identified and assessed.</b></p> <ul style="list-style-type: none"> <li>• Recognize basic diagnostic terms related to ASD and the continuum of ASD</li> <li>• Identify some causes of ASD</li> <li>• Be aware of the incidence and growing prevalence of ASD</li> </ul> <p><b>2. Identify and understand the characteristics of ASD</b></p> <ul style="list-style-type: none"> <li>• Impairments in social understand and interaction</li> <li>• Impairments in communication and language</li> <li>• Restricted repertoire of interests and activities</li> <li>• Repetitive behavior</li> <li>• Sensory Challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Large and small group and individual question answering</li> <li>• Completing characteristics chart</li> <li>• Identifying characteristics from case studies</li> <li>• Social role play activity</li> <li>• Identification of social deficits from scenarios</li> <li>• Complete receptive and expressive communication example chart</li> <li>• Individual and group identification of sensory profiles</li> <li>• Sensory activity linked to identification of system</li> <li>• Case analysis – small group</li> </ul>	<ul style="list-style-type: none"> <li>• Powerpoint lecture</li> <li>• Large and small group discussion</li> <li>• Case study analyses</li> <li>• Group, Think, share</li> <li>• Hands-on experiential activities (sensory processing, social behavior, communication deficits)</li> <li>• Deductive identification of characteristics of ASD</li> <li>• Videos demonstrating– sensory, communication, social, repetitive and inflexible behavior</li> </ul>

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<p><b>PART THREE</b></p> <p><b>1. Link understandings of the characteristics and learning challenges of students with ASD, and an understanding of challenging behavior within context – to developing a support plan for students with ASD in a school setting.</b></p> <p><b>Learn to develop positive supports for learning and behavior.</b></p> <ul style="list-style-type: none"> <li>• Environmental supports</li> <li>• Sensory supports</li> <li>• Visual supports</li> <li>• Cognitive &amp; problem-solving supports</li> <li>• Scheduling supports</li> <li>• Adapting and modifying instruction</li> <li>• functional programming</li> </ul>	<ul style="list-style-type: none"> <li>• Complete chart in small groups – identifying examples of environmental supports to compensate for various deficit areas</li> <li>• Revisit behavior scenarios-identify supports</li> <li>• Creation of social story</li> <li>• Creation of task analysis and Visual theme board or schedule</li> <li>• Show and tell of visual supports from work</li> <li>• Pairs identify elementary and secondary adaptations and modifications by type</li> </ul>	<ul style="list-style-type: none"> <li>• Powerpoint lecture</li> <li>• Large and small group discussion</li> <li>• Group, Think, share</li> <li>• Case study analyses</li> <li>• Hands-on experiential activities (Role play requiring team to “work together” to simulate necessity of team work in school setting, acting out scenario to teach and follow theme board</li> <li>• Videos demonstrating– visual supports, adaptations and modifications to support learning</li> <li>• Activities linking previous learning of characteristics, to identification and creation of a range of supports</li> </ul>

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<p><b>PART FOUR A</b></p> <p><b>Supporting receptive communication</b></p> <ul style="list-style-type: none"> <li>• Visual supports and enablers</li> <li>• Environmental supports</li> <li>• Instructor language</li> <li>• Increasing and supporting expressive communication</li> <li>• Communication training for non-verbal students</li> </ul> <p><b>Supporting expressive communication</b></p> <ul style="list-style-type: none"> <li>• Teaching replacement behavior/communication</li> <li>• Basic functional communication</li> <li>• Encouraging spontaneous communication</li> <li>• AAC systems</li> </ul> <p><b>Communication for verbal students</b></p> <ul style="list-style-type: none"> <li>• Figurative language</li> <li>• Voice – tone, inflection</li> <li>• Body language and emotion</li> <li>• Information processing supports</li> <li>• Social language and pragmatics instruction</li> <li>• Academic language interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Pair practice with communication (non-verbal)</li> <li>• Pair and individual demonstration of use of concrete and visual communication supports</li> <li>• Small group role play student- communication assistant, bystander</li> <li>• Complete Symbol interpretation Assessment</li> <li>• Identification of specific language and communication deficits demonstrated in video clips</li> </ul>	<ul style="list-style-type: none"> <li>• Powerpoint lecture</li> <li>• Large and small group discussion</li> <li>• Group, Think, share</li> <li>• Case study analyses</li> <li>• Hands-on experiential activities (Communication Role play, Teacher – Student and Student – Student play activities )</li> <li>• Videos – PECS, Asperger’s Video (social language difficulties), Student clips demonstrating language difficulties</li> <li>• Activities linking previous learning of characteristics, to identification and creation of a range of supports</li> </ul>

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<p><b>PART FOUR B</b></p> <p><b>Link understanding of the social difficulties of students with ASD to develop a range of strategies and instructional techniques to support growth in social understanding and social skills</b></p> <ul style="list-style-type: none"> <li>• Joint attention techniques</li> <li>• Teaching play</li> <li>• Teaching social interaction with peers</li> <li>• Peer sensitivity and peer supports</li> <li>• Social thinking and cognitive approaches</li> <li>• Social problem-solving</li> <li>• Social rules and social behavior in the classroom</li> <li>• Social conversation techniques</li> <li>• Non-verbal social skills</li> </ul>	<ul style="list-style-type: none"> <li>• Practice of Joint Activity Routines</li> <li>• Practice of Turn Taking Prompting and peer support</li> <li>• Creation of a Social Story</li> <li>• Long Case Analysis revisiting student case, identifying and creating social supports appropriate to the student case.</li> <li>• Show and tell with large group</li> </ul>	<ul style="list-style-type: none"> <li>• Powerpoint lecture</li> <li>• Large and small group discussion</li> <li>• Group, Think, share</li> <li>• Case study analyses</li> <li>• Hands-on experiential activities (Student play activities )</li> <li>• Videos – Social Thinking, Child play</li> <li>• Activities linking previous learning of characteristics, to identification and creation of a range of supports</li> </ul>

<b>Desired Results for Participants</b>	<b>Acceptable Evidence</b>	<b>Learning Experiences and Instruction</b>
<p><b>PART FIVE A</b></p> <p><b>Applied Behavior Analysis</b></p> <ul style="list-style-type: none"> <li>• Reinforcement approaches</li> <li>• Collecting and analyzing data</li> <li>• Prompting</li> <li>• Discrete Trial Teaching</li> <li>• Task analysis</li> <li>• Errorless learning</li> <li>• Shaping and chaining</li> </ul> <p><b>What causes stress in students with ASD</b></p> <ul style="list-style-type: none"> <li>• Physiological and biological factors</li> <li>• Cognitive processes related to stress</li> </ul> <p><b>Teaching students to cope and relax</b></p> <ul style="list-style-type: none"> <li>• Self-monitoring techniques</li> <li>• Use of breaks</li> <li>• Concrete relaxation routines</li> <li>• Physical relaxation strategies / muscle relaxation</li> <li>• Cognitive coping strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Small group completion of preference profile from case study analysis</li> <li>• Small group completion of Reinforcement chart identifying &amp; categorizing positive and negative reinforcement and punishment</li> <li>• Creation of instructional segments using structure and visual supports to augment or replace verbal directions</li> <li>• Pair DTF practice</li> <li>• Creation of a task analysis followed by DTF instruction</li> <li>• Self-analysis of stressors and coping methods</li> </ul>	<ul style="list-style-type: none"> <li>• Powerpoint lecture</li> <li>• Large and small group discussion</li> <li>• Group, Think, share</li> <li>• Case study analyses</li> <li>• Hands-on experiential activities (Pretend to be a student with ASD by experiencing instructions minus modality, e.g., blindfolded, no sound, etc., experience learning via verbal, visual, structured and open ended instruction, participation in relaxation exercise)</li> <li>• Videos – Relaxation, and imagery,</li> <li>• Activities linking previous learning of characteristics, to identification and creation of a range of supports</li> </ul>

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<p><b>PART FIVE B</b></p> <p><b>Learn about emergency management and response.</b></p> <ul style="list-style-type: none"> <li>• Basic introduction to CPI approach</li> <li>• Behavior escalation model</li> <li>• Staff responses to each stage of behavior escalation</li> <li>• Reactive strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Small group and pair modeling of instructor</li> <li>• Demonstrate various CPI techniques</li> </ul> <p><b>*FINAL EXAM COVERS ALL CONTENT FROM PARTS ONE TO PART FIVE. EXAM FORMAT INCLUDES MULTIPLE CHOICE AND FILL IN THE BLANK FORMAT. MOST QUESTIONS STEM FROM CASE STUDY EXAMPLES AND SCENARIOS.</b></p>	<ul style="list-style-type: none"> <li>• Powerpoint lecture</li> <li>• Large and small group discussion</li> <li>• Group, Think, share</li> <li>• Case study analyses</li> <li>• Hands-on experiential activities (Student – teacher-EA role playing of behavior escalation and implementation of CPI techniques)</li> </ul>

**CURRICULUM DEVELOPMENT TEMPLATE  
BCPSEA – CUPE PROJECT**

**INTRODUCTION TO AUTISM SPECTRUM DISORDERS: PRACTICAL APPLICATIONS  
(30 hours)**

**POPARD, 2010**

**OVERVIEW PROVIDED BY DR. GEORGINA ROBINSON**