

PA Day Resource Collection Template

Resource Title	Learning in the Classroom
Brief Description of PA Day Activity and Resources	<p>Strategies to support a student with Autism in the classroom</p> <ul style="list-style-type: none"> • Examples of visual schedules • Task analysis • Choice boards • Information on sensory integration
Area of Focus (Please check off all applicable areas)	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Personalization <input checked="" type="checkbox"/> Precision <input checked="" type="checkbox"/> Knowing Your Students (i.e. student profiles, class profiles) <input checked="" type="checkbox"/> Assessment and instructional approaches for closing the gap (i.e. Universal Design for Learning, differentiated instruction, the tiered approach, and assessment for learning) <input type="checkbox"/> Early and on-going interventions <input type="checkbox"/> Transition planning <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Individual Education Plan (IEP) <input type="checkbox"/> Professional Learning Communities (PLCs) <input type="checkbox"/> Other (Please specify):
Audience (Please check off all applicable audiences)	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Elementary panel <input type="checkbox"/> Secondary panel <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teachers <input checked="" type="checkbox"/> Support staff (e.g. teachers' assistants, paraprofessionals, Child & Youth Workers, professional support staff, etc.) <input checked="" type="checkbox"/> Administrators <input type="checkbox"/> Parents
Board Name	Hastings Prince Edward District School Board
Designated Contact (Contact Name / E-mail / Phone Number)	<p>Lee Prophet Special Education Coordinator 613 966-1170 ext 2114 lmahon-prophet@hpedsb.on.ca</p>

Autism Spectrum Disorders

Learning in the Classroom



**Hastings and Prince Edward
District School Board**

The Inclusive Classroom

- Belief that “All students with special needs, need and deserve opportunities to learn among their peers..” (Wagner, 1999)
- Creates opportunities for socialization
- Creates sense of belonging for students
- Provides positive peer role models



Structure



Students with an ASD:

- Function better in a structured environment
- Function better in a predictable environment

Structure helps:

- Learning
- Generalizing
- Easing anxiety

















Structure

- Use a visual Schedule
- Post rules/schedule near student
- Clarify tasks given
- Give new tasks in comfortable and familiar environments
- Keep materials in the same place
- Be consistent



Routines

My day... My name is _____

	I get up at	
	I eat breakfast at	
	I go to school at	
	I eat lunch at	
	I leave school at	
	I eat dinner at	
	I go to bed at	

- Establish and maintain classroom routines
- Use visuals and social scripting to assist with routines
- Practice routines
- Prepare student for routine changes to assist with reducing anxiety



Transitions



- Transitioning to a new area or changing activities may cause anxiety or frustration for a child with autism
- Prepare for transitions (timer, visual schedules, verbal cues)
- Be consistent (timer goes off the activity is over)
- Use first then strategy (verbal or pictures)



Relaxation Strategies



- Recognize signs of agitation and frustration
- Allow for breaks as needed or scheduled
- Provide music
- Use deep breathing
- Sensory diet activities
- Remove from environment



Sensory Challenges



- Students may have difficulties maintaining attention and arousal

State of arousal assists with:

- Task attention
- Controlling impulses
- Controlling frustration
- Balanced emotions



Sensory Challenges

- Each students' tolerance is different
- Each students' reaction to sensory stimulation is different

Hyposensitivity: Under sensitive (seek more sensory input)

Hypersensitivity: Very sensitive (seeks less sensory input)





Hyposensitivity

- Characterized by an unusually high tolerance for environmental stimuli
- May have a very high tolerance for pain or extreme temperatures
- Hyposensitivity may increase the occurrence of self stimulating behaviour (stimming)
- A child may repeat movements like rocking or waving their hands to stimulate their “underactive” senses



Hyposensitivity Activities

- Sand box, water table, rice table
- Squeeze ball, fidget toys
- Deep pressure
- Quiet activities



Hypersensitivity Challenges



- Also known as sensory defensiveness
- Examples of hypersensitivity include feeling pain from clothing rubbing against skin, an inability to tolerate normal lighting in a room, a dislike of being touched (especially light touch) and discomfort when one looks directly into the eyes of another person



Hypersensitivity Activities

- Give student extra space (end of line/row)
- Avoid large crowds
- Sensory diet prescribed by Occupational Therapist may include deep pressure, weighted vest, spinner, rocking chair



Environment



- Setting up an appropriate environment for a child with autism can increase desirable behaviours
- Providing a desk of the proper height, reducing visual distractions, and providing space for breaks will help ensure success



School Environment



Transitioning a student:

- Washroom to use
- Procedure after recess
- Class transition routes/fire routes
- Boundary issues



Task Analysis

- Skill is broken down into sequential steps and taught step-by-step
- Often used in teaching self-help skills (e.g hand washing: each step will be taught separately- wetting hands, getting soap and rinsing)
- This may be done using verbal prompts/cues or visual schedules (pictures or printed)



Hand Washing Task Analysis

- Turn water on
- Wet hands
- Apply soap
- Rub hands together (sing song, count etc.)
- Rinse hands
- Turn water off
- Dry hands



First – Then Boards

- First-Then Boards provide clear expectations and help motivate and assist with task completion
- The First-Then format allows the child to focus on the current activity and the rewarding activity without distraction



First-Then Board

First



Wash hands

Then



Snack

Choice Boards

- The primary purpose of giving a person choices is to have him or her have some control over certain situations
- Providing choice is a positive programming strategy that may reduce some situational behavior problems
- The choices may be expressed as pictures or text (two dimensional) or can be represented by objects or tangible symbols (three dimensional)



Choice Boards

- A spoken (i.e., verbal) presentation of choices is often not effective with individuals with autism spectrum disorders
- With a visual display, the individual has time to see all the possibilities, has time to think about the decision, and has time to check the options as often as he or she needs, before making a decision



I want



big wheel



golf



trampoline



bubble blower



sand and water table



sidewalk chalk



Autism Web Resources

- Autism Ontario: www.autismontario.com
- Autism Society of Canada:
www.autismsocietycanada.ca
- Geneva Centre: www.autism.net
- Autism Canada Foundation:
www.autismcanada.org
- Autism Resources: www.autism-resources.com

