Module Home

**Outline­**

**Autism Spectrum Disorder (Part 1)**:

An Overview for Educators

* Module Description: This module, first in a two-part series, provides information on the early signs of autism spectrum disorder (ASD), as well as an overview of the difference between a medical diagnosis and an educational determination of ASD. Resources include notes on instructional considerations for teachers who have children and students with ASD in their classrooms, as well as things to keep in mind when working with the families of those children and students (est. completion time: 2 hours).
* Link: Autism Spectrum Disorder (Part 2): Evidence-Based Practices [IRIS Module]

Challenge

* Video: Every child or student with autism spectrum disorder…

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Initial Thoughts

* What is autism spectrum disorder and what are the characteristics associated with it?
* What should teachers consider when working with students with autism spectrum disorder?

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Perspectives & Resources

* Module Objectives
* Understand that the strengths and needs of students with ASD vary greatly
* Be aware of the early signs of ASD
* Know the difference between a medical diagnosis of ASD and an educational determination of autism
* Be able to identify key IEP and IFSP team members
* Understand various factors that might affect family members of students with ASD
* Be familiar with strategies that teachers can use when working with students with ASD

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* Page 1: What Is Autism Spectrum Disorder?
* Autism spectrum disorder (ASD) is a developmental disability that can…
* The major characteristics of ASD are… [bullet points]
	+ Link: atypical responses to sensory input [definition]
* Research Shows
* Audio: Listen as Wendy Stone discusses some contributing factors for…
* Link: Diagnostic and Statistical Manual of Mental Disorders [definition]
* Link: Comparison of the Diagnostic Criteria for Autism… [PDF]
* Audio: Listen as Ilene Schwartz discusses why both of these terms…

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* Page 2: Autism Spectrum Disorder Characteristics
* ASD is referred to as a “spectrum disorder” because children…
* Social Communication/Social Interaction/Restricted, Repetitive… [table]
	+ Link: functional play skills [definition]
* Link: child or student [definition]
* Early Signs of ASD in the First Two Years of Life
* Video: To better understand some of these signs…
* Audio: Listen as Nancy Rosenberg, a parent of a young adult who has…
* Audio: Listen as Adrienne Golden discusses the characteristics of…
* Activity
	+ Video: Typical Play
	+ Video: Atypical Play
	+ Video: Typical Speech at Two Years
	+ Video: Repetition of Spoken Words
	+ Video: Response to Name
	+ Video: Lack of Response to Name

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* Page 3: Diagnosis
* Because the medical system relies on the DSM-5 for diagnosis…
* Medical Diagnosis/Educational Determination [table]
	+ Link: Individuals with Disabilities Education Act [definition]
* Medical Diagnosis
	+ Because there is no medical test for ASD… [bullet points]
	+ This medical diagnosis opens the doors to… [bullet points]
	+ Research Shows
* Educational Determination
	+ Link: multidisciplinary team [definition]
	+ In either case, this evaluation is conducted by a… [bullet points]
	+ Audio: Listen as Ilene Schwartz discusses why it is important to…
	+ Eligibility for Early Intervention Services
	+ Audio: Listen as Nancy Rosenberg discusses the early medical…
* Later Identification
	+ Link: child find [definition]
	+ Audio: Listen as Ilene Schwartz discusses multiple factors that…

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* Page 4: The Multidisciplinary Team
* Once it has been determined that a child has ASD…
* Link: Individualized Family Service Plan (IFSP) [definition]
* Link: individualized education program (IEP) [definition]
* Required Multidisciplinary Team Members
	+ IFSP Team Members: Children Ages Birth to Three Years [table]
	+ IEP Team Members: Students Age 3–21 [table]
	+ Audio: Listen as Andy, the parent of a child with ASD…
	+ Audio: Listen as Becky, the parent of a child with ASD…
* Additional Team Members
	+ Board Certified Behavior Analyst [drop-down menu]
		- Link: applied behavior analysis (ABA) [definition]
	+ Paraprofessional [drop-down menu]
	+ Occupational Therapist (OT) [drop-down menu]
	+ Physical Therapist (PT) [drop-down menu]
	+ Speech-Language Pathologist (SLP) [drop-down menu]
	+ Nutritionist [drop-down menu]
	+ Social Worker [drop-down menu]
	+ Vocational Specialist [drop-down menu]
* Audio: Listen as Nancy Rosenberg discusses her son Brian’s IEP team…
* Activity
	+ Feedback [drop-down menu]

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* Page 5: Working with Families of Children with Autism Spectrum Disorder
* Family involvement is one the most important…
* Family members—parents, caregivers, siblings—can… [bullet points]
* Return to the Challenge: Feasible Family Supports
* Audio: Listen as Wendy Stone discusses the importance of…
* Parent Challenges
	+ Below are some challenges often experienced by… [bullet points]
	+ For Your Information
	+ Link: Family Engagement: Collaborating with Families of Students with Disabilities [IRIS Module]
	+ Audio: Listen as Nancy Rosenberg, a parent of a young adult…
	+ Audio: Andy talks about the challenges of parenting their child…
	+ Audio: Becky talks about the challenges of parenting their child…
	+ Research Shows
* Supporting Families
	+ Audio: Listen as Adrienne Golden discusses the importance of…
	+ Audio: Listen as Nancy Rosenberg describes some of the…

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* Page 6: Instructional Considerations
* Just as the development of the IEP or IFSP is a group effort…
* More specifically… [bullet points]
* Get to Know the Student [drop-down menu]
* Provide Instruction in ASD-Specific Skills or Areas
	+ Link: executive functions [definition]
	+ Link: emotional regulation [definition]
	+ Link: flexibility [definition]
	+ Link: independence and self-advocacy [definition]
* Use Evidence-Based Practices and Data-Based Decision-Making
* Provide Individualized Supports and Services
* Create Structured Environments
	+ Link: first-then picture board [definition]
* Use a Functional Approach for Challenging Behaviors
	+ Link: Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan [IRIS Module]
* Create Social Opportunities
* Link: Strategies for Working with Students with Autism Spectrum Disorder [IRIS Interview]
* Audio: Listen as Wendy Stone discusses a few other tips for teachers…
* Audio: Listen as Adrienne Golden talks about how to engage children…
* Audio: Listen as Ilene Schwartz highlights the importance of teachers…
* For Your Information
* Audio: Listen as Nancy Rosenberg describes some of the things they…
* Audio: Listen as Becky describes some of the things she would like…
* Audio: Listen as Andy describes some of the things he would like…
* For Your Information
	+ Link: National Professional Development Center on… [web page]
	+ Link: Autism Focused Intervention Resources and… [web page]

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* Page 7: Faces of Autism Spectrum Disorder
* Children and students with ASD vary greatly in their strengths and…
* Benjamin
	+ Audio: Listen as Lindsey and Ryan, Benjamin’s parents…
	+ Video: Watch Benjamin as he engages in his favorite activity…
* Finn
	+ Audio: Listen as Andy and Becky, Finn’s parents, talk about…
	+ Video: Watch Finn and his mom interact while they read…
* Brian
	+ Audio: Listen as Nancy, Brian’s mother, discusses her son’s…
	+ Video: Watch Brian across the years…

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* Page 8: References & Additional Resources
* Suggested module citation
* References
* Additional Resources
* Page 9: Credits
* Content Experts
* Module Developers
* Content Expert Reviews
* Module Production Team

Wrap Up

* Summary of the module
* Social Communication/Social Interaction/Restricted, Repetitive… [table]
* Audio: Listen as Ilene Schwartz provides a brief summary of ASD…
* Revisit your Initial Thoughts responses

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Assessment

* Take some time now to answer the following questions.
* Video: View the video below…

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You Have Completed This Module

* We Value Your Feedback
	+ Link: Module Feedback Form
* Professional Development Hours
	+ Link: IRIS PD Options
* Related Resources [links]