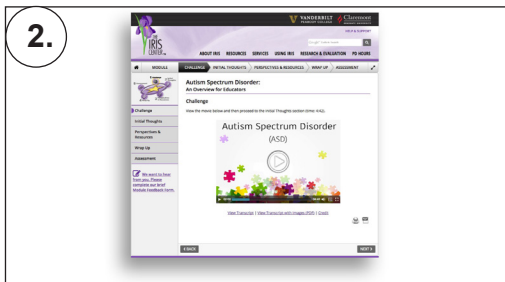




Description:  
Autism Spectrum Disorder: Evidence-Based Practices

Notes: \_\_\_\_\_  
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Description:  
In the first Module in this series, Autism Spectrum Disorder: An Overview for Educators,

Notes: \_\_\_\_\_  
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Description:  
we introduced you to four young people: Drew, Jaquese, David, and Michelle. Each has different strengths and faces different challenges. Let's look in again now to see how each of them is doing.

Notes: \_\_\_\_\_  
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Description:  
Recall that four-year-old Drew prefers to spend his free time playing by himself

Notes: \_\_\_\_\_  
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Description:  
and throws tantrums when his teacher attempts to redirect him.

Notes: \_\_\_\_\_  
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**6.**

**Description:**  
Though his teacher has had some recent success in increasing Drew's participation in group activities,

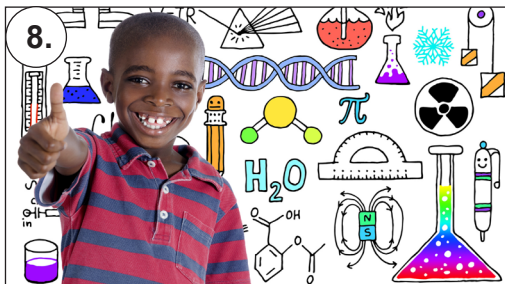
Notes: \_\_\_\_\_  
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**7.**

**Description:**  
he frequently lapses into his former behaviors, especially during activities like dramatic play where he is required to more directly interact with his peers.

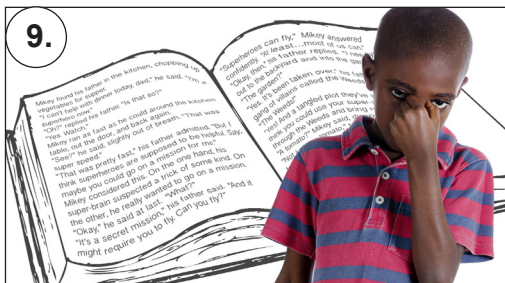
Notes: \_\_\_\_\_  
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**8.**

**Description:**  
Ten-year-old Jaquese loves math and science

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**9.**

**Description:**  
but struggles with reading comprehension.

Notes: \_\_\_\_\_  
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**10.**

**Description:**  
His obsession with super hero stories

Notes: \_\_\_\_\_  
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11.

Description:  
 both impedes classroom instruction and isolates Jaquese from his peers.

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12.

Description:  
 Over the past months, Jaquese has improved his reading skills, though he tends to do better when he is reading something he likes.

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13.

Description:  
 For non-preferred subjects, for example social studies, he has a more difficult time

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14.

Description:  
 and sometimes attempts to avoid his class work by yelling out some of his favorite super hero catch-phrases like

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15.

Description:  
 "Shazam!"

Notes: \_\_\_\_\_  
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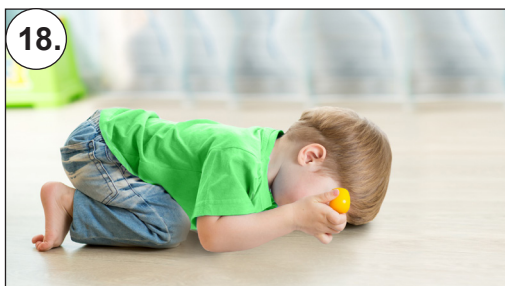
16. Description:  
or "Up, up, and away!"

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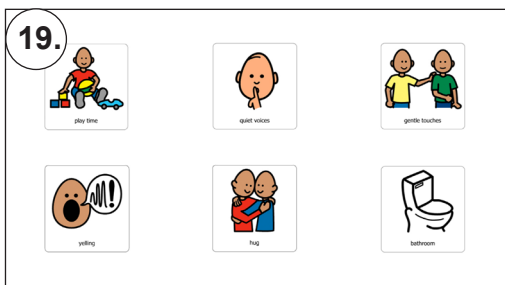
17. Description:  
Two-and-a-half-year-old David avoids other children, preferring instead to play by himself and in his own unique way.

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18. Description:  
His issues with communication often cause him to throw tantrums or to hurl his toys.

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19. Description:  
When we saw him last, David was learning the Picture Exchange Communication System, or PECS, though he had only begun to do so.

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20. Description:  
Now that he has had more time with PECS, David's communication skills have increased. He is better able to communicate with his parents and teachers.

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21.

Description:  
However, David continues to prefer to play by himself, and he struggles to express more complicated wants or needs, which sometimes causes him to act out.

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22.

Description:  
More, David's tendency to avoid foods with textures he does not like has continued.

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23.

Description:  
Lastly, there's Michelle, a bright and funny fifteen-year-old tenth grader with a good memory and a fondness for subjects related to outer space.

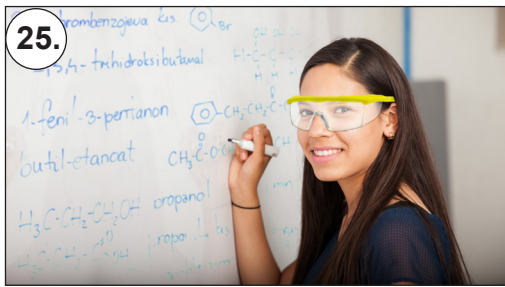
Notes: \_\_\_\_\_  
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24.

Description:  
Though she's outgoing and friendly, Michelle has difficulty organizing her time and classroom assignments.

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25.

Description:  
With some instruction and help from her parents, Michelle has improved her organizational skills, and she has even been able to join her school's science club.

Notes: \_\_\_\_\_  
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26.

**Description:**  
 However, this increased interaction has made Michelle's awkward social behaviors more obvious than ever with her peers.

Notes: \_\_\_\_\_  
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27.

**Description:**  
 She continues to struggle with conversation cues, she often makes her peers uncomfortable by violating their personal space, and when seated she rocks distractingly back and forth.

Notes: \_\_\_\_\_  
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28.

**Description:**  
 Each of these four students has made improvements since we saw them last. However, their teachers and families know that there is even more improvement to be made.

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29.

**My Favorite Search Engine**

Autism

**Description:**  
 There is a lot of information online about autism, both reliable and unreliable.

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30.

**My Favorite Search Engine**

Evidence-Based Practices

**Description:**  
 They want to make sure they are using evidence-based practices, or EBPs, but are unsure of where to begin.

Notes: \_\_\_\_\_  
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**31.** Here's Your Challenge

Description:  
Here's your Challenge

Notes: \_\_\_\_\_  
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**32.** Here's Your Challenge

What do educators need to know about EBPs for children with autism?

Description:  
What do educators need to know about EBPs for children with autism?

Notes: \_\_\_\_\_  
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**33.** Here's Your Challenge

What do educators need to know about EBPs for children with autism?

What specific strategies can improve outcomes for these children?

Description:  
What specific strategies can improve outcomes for these children?

Notes: \_\_\_\_\_  
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**34.**

Description:

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**35.**

Description:

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