Students with ASD: What Makes Teaching Different?

Summer Institute
June 15-16, 2017

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Objectives

• Participants can identify at least three of the core deficits of autism spectrum disorder
• Participants can state why teaching is different for students with ASD based on the core deficits
• Participants will be able to identify at least one strategy to use to modify an assignment for either an elementary, middle or high school student with ASD

Welcome and Introductions
Core Deficits of Autism Spectrum Disorder

Differences or Difficulties in:

- Cognitive Development
- Sensory & Motor Development
- Social Differences
- Communication
- Behavioral Differences
- Adaptive Behaviors

**Cognitive Development**

- Variable attending skills
- Weak organizational abilities
- Trouble with detail vs. concepts
- Executive Functioning
- Generalization

**Communication**

- Joint Attention
- Difficulty understanding symbol use
- Verbal skills maybe absent or limited
- Reciprocity difficult
- Wide range of differences in terms of communication
Social Differences

- Lack of Empathy
- Social Reciprocity
- Difficulties in social interactions with peers
- Decreased use and understanding of nonverbal communication

Behavioral Differences

- Receptive behaviors
- Stereotyped behaviors
- Behavior may resemble noncompliance

Sensory and Motor Development

- Motor abilities
- Atypical Sensory Responses
- Motor Stereotypies
- Sensory/Arousal modulation
- Visual often most functional
Adaptive Behaviors

• Independent performance of daily activities

What's Next?

Case Study: Elementary Math

Match the Coins

Example:

Minimal Assistance:
• Provide entire assignment at once
• Provide a visual of facts that may be needed to complete the assignment
• Organize the assignment and supplies needed to complete the task
• Use REAL coins
Case Study: Elementary Math
Match the Coins

Example:

Moderate Assistance:
• Provide a visual of facts that may be needed to complete assignment
• Present the assignment in smaller sections
• Organize materials needed for the task
• Use REAL coins
Case Study: Elementary Math

Match the Coins

Example:

Maximum Assistance

• Use REAL coins

• Provide visual directly where needed

• Avoid transferring information from one document to another

• Provide one task at a time

Case Study: Elementary Math

Match the Coins

Case Study: Elementary Reading

Interactive Books

Example:

Minimal Assistance

• Ensure the reading material is at the student's reading level

• Know the goal of the assignment

• Organize the assignment

• Present the entire book with multiple answer options
Case Study: Elementary Reading
Interactive Books

Example

**Moderate Assistance**

- Visual bank of icons to match words-to-words or pictures-to-pictures

- Sight Words: add an interactive visual support

- If possible present pages in small sections, if not skip pages
Example:

Maximum Assistance

- Matching picture icons with correlating pictures on the previous page

- No distractors used, only provide the correct response

- Present one page at a time

- Know the goal of the assignment
Case Study: Elementary Writing
Journal Writing

Example:

Minimal Assistance

• Provide a topic prompt
• Provide a visual prompt
• Provide topic options if possible
• Organize the assignment
• Know your goal for the assignment

Case Study: Elementary Writing
Journal Writing

Example:

Moderate Assistance

• Provide a topic and/or visual prompt
• High interest topics
• Organize assignment
• Provide the beginning of the sentence with ways to utilize visuals
Case Study: Elementary Writing

Journal Writing

Example: Maximum Assistance

- Provide topic and or visual prompt
- Organization
- Pre-made sentences
- Shorten assignments
- Know your goal for the assignment
Case Study: Middle School Math
Word Problems

Example:

**Minimal Assistance**
• Provide visual of the meaning of words that will be used. Example: More (+) Total (=)

• Allow the student to complete the problem on the paper you provide them

• Avoid transferring information

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Case Study: Middle School Math
Word Problems

Example:

**Moderate Assistance**
• Try to use word problems with visuals within the statements

• Provide word problems with one – two steps

• Provide 1-2 problems at one time

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Case Study: Middle School Math
Word Problems

Example: Maximum Assistance
- Present one problem at a time
- Organize the word problem
- Provide visuals of what needs to be done to complete the problem
- Use manipulatives
Case Study: Middle School Reading Comprehension

Example:

**Minimal Assistance**

- Know the goal of the assignment
- Quality vs. Quantity
- Organization

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Case Study: Middle School Reading Comprehension

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Case Study: Middle School Reading Comprehension

Example:

**Moderate Assistance**

- Use visuals prompts
- Organize the assignment
- Reduce amount of questions
- Know your goal of the assignment
Case Study: Middle School Reading Comprehension

Example:

**Maximum Assistance**

- Provide visuals (does not always have to be pictures)
- Multiple choice
- Reduce amount of questions
- Organize the assignment
Case Study: Middle School Writing
Paragraph Writing

Example:

Minimal Assistance
• Know the goal of the assignment
• Provide topic and visual prompts
• Be flexible on topic prompts if possible
• What can the final product look like?

Case Study: Middle School Writing
Paragraph Writing

Example:

Moderate Assistance
• Provide topic or visual prompts
• Provide sentence starters
• Organize assignment
• What will the Final product look like?
Case Study: Middle School Writing

Paragraph Writing

Example:

**Maximum Assistance**

- Organize assignment
- Know the goal of your assignment
- Pre-made sentences
- Utilize visuals: words, sentences and/or pictures
Case Study: High School Reading
Functional Word Wall

Safety
• What signs will your students see?
• Independence
• Outside of the school environment

Grocery Shopping
• Organization, Categories
• Independence
• Life skills

Case Study: High School Math
Menu Math

Example:

Minimal Assistance
• Functional math skills
• How to read a menu
• Calculating taxes
• Making choices
• Adding items together with the use of visual or calculator
Example:

**Moderate Assistance**

- Know the goal of the assignment
- Be flexible as to how the assignment is completed
- Adding items together through the use of visuals or a calculator
Case Study: High School Math
Menu Math

Example:

**Maximum Assistance**

- Present one section at a time
- Simply focus on money amount
- Ordering from a menu: verbally or through the use of pictures
Questions

Resources

• Chick-Fil-A Menu Math
  http://empoweredbyhem.blogspot.com/2012/10/chickfila-menu.html

• Sight Word Books
  http://www.hubbardscupboard.org/intro-to-sight-words

• Elementary Journal Writing

• Interactive Books
  https://www.readinga-z.com/

• Money Lego Math
  http://www.1plus1plus1equals1.com/KindergartenPrintables.html

References


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