

Inclusion – Autism – Core  
Curriculum: How do we make the  
marriage work?  
MEGA 2010  
Mobile, Alabama

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# The Voice of Inclusion

Yours –

Mine –

Ours

Creating a rich educational setting  
for ALL children

A school should *not* be a preparation  
for life.

A school should *be* life.

*Elbert Hubbard*

# Research

“The more time children with disabilities spent in regular classes, the more they achieved as adults in employment and continuing education...regardless of gender, race, SES, type of disability, or age.”

*Ferguson & Asch, 1989*

# Research

“There is no compelling body of evidence demonstrating that segregated special education programs have significant benefits for students.”

*Lipsky & Gartner, 1989*

# Research

“...as soon as we take away students’ sense of belonging, we completely undermine their capacity to learn the skills that will enable them to belong.”

“...they can’t belong until they learn, but they can’t learn because they are prevented from belonging.”

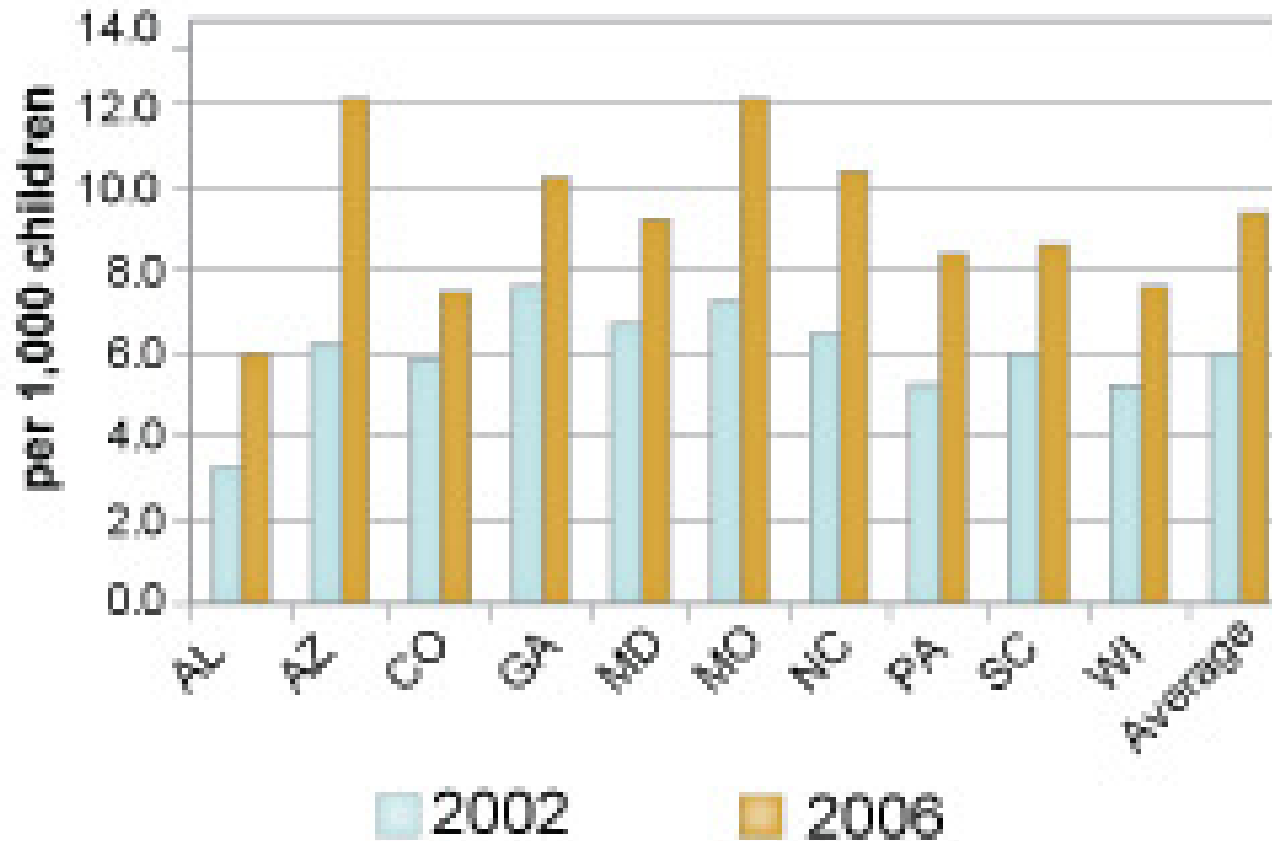
*Kunc, 1992*

# Autism Trivia Quiz

# Autism Statistics

- 1 in 110 births estimated in spectrum
- Rising rates or better identification?
- Present before age 3,
  - but diagnosis often later
- Found in all cultures and economic groups
- Four times more common in boys
- Cognitive range from:
  - Cognitive Impairment to Gifted

## Changes in Prevalence of ASDs among Children 8 Years Old, 2002 to 2006



Causes - Unknown

Defined - by observed or  
described behaviors

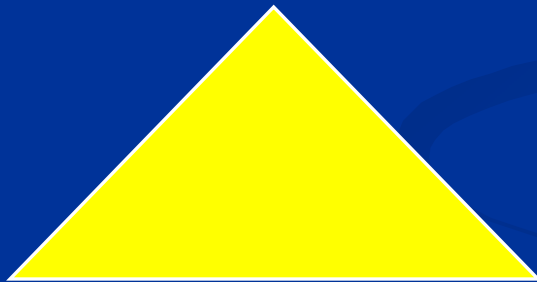
# Triad of Impairments



- Lorna Wing, UK
- Coined term Autistic Spectrum Disorder
- Triad of Impairments
  - Social
  - Communication
  - Behavior

# CHARACTERISTICS

COMMUNICATION



BEHAVIOR

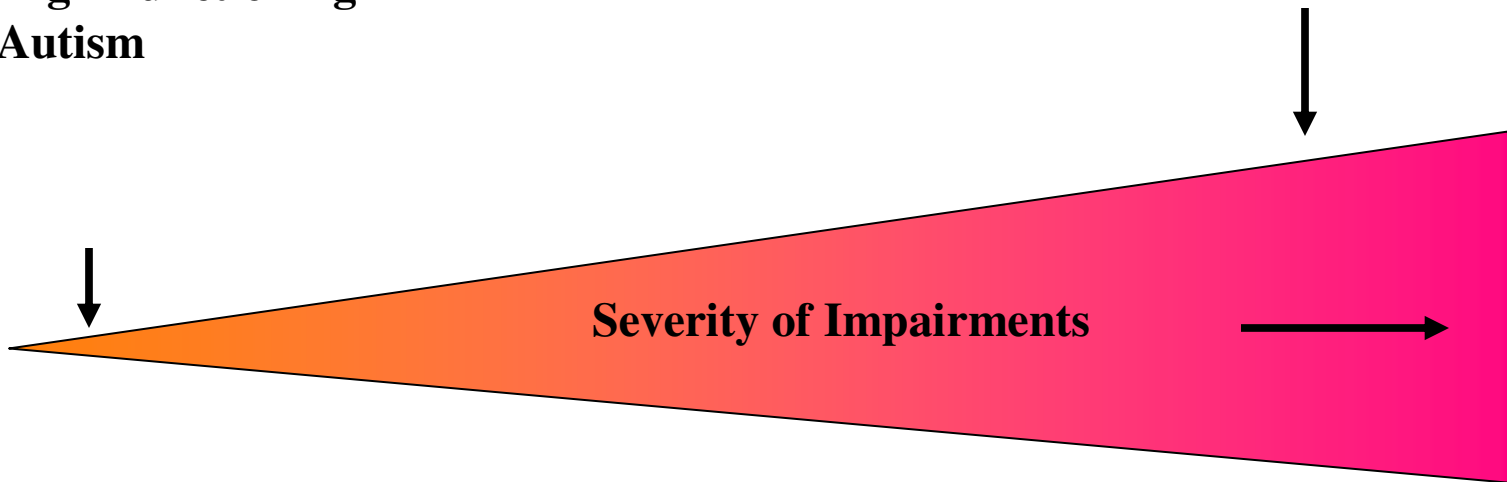
SOCIAL

# AUTISM SPECTRUM DISORDERS

**Asperger's  
Syndrome**

**High Functioning  
Autism**

**Severe Autism**



# Autism Spectrum Disorder

- Information-processing difference affects:
  - Communication
  - Social Interaction
  - Sensory Response
  - Learning and Thinking

# Aren't We All on the Spectrum?

## What's your Autism Quotient (AQ)?

Baron-Cohen, Wheelwright, Skinner,  
Martin, & Clubley, (2001).

<http://glennrowe.net/BaronCohen/AutismSpectrumQuotient/AutismSpectrumQuotient.aspx>

# Learning Differences

- One-channel Wiring
- Specific to General
- Need to See to Learn
- Gestalt Learning – Chunks
- Sameness and Routine = Organization
- Concrete Terms

*Notbohm, 2006*

# One-Channel Wiring

- Processes information via one-channel
- Majority – Visual or Tactile
  - Less commonly – Auditory
- Struggles with Multiple Sensory Modalities
  - Difficulty with Multiple Tasks
    - Listening and Writing
    - Conversing and Eye Contact
    - Filtering relevant input (teacher's voice vs. buzz of fly)
- Results in Physical and Emotional Exhaustion

# “I Think Differently”

- Neuro-typical Brain thinks:
  - General to Specific
  - Brain Organizes Information & Cross References
- Students with Autism thinks:
  - Specific to General
  - Information exists in discrete “boxes”
  - A warehouse filled with bits of unrelated information
  - Inability to Generalize
- Teach to:
  - Categorize, Apply Concepts, Identify Cause and Effect

# The Need to See to Learn

Many students with Autism will be visual/spatial learners – they think in pictures rather than words.

Information delivered in words comes and goes in an instant.

# Gestalt Learning - Chunking

- Information is absorbed in chunks, rather than analytical step-by-step process.
- This compromises student's ability to assign inferential meaning to the parts of the whole.

# Organization

- The extreme dependence on routine and sameness is a result of a thinking architecture that has difficulty processing change.
- Knowing that parts of the day will be the same helps with the constant anxiety of living in a baffling world.

# Concrete Terms

- Interprets in a very literal manner
- Metaphors, Idioms, and Figurative Language are not part of their mindset
- Difficulty Summarizing or Synthesizing
- Abstract concepts and groupings difficult

# Theory of Mind Skills

- Prospective-taking abilities – A Social Skill that involves considering the thoughts, feelings, attitudes and beliefs of others before we speak or act.

The ability to actively consider and adjust to the thoughts and emotions of others.

could these  
**communication,**  
**social, behavioral**  
**impairments** have  
**in the classroom?**

Write down 2-5 implications



**15 minute - Break**

# IEP Present Levels & Goals

- Present Levels:
  - Description of student's abilities and needs
- Goals:
  - Addresses all areas of needs
    - Communication, Social, Sensory, and Academic
  - Measurable
  - Can be implemented across settings

# Developing IEP Goals

- To meet the child's needs that result from the child's disability and
- To enable the child to be involved in and make progress in the general education curriculum

IEP Goal     Strategy      
Implementation

How do we take an IEP Goal

Decide what Strategy to use

When and Where to Implement it?

How to we measure progress?

# Example: Math

- Goal: At the end of 36 weeks, Betty will identify geometric representations for points, lines, perpendicular lines, parallel lines, angles and rays (M.3.8) on weekly classroom tests an average of 9/10 times.

# Decision-Making Process

- Active Participation without Modification?
- Change in Instructional Arrangement?
- Change in Lesson Format?
- Change in Delivery of Instruction?
- Change in Classroom Environment?
- Different Instructional Materials?
- Need of Personal Assistance?

# Embedding the Strategy into the Core Curriculum

Strategies and Tactics are vital and necessary; they are the nuts and bolts of the educational quest.

# Math

- Strategies:
  - Teach specific math terms with visual cues
  - Teach in chunks or segments
  - Specific to general
- Implementation:
  - Small group instruction
  - Math terms “cheat sheet”
  - Examples “cheat sheet”

# Example: Communication

- Goal: Betty will engage in conversational turn-taking with others across 3-4 conversational turns, 4/5 opportunities to do so (topics initiated by self/others).

# Communication

- Strategies:
  - Peer helpers
  - Modeling
- Implementation:
  - Group work
  - Recess
  - Lunch room

# Example: Social Skills

- Goal: Betty will work cooperatively with peers in small group settings (i.e. Share materials, allow peers to share different thoughts) 4/5 opportunities to do so.

# Social Skills

- Strategies:
  - Establish/Teach Group work rules
  - Peer Buddies
  - Circle of Friends
  - Social Stories
- Implementation:
  - Groups of 3-4 students
  - Begin with simple, structured tasks

# Articulating Expectations of Performance

- To the Student
- To all Adults that work with class/student
- To the Parents
  
- If every environment has different expectations, the student will become overwhelmed.

# Assessment

- Ongoing process for the purpose of designing an instructional program to meet the individual needs of each child in the classroom.
- Teachers use the assessment process to modify the instructional program for remediation, enrichment, and effectiveness.

# Academic Data Collection

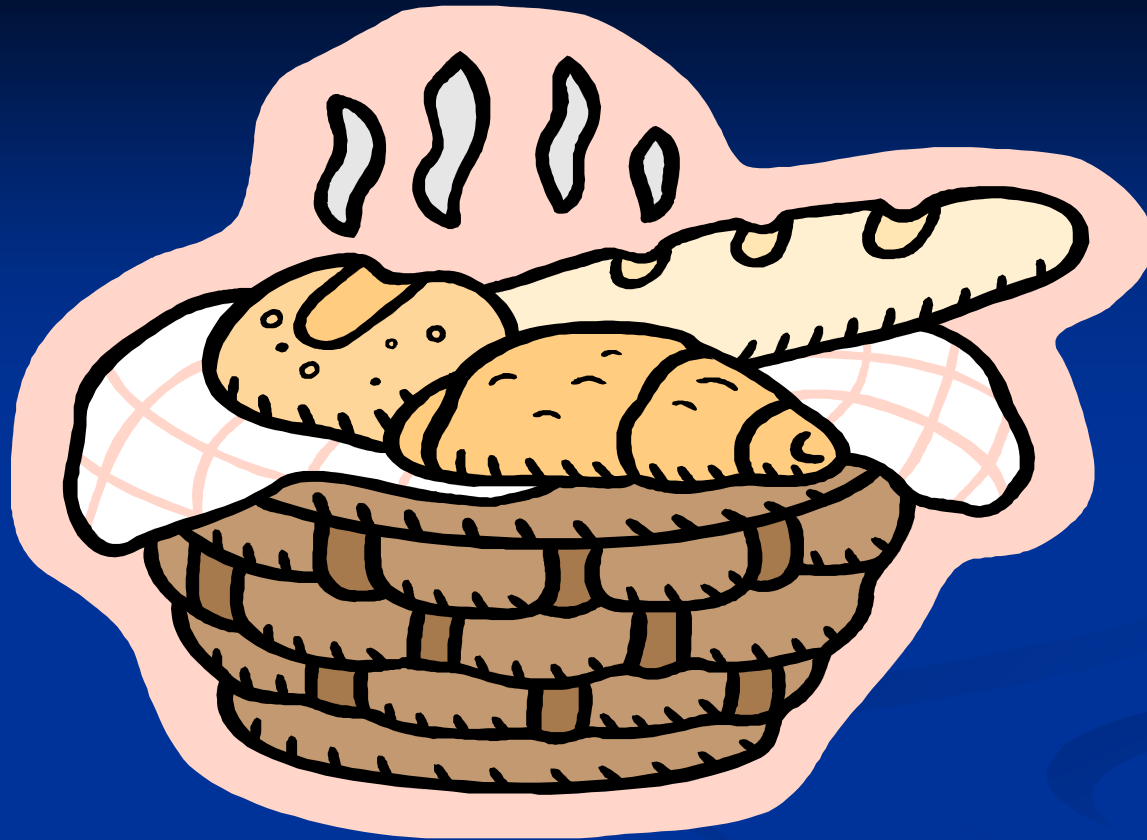
- Math Goal:
  - identify geometric representations for points,
  - lines,
  - perpendicular lines,
  - parallel lines,
  - angles and
  - rays
    - 9 out of 10 times on weekly tests (quizzes)

# Behavioral Data Collection

- Record data at least three times a week
- Focus on the goal; not on the negative behaviors
- Choose a specific time/activity/place where measurement is to be taken
- Take baseline data the first week
- Record treatment/teaching of goal

# Behavior is Communication

- All behavior occurs for a reason
- Behavior is a symptom
- Look beyond the behavior to find the source of discomfort
- Must teach new behaviors to replace inappropriate behaviors



**Lunch Break**

**11:30 – 1:00**

# Autism Spectrum Disorder

- **Information-processing difference affects:**
  - **Communication**
  - **Social Interaction**
  - **Sensory Response**
  - **Learning and Thinking**

# Learning Differences

- One-channel Wiring
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- Concrete Terms

*Notbohm, 2006*

# Designing Effective Instruction

- Learning environment
- Evaluation or assessment
- Curriculum decisions
- Instructional strategies

# THE ENABLER'S CHECKLIST

- ✓ Tool to 'enable' success in different environments
- ✓ Excellent for students with ASD
- ✓ Good for all learners

Indiana Resource Center for Autism

# Enabler's Checklist

- Routines/Schedules
- Knowledge of Expectations
- Rehearsal Strategies
- Stimulus Cues
- Environmental Adaptations
- Peer Supports
- Motivation Schedules

# The Frame

Key Topic  
Autism Enabler's Checklist is about

educators planning and implementing strategies and accommodations to meet the unique needs of students with autism spectrum disorders in the general education classroom.

<input type="checkbox"/> Main Idea Routines/Schedules	<input type="checkbox"/> Main Idea Knowledge of Expectations	<input type="checkbox"/> Main Idea Rehearsal Strategies	<input type="checkbox"/> Main Idea Stimulus Cues
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
<input type="checkbox"/> Main Idea Environmental Adaptations	<input type="checkbox"/> Main Idea Peer Supports	<input type="checkbox"/> Main Idea Motivation Schedules	<input type="checkbox"/> Main Idea
_____	_____	_____	_____
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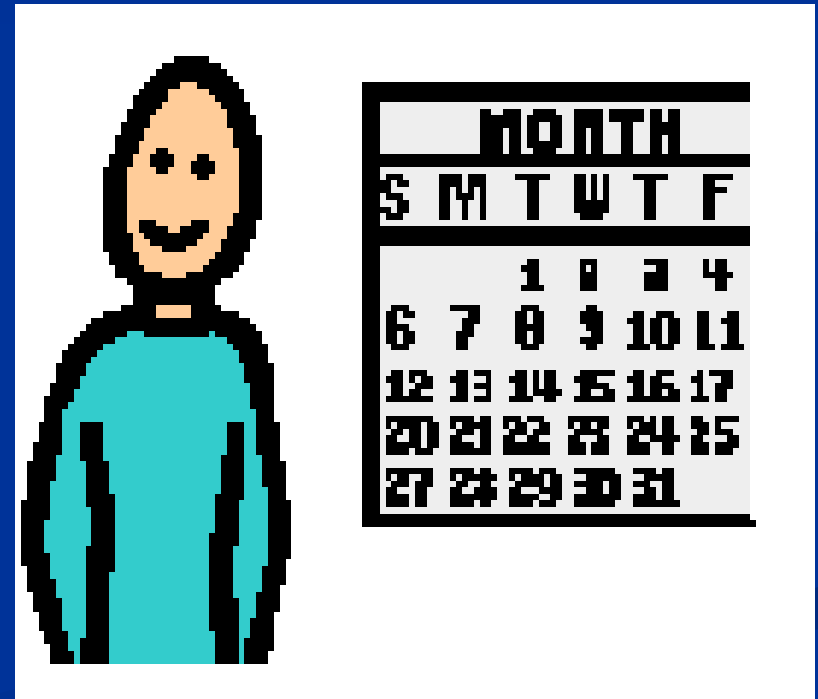
So What? (What's important to understand about this?)

Extend understanding


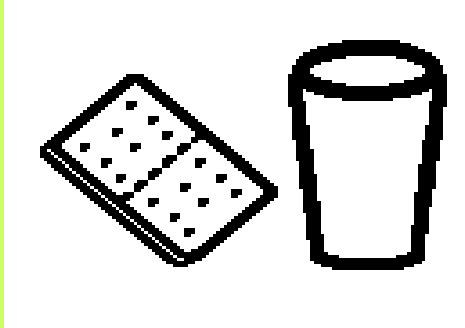
In small groups brainstorm examples for each of the items on the checklist.

# CONSISTENT ROUTINES AND SCHEDULES

- Visual schedules
- Consistent routines
- Common language
- Checklists
- Calendars



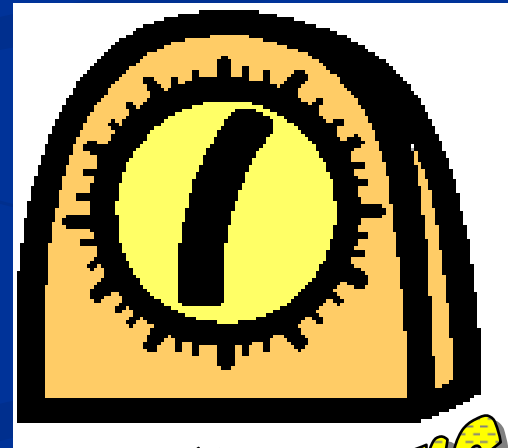
# Knowledge of Expectations

FIRST	THEN
<p data-bbox="604 792 814 847">music</p>  A black and white line drawing of a musical staff with a treble clef on the left. Three musical notes are written on the staff: a quarter note on the second line, a quarter note on the third line, and a quarter note on the fourth line.	<p data-bbox="1285 847 1432 896">snack</p>  A black and white line drawing of two snack items. On the left is a rectangular cracker with a grid of small holes. On the right is a simple cylindrical cup.

# Knowledge of Expectations

*work folders*

*graphic organizers*



*timers*

# Rehearsal Strategies

**Social Stories**

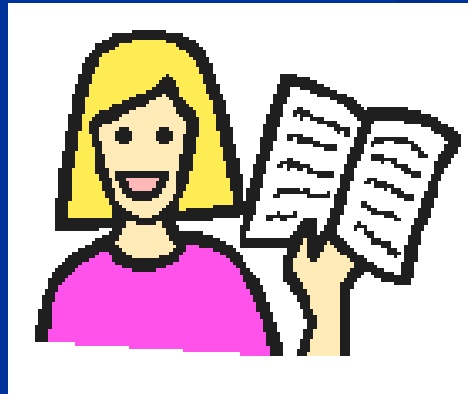
**Comic strip Conversations**

**role play**

**Visualization**

# Stimulus Cues

- Environmental objects or actions that can serve as cues about what will happen next

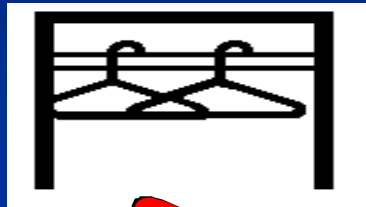


## Stimulus Cues

### Theme boards and Scripted Routines

#### Theme board for going home:

- Go to cloakroom



- Put on coat

- Zip coat



- Get lunch kit

- Get back pack

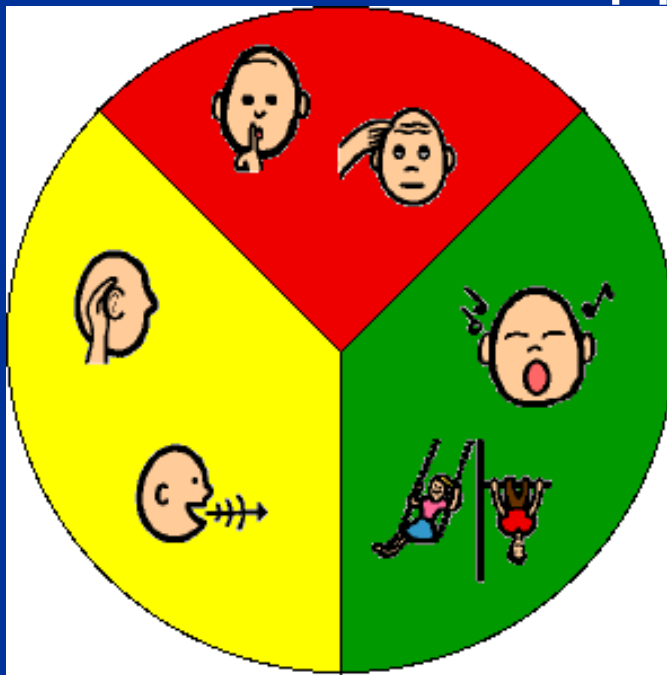


- Say good-bye



# Stimulus Cues

Environmental objects or actions that can serve as cues about what will happen next



**Red - Stop Talking**

**Yellow - Quiet Talking**

**Green - Normal Voices**

# Environmental Adaptations



# Learning Environment

- Spatial organization
- Materials
- Functionality, structure, and flexibility

# Environmental Adaptations

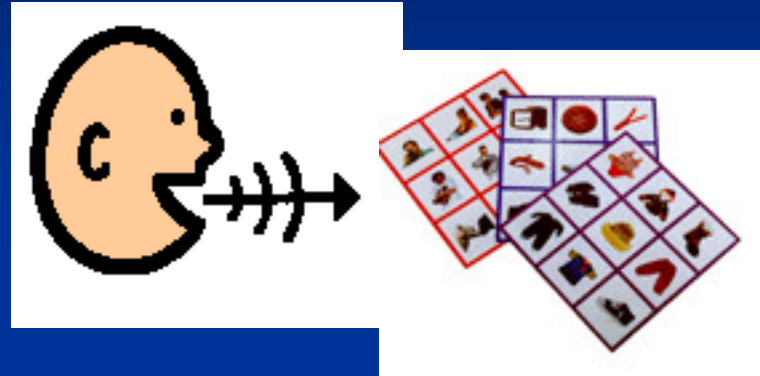


- Alter features of the environment that cause sensory overload for the student
- Arrange classroom to maximize structure and minimize opportunities for undesirable behaviors
- Provide a place for the student to retreat for relaxation and calming down

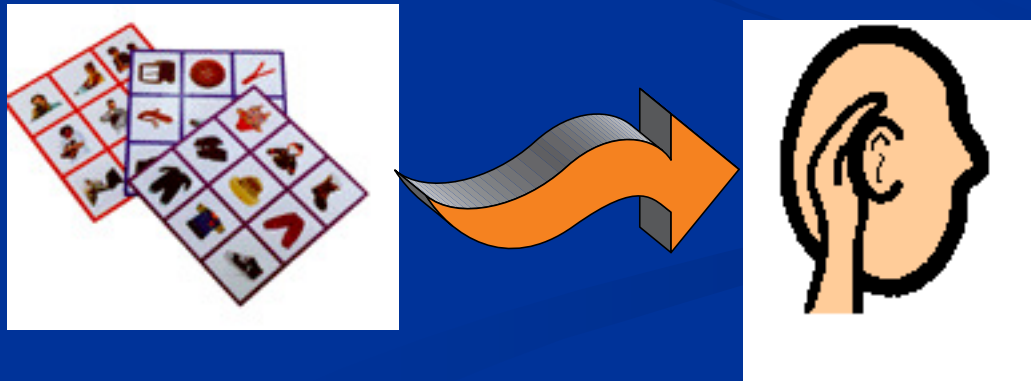
# Environmental Supports

- Preferential seating
- Organizational strategies (color coding)
- Safe person
- Home base
- Visual supports (e.g., travel card)

## Output - Using symbols to aid talking



- Input - Using symbols to aid understanding

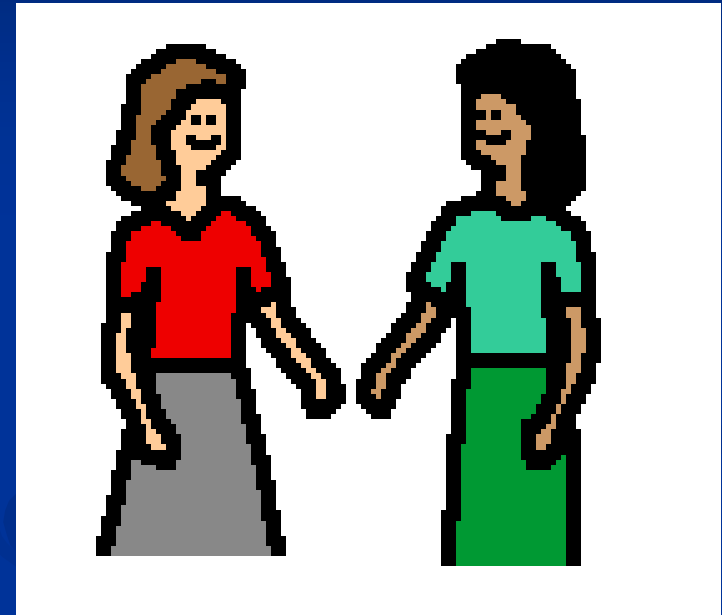


# Peer Supports

**Training peers to be  
advocates**

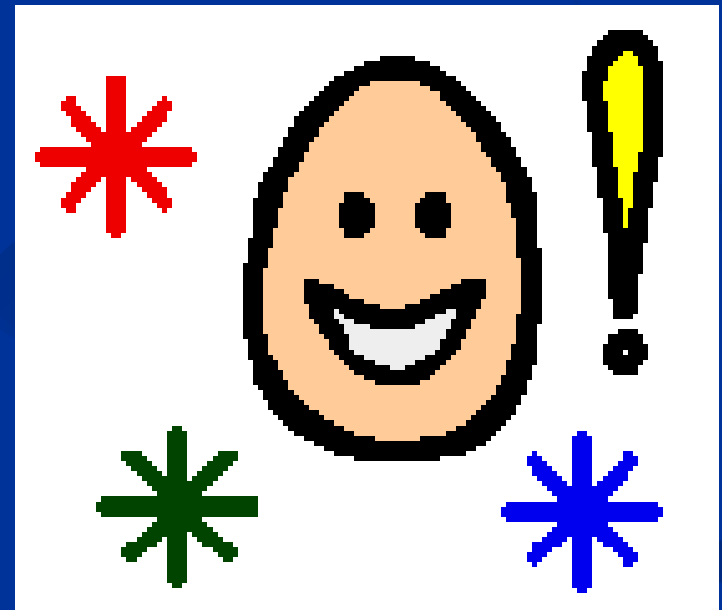
**Model appropriate  
interactions**

**Opportunity for  
Interaction**



# Motivational Procedures

- Reinforcer survey
- Verbal and Non-verbal
- Positive Reinforcement
- Premack Principle
- Offer Choice
- Use strengths/ interests



# Group Brainstorm

- Select one of the topics from the Enabler's Checklist
  - Brainstorm as many examples of this as you can
  - Draw or write out one example to share with group

# Strategies

## Asperser's Syndrome and High Functioning Autism

- Academic
- Unstructured time
- Environmental supports
- Social supports

# Academic Supports

- Priming
- Assignment accommodations
- Note-taking support
- Graphic organizers
- Enrichment
- Homework

# Less Structured Time

- E.g., bus, P.E., lunch, hallways, routine change
  - Teach routines and expectations
  - Give specific tasks
  - Identify people who can help (buddy or adult)
  - Visual cues
  - Provide alternatives if necessary

# Environmental Supports

- Preferential seating
- Organizational strategies (color coding)
- Safe person
- Home base
- Visual supports (e.g., travel card)

# Social Supports

- Hidden curriculum
- Circle of friends
- Social skills instruction
- Social interpreter

# Transition to Middle School

- From 1 Teacher to 7 Teachers
- More Students in the Building
- Lockers
- Class Books and Binders
- Lunch Room Choices
- Large P.E. Class with Locker Room
- Schedule Changes

# Transition to High School

- Larger Campus
- More Students
- Lunch Options
- More Independence

# Collaboration

## General Education & Special Education

- Middle School
  - Teachers placed on teams – common prep
  - Nurturing environment
  - Team Teaching
- High School
  - Less time to collaborate
  - Special Education viewed as a “Department”, (i.e. Math dept., Science dept.)

# Developing IEP Goals Secondary Setting

- Academic
- Communication
- Social Skills

# Decision-Making Process

- Active Participation without Modification?
- Change in Instructional Arrangement?
- Change in Lesson Format?
- Change in Delivery of Instruction?
- Need adapted Curricular Goals?
- Change in Classroom Environment?
- Different Instructional Materials?
- Need of Personal Assistance?
- Alternate Activity?

# Academic Strategies

- Organization and Structure
- Note taking handout
- Definition sheets
- Slow down – don't bombard with information
- Specific to General
- Teach to categorize
- Teach to identify cause and effect
- Offer “real” choices

# Communication Strategies

- Simplify language
  - Concise and simple
  - Omit sarcasm, idioms, and inferences
- Share the agenda
  - Essential information only
- Manage change of plans
  - Prepare student in advance
- Provide reassurance
- Be generous with praise

# Social Skill Strategies

- Direct instruction
- Social narratives
- Cartooning
- Power Card Strategy
- Incredible 5-Point Scale

# Manage Behavioral Challenges

- Stressors include:
  - Changing schedules
  - Understanding teacher's directions
  - Interacting with peers
  - Sensory stimuli; lighting/sounds/noises/ordors
- Cycle of Outbursts:
  - Rumbling
  - Rage
  - Recovery

# Positive Behavior Supports. . . the ABCs of Behavior

- **Antecedents**: events which come before and elicit a behavior
- **Consequences**: events which follow and maintain a behavior
- All behaviors have these
- When we can identify them we are in a position to change the behavior

# Environmental Analysis

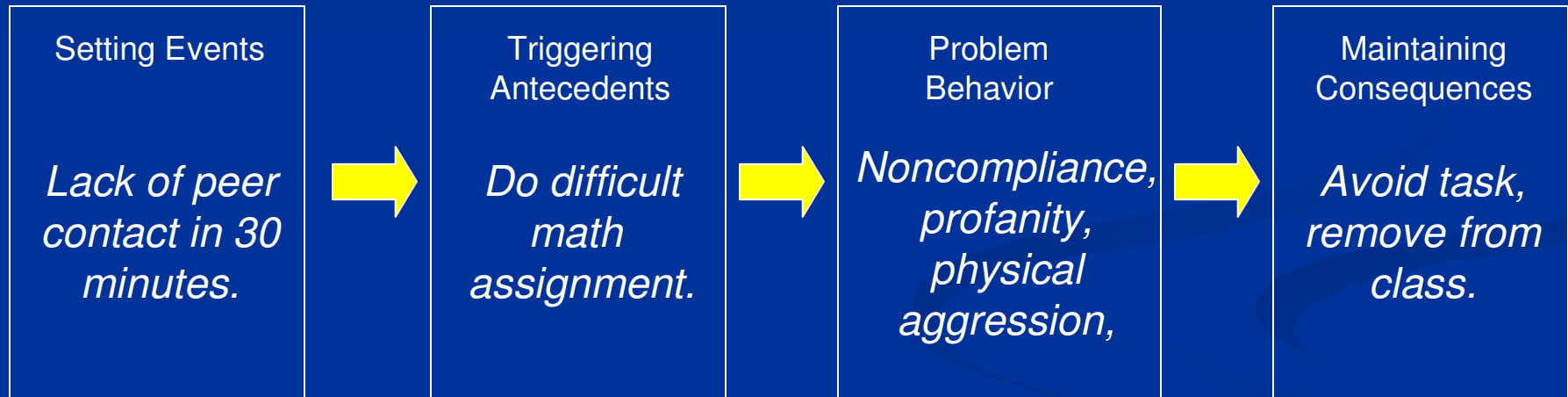
- Systematic evaluation of environmental conditions
  - Lighting, temperature, noise, density, etc.
- Linking information on environment to behavior
- Teaching and supporting based on this information

# Functional Behavioral Assessment (FBA)

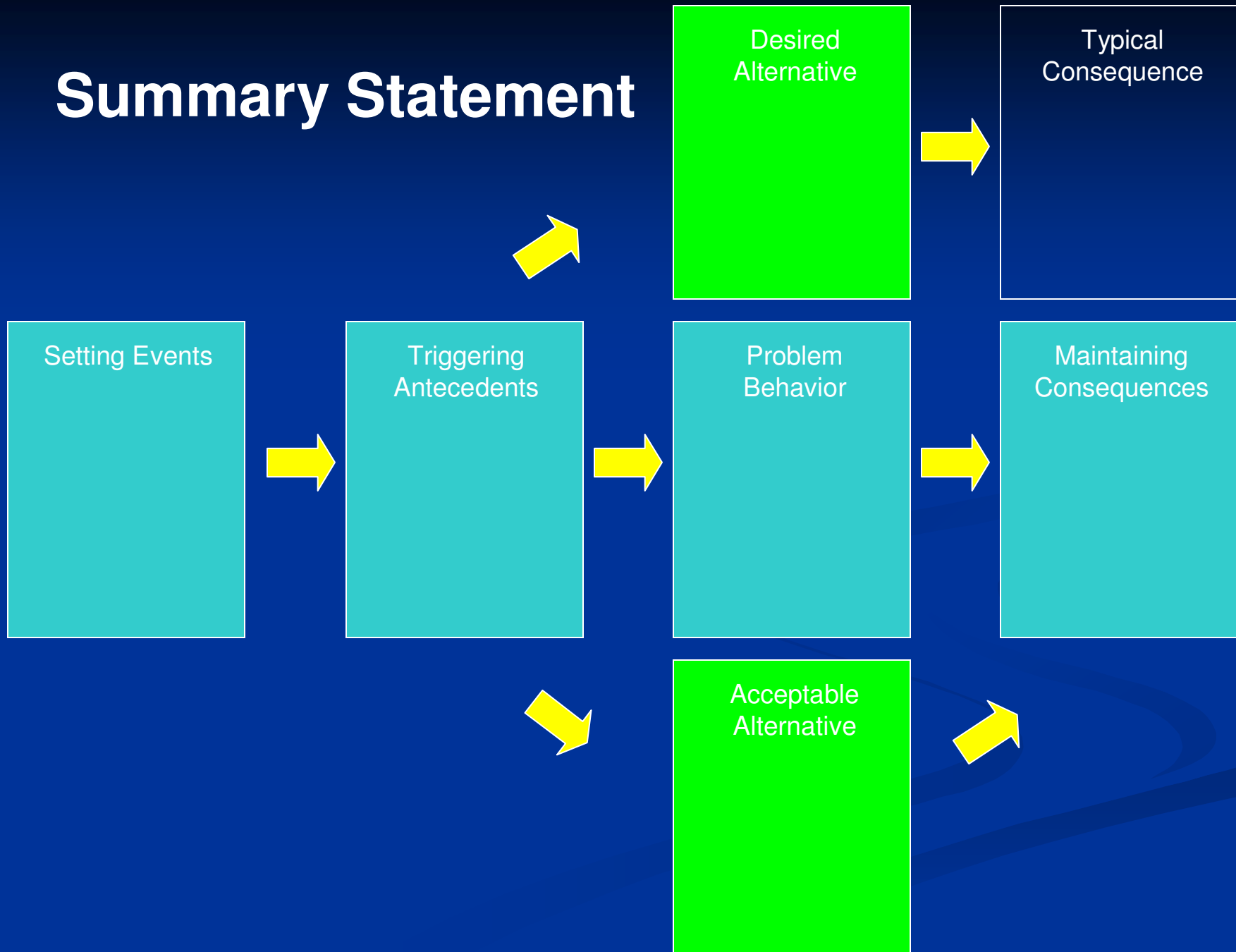
## Process Steps:

1. Collect Information.
2. Develop testable hypothesis or summary statement.
3. Collect direct observation data to confirm summary statement.
4. Developing “competing pathways” summary statement.
5. Develop BSP.
6. Develop details & routines for full implementation of BSP.
7. Develop strategies for monitoring & evaluating implementation of BSP.

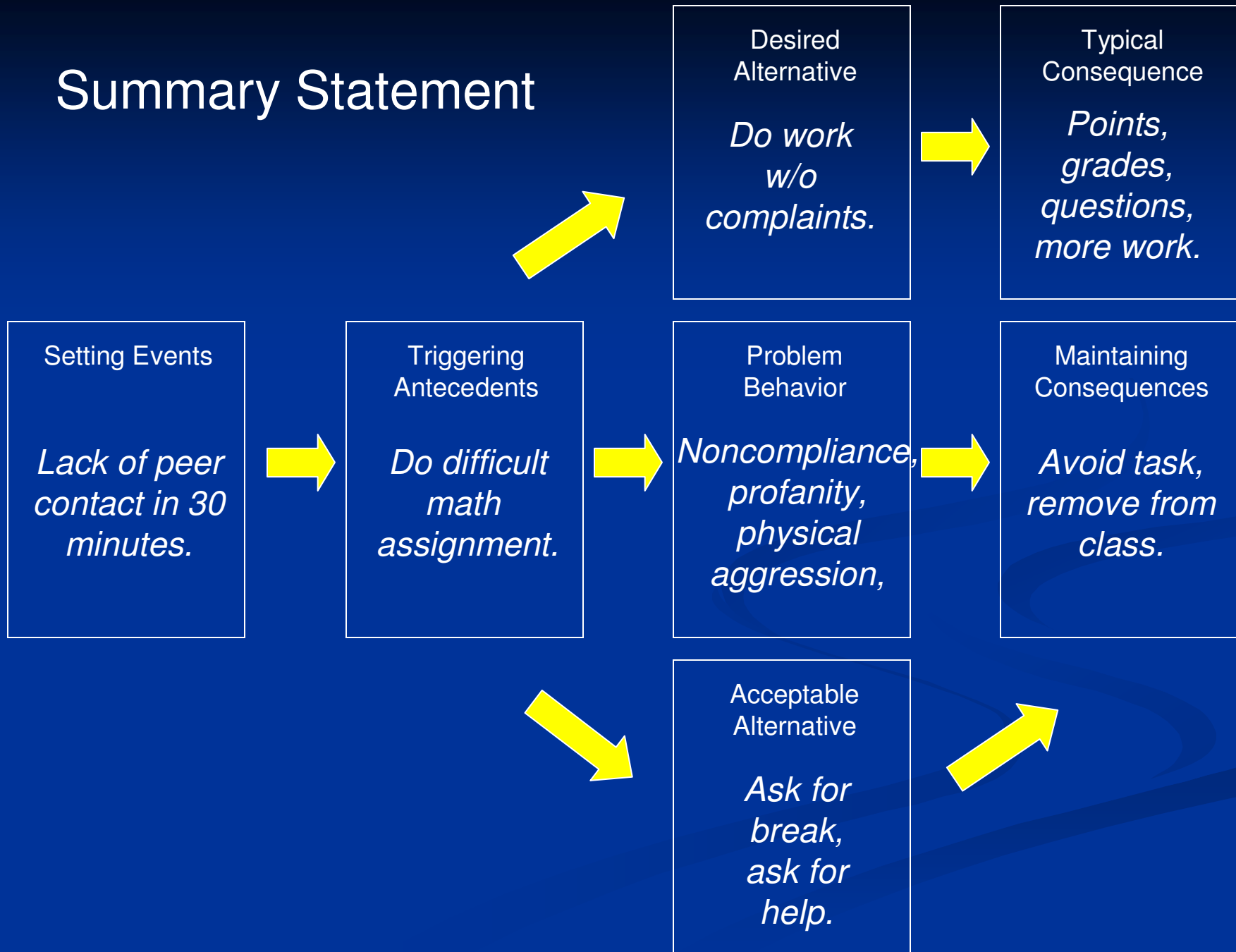
# Testable Hypothesis or Summary Statement



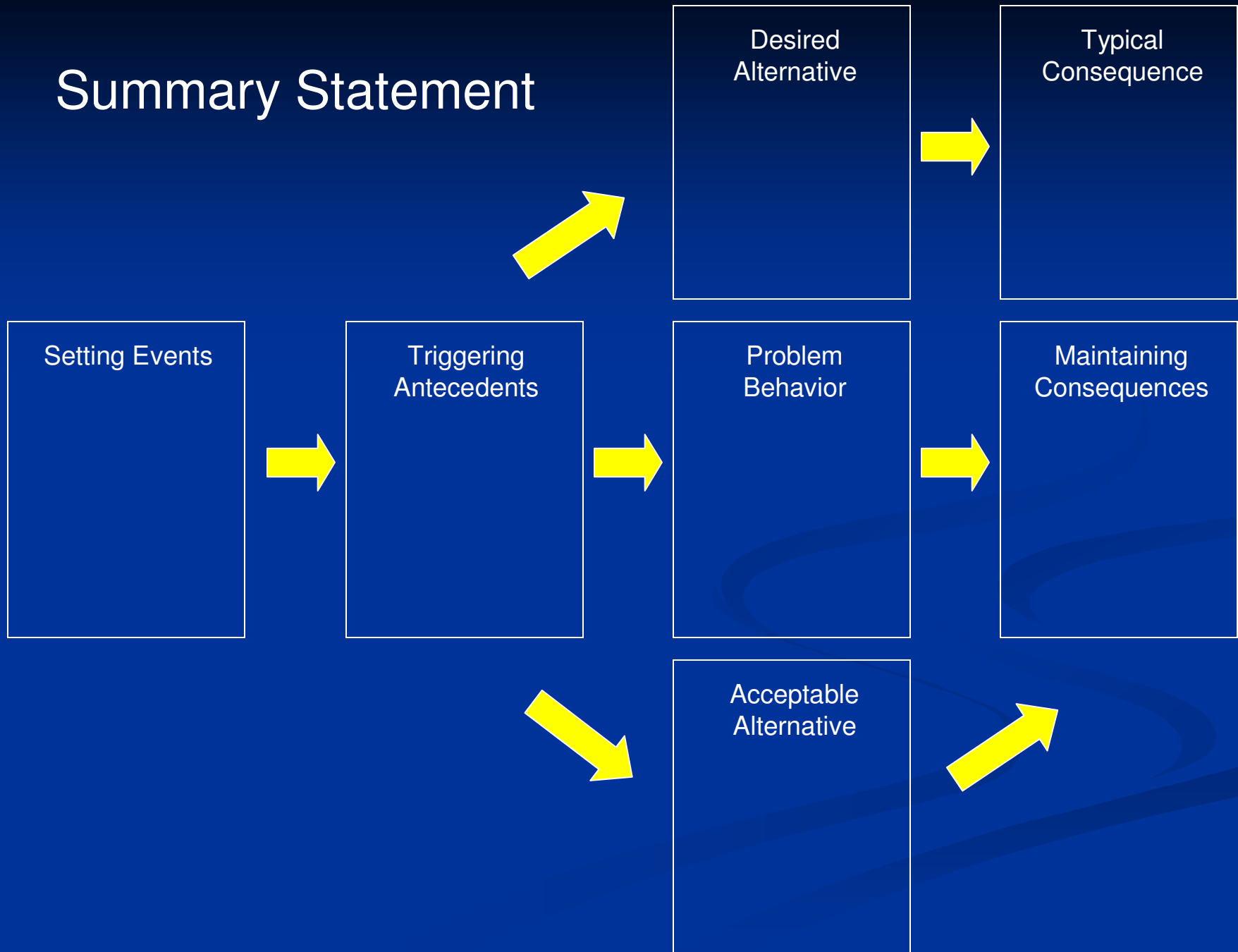
# Summary Statement



# Summary Statement



# Summary Statement



# Activity

- Behavior scenarios
- Do a Functional Behavioral Analysis (FBA)
- Complete the summary statement chart
- Share with large group

# Fundamental Rule

“You should not propose to reduce a problem behavior without also identifying alternative, desired behaviors person should perform instead of problem behavior” (O’Neill et al., 1997, p. 71).

Setting Event  
Manipulations

Antecedent  
Manipulations

Behavior  
Manipulations

Consequence  
Manipulations

# Changing the Things We Can Change

- When are problems most and least likely to occur?
- When is the student most and least likely to perform their best?
- What can we do to minimize the former and maximize the latter?

# IEP Goals in the General Education Classroom

- Teacher's must be a part of designing the goals.  
What is your concern in your classroom?
- What strategies will you try?
- How will you measure results?
- The student belongs to you...how are you going to make a difference?

# Data Collection

- Academics:
  - Quizzes, tests, written/oral
- Communication:
  - Probe 2-3 times/week at specific time
  - Teach self-monitoring
- Social Skills:
  - Probe 2-3 times/week at specific time
  - Teach self-monitoring

# Assessment

- In addition to assessing individual performance, group work should be assessed for skills vital to the real world such as problem solving and interpersonal communication.

# Activity

- Jack is starting 5th grade. He has autism, uses a PECS system to communicate and can construct basic sentences. He gets lost easily, uses visual supports throughout his day, is generally very quiet but will bolt if he becomes frightened or overwhelmed.
- What would be some important components to Jack's transition plan for middle school?

# Success Includes . . .

- Educating yourself about Autism
- Developing Partnerships with Parents
- Preparing your Classroom
- Educating Peers & Promoting Social Goals
- Collaborating on...
  - Development & Implementation of IEPs
- Managing Behavioral Challenges

All Children are able to Learn

...

just not in the same way.



*"If the kids  
aren't learning  
the way we  
teach them,  
then we better  
teach the way  
they learn."*

*Richard Villa*

## References

- Ellen Notbohm, (2006). *Ten things your student with autism wishes you knew*. [www.FHautism.com](http://www.FHautism.com)
- R. A. Villa & J.S. Thousand, editors, (1995). *Creating an inclusive school*. Association for Supervision and Curriculum Development.
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