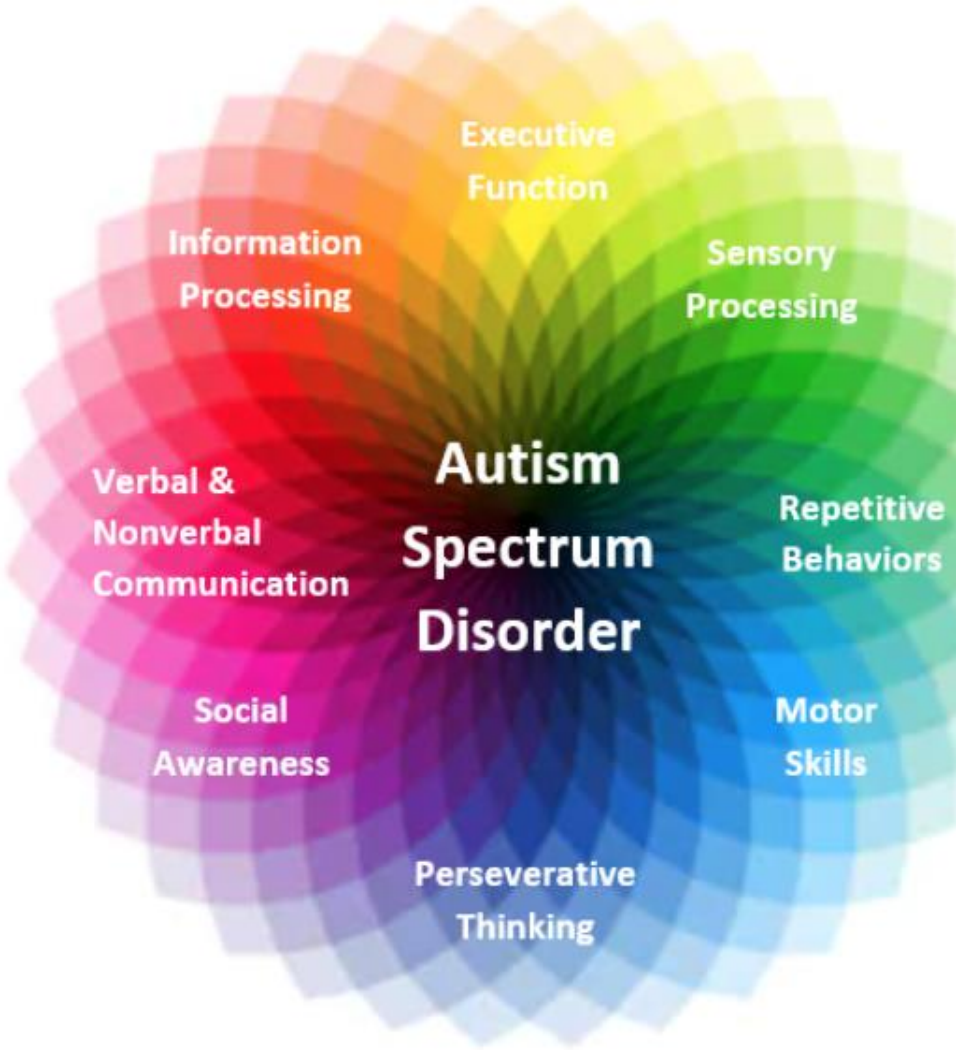

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Autism Spectrum Disorders

NESD Head Start
1/27/2023

Brittany Schmidt, MA-CCC/SLP
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605-357-1418

What is a UCEDD?

- **U**niversity **C**enter for **E**xcellence in **D**evelopmental **D**isabilities
  - Research, Education, Health, and Services
- 67 UCEDDs
  - At least one in every US state and territory
- Core Functions include
  - Interdisciplinary Pre-Service Preparation
  - Research
  - Information Dissemination
  - Community Services

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Center for Disabilities

We are South Dakota's
UCEDD and LEND

Association of University Centers on Disabilities (AUCD)

USD Sanford School of Medicine Center for Disabilities

University Centers for Excellence in Developmental Disabilities (UCEDD)

Leadership Education in Neurodevelopmental and Related Disabilities (LEND)

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Favorite Valentine Gift to give or receive

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This is how much I currently know about ASD

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Autism Spectrum Disorder

A **neurodevelopmental** disorder with onset in the developmental period that causes changes in brain function resulting in:

- Persistent qualitative impairment in
  - Reciprocal social interaction
  - Verbal and nonverbal communication

  As well as presence of:
  - Restricted, repetitive patterns of behavior, activities and interests

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What We Know About ASD

- ASD occurs in all racial, ethnic and socioeconomic groups
- Ratio of boys to girls is 4:1
  - Boys: 1:37
  - Girls: 1:151
- CDC, March 2022 prevalence rate:
- 1 in 44
- https://www.cdc.gov/ncbddd/autism/data.html

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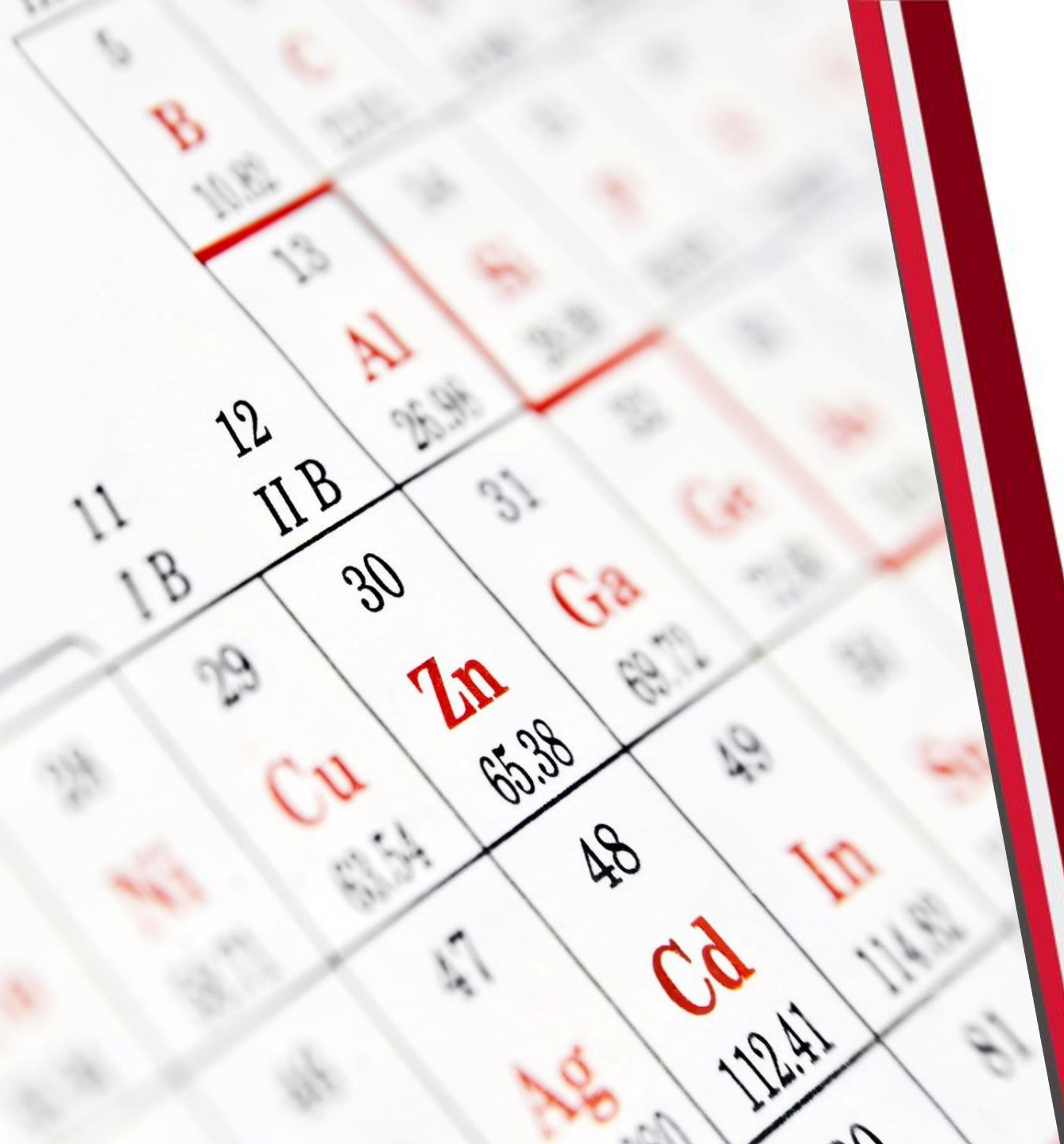

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NESD Head Start – by the numbers

330 is the maximum number of students allowed.

1:44 is the incidence of ASD (CDC 2022)

7.5 students with ASD within the NEHS system

ASD for Educators - CDC

Information on Autism Spectrum Disorder for Educators | CDC

Causes

- Genetic component Genetics Explained
  - About 100 gene mutations have been identified
- Siblings: Sibling Incidence
  - Identical twin = 80%,
  - Fraternal twins = 40%

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Causes

- Environmental factors that could affect the baby in utero may increase the risk Environmental factors

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Causes

Current research is that ASD is not caused by immunizations

Vaccinations do not cause autism

April 2015 JAMA article

CDC Studies on Thimerosal in Vaccines

https://www.cdc.gov/ncbddd/autism/documents/cdcstudiesonvaccinesandautism-508.pdf

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FAQs – CDC Website

Frequently Asked Questions | CDC

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Risk Factors

- Having a parent or sibling with ASD
- Children born to older parents are at a higher risk
- Having certain genetic or chromosomal conditions (Fragile X or TSC)
- Children who are born prematurely or experience complications at birth
- Commonly occurs with other developmental, psychiatric, neurologic, chromosomal, and genetic diagnoses

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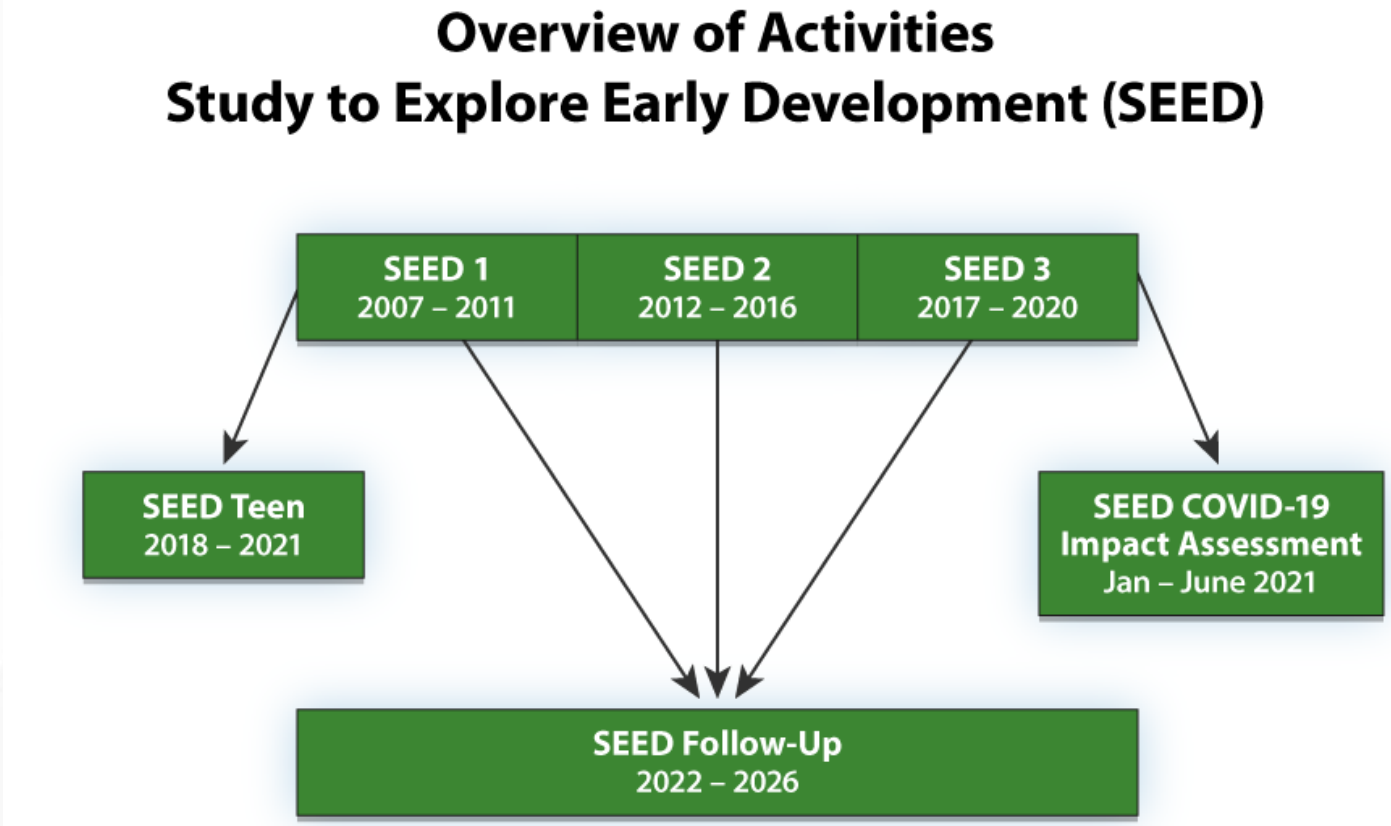
SEED Study to Explore Early Development - CDC



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Fact Sheets for Parents

https://www.cdc.gov/ncbddd/autism/materials/factsheets.html

IDEA Sec. 200.8 (c) (1) (i)

(i) Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

(ii) Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in paragraph (c)(4) of this section.

(iii) A child who manifests the characteristics of autism after age three could be identified as having autism if the criteria in paragraph (c)(1)(i) of this section are satisfied.

DSM-5 TR Diagnostic Criteria for ASD

- Persistent deficits in **social communication** and social interaction across multiple contexts, as manifested currently or by history (**3 criterion**)
- **Restricted, repetitive** patterns of behavior, interests, or activities, as manifested by at least two of the following, currently or by history (**4 criterion**)
- Symptoms must be present in the early developmental period (but may not become fully manifest until social demands exceed limited capacities or may be masked by learned strategies in later life).

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When poll is active, respond at **pollev.com/brittanyschmidt582**

Text **BRITTANYSCHMIDT582** to **37607** once to join

Which are the core criterion for ASD?

Social, Play, Repetitive Behaviors and Patterns of Behavior

Social Communication and Repetitive Patterns of Interest and Behavior

Communication, Sensory Differences, Repetitive Patterns of Behavior

Challenging Behaviors, Social Communication and Repetitive Patterns of Interest and Behavior

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DSM-5 TR Diagnostic Criteria for ASD

- Symptoms cause clinically significant impairment in social, occupational, or other important areas of current functioning.
- These disturbances are not better explained by intellectual disability (intellectual developmental disorder) or global developmental delay. Intellectual disability and autism spectrum disorder frequently co-occur; to make comorbid diagnoses of autism spectrum disorder and intellectual disability, social communication should be below that expected for general developmental level.

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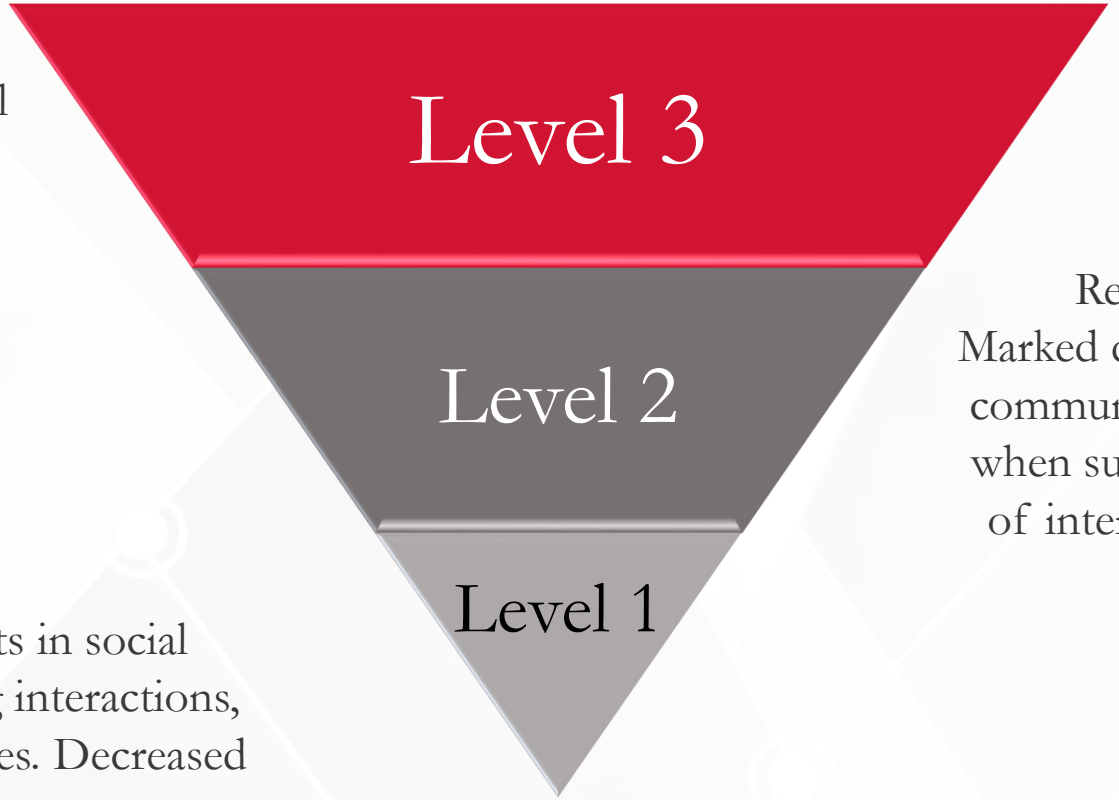
DSM-5 TR Diagnostic Criteria for ASD

- Persistent deficits in social communication and social interaction across multiple contexts, as manifested currently or by history (**must meet all 3**)
  1. Deficits in social-emotional reciprocity, ranging, for example, from abnormal social approach and failure of normal back-and-forth conversation; to reduced sharing of interests, emotions, or affect; to failure to initiate or respond to social interactions
  2. Deficits in nonverbal communicative behaviors used for social interaction, ranging, for example, from poorly integrated verbal and nonverbal communication; to abnormalities in eye contact and body language or deficits in understanding and use of gestures; to a total lack of facial expressions and nonverbal communication
  3. Deficits in developing, maintaining, and understanding relationships, ranging, for example, from difficulties adjusting behavior to suit various social contexts; to difficulties in sharing imaginative play or in making friends; to absence of interest in peers

Severity Level Social Communication

Requires Very Substantial Support:
Severe deficits in verbal/nonverbal communication, limited initiation, minimal response to others



Requires Substantial Support:
Marked deficits in verbal/nonverbal social communication; social impairments even when supports in place, limited initiation of interactions, limited social overtures

Requires Support:
Without Support, marked deficits in social communication, difficulty initiating interactions, unusual responses to social overtures. Decreased interest in social interactions

DSM-5 TR Diagnostic Criteria for ASD

- Restricted, repetitive patterns of behavior, interests, or activities, as manifested **by at least two** of the following, currently or by history:
  1. Stereotyped or repetitive motor movements, use of objects, or speech (e.g., simple motor stereotypes, lining up toys or flipping objects, echolalia, idiosyncratic phrases).
  2. Insistence on sameness, inflexible adherence to routines, or ritualized patterns of verbal or nonverbal behavior (e.g., extreme distress at small changes, difficulties with transitions, rigid thinking patterns, greeting rituals, need to take same route or eat same food every day).
  3. Highly restricted, fixated interests that are abnormal in intensity or focus (e.g., strong attachment to or preoccupation with unusual objects, excessively circumscribed or perseverative interests).
  4. Hyper- or hypo-reactivity to sensory input or unusual interest in sensory aspects of the environment (e.g., apparent indifference to pain/temperature, adverse response to specific sounds or textures, excessive smelling or touching of objects, visual fascination with lights or movement)

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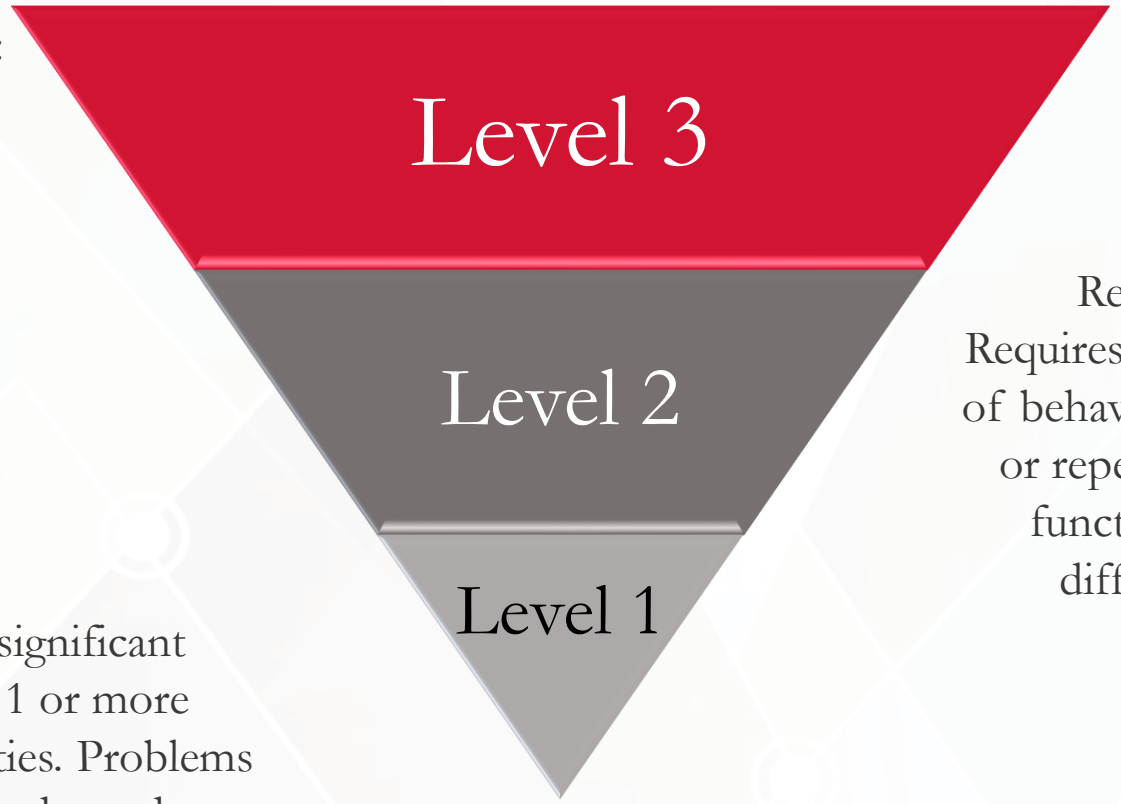
Severity Level Restricted & Repetitive Behaviors

Requires Very Substantial Support: Inflexibility of behavior, extreme difficulty coping with change or repetitive behavior interferes with functioning in all areas. Great distress over change



Requires Substantial Support: Requires Substantial Support: Inflexibility of behavior, difficulty coping with change or repetitive behaviors, interferes with functioning in all areas. Distress or difficulty with change of action

Requires Support: Inflexibility of behavior causes significant interference with functioning in 1 or more contexts. Difficulty switching activities. Problems organization and planning hinders independence

This is how much I currently know about ASD

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Cognitive Characteristics

Weaker Areas

- Abstract thinking
- Auditory skills
- Reasoning
- Imitation
- Generalization
- Long-term planning
- Summarizing
- Perceiving emotions
- Expressing feelings

Stronger Areas

- Concrete thinking
- Punctuality
- Visual skills
- Memory
- Honesty
- Detail oriented
- Intense focus
- Logical thinking
- Following rules

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Structured Teaching
TEACCH ®

Training and **E**ducation of **A**utistic and **C**ommunication Related **H**andicapped **C**hildren

The University of North Carolina TEACCH Autism Program
www.teach.com

Philosophy Basis of Structured Teaching

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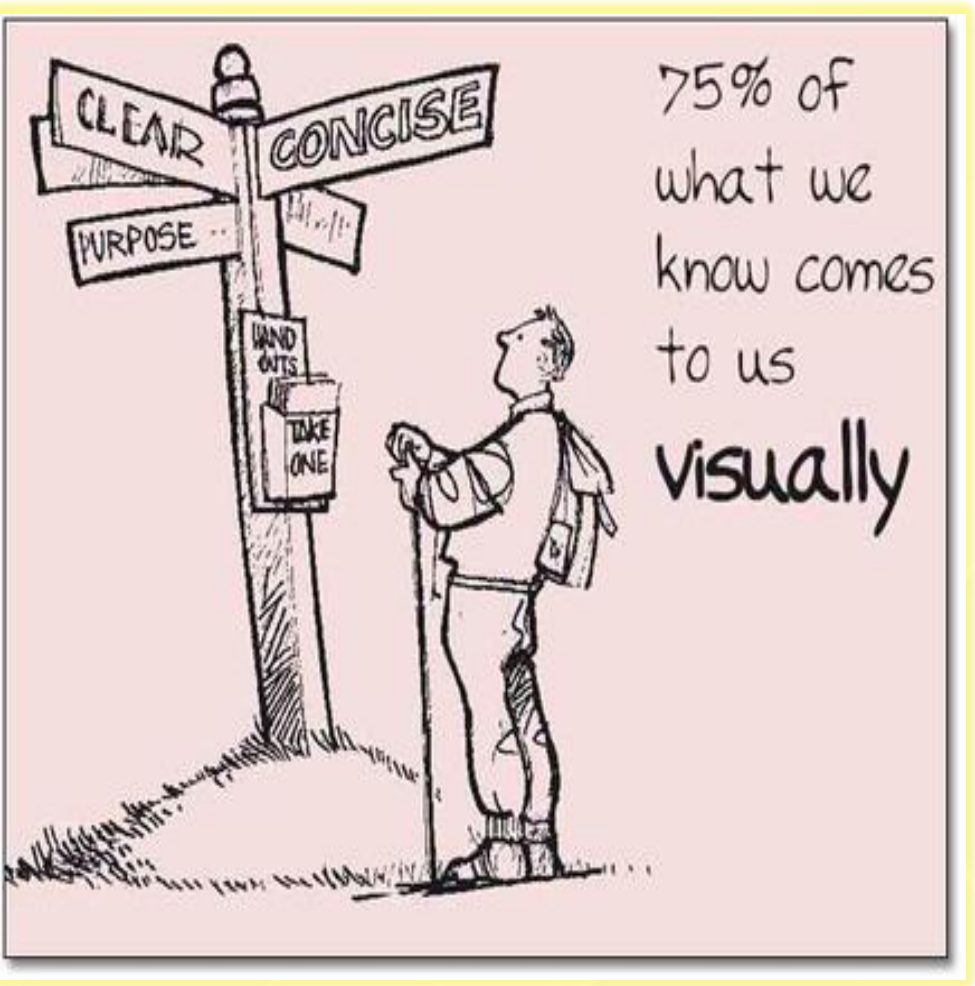
1. Relative strength in and preference for processing **visual information**
2. Heightened attention to **details** but difficulty deriving meaning from them
3. Enormous variability in **attention**
4. **Communication** problems, especially pragmatic
5. Difficulty with concepts of **time**; problems recognizing beginning or end of an activity, how long the activity will last, and when it will be finished.
6. Tendency to become attached to routines and settings, difficult to **generalize**, and disruptions can be uncomfortable, confusing, or upsetting.
7. Very **intense interests** and impulses to engage in favored activities and difficulties disengaging once engaged.
8. Marked **sensory** preferences and aversions.



Why Utilize Structured Teaching?

- Increases understanding of the world
- Improves learning outcomes
- Helps people remain calm, less agitated
- Helps achieve independence
- Reduces challenging behaviors
- IT WORKS!!!!!! (Savner & Myles, 2000)

Additional Reasons……

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- Allows for individualization
- Makes environments predictable
- Decreases behaviors by decreasing confusion
- Allows for controlled compromise
- Preparation for adult life
- Improves self-esteem

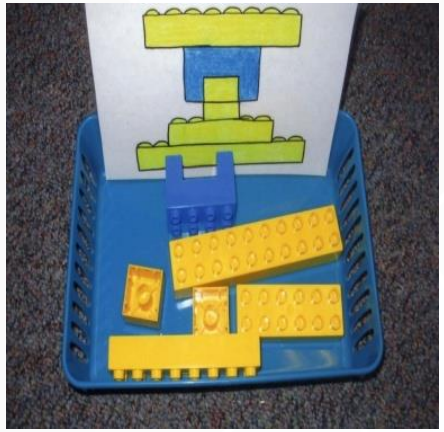
In the absence of structure…

Elements of Structured Teaching

1. Physical Structure

2. Daily Schedule

3. Work System



4. Visual Structure of Tasks

- Instruction
- Clarity
- Organization

1. Physical Structure

Physical Structure

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- How a space is organized
- How are materials and furniture arranged to provide context and meaning to the environment
- Helps person with autism understand what is expected
- Defines the environment using naturally occurring boundaries

Physical or Visual Boundaries

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- Defines the beginning and ending of a space
  - What are examples of boundaries, either physical or visual?
- Establishes context and function of each area
  - What are examples of functions of classroom areas?

Basic Teaching Areas

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- Group/Snack Area
- Play/Leisure/Break
- Work areas:
  - 1:1 instruction area
  - Independent work area
- Transition Area
  - A neutral place to receive information
  - A place for the daily schedule

Group Area

What shows the purpose of this area?
What is an important physical cue?

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Independent Work Area

What physical boundary is used?
What objects provide cue for what happens in this place?

Work Area

Independent Work Area

What are the visual cues in this area?

Independent Work Area

- How does the student know what to do here?
- What do you notice about the table on the left?

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Work Area (and 1:1 area)

Work Area

Independent Work Area

Independent Work Areas

What are advantages to this setup?

1:1 Teaching Area

1:1 or Independent ?

http://raising-teaching-children.blogspot.com/2015/10/structured-teaching-strategies-for.html

1:1 Teaching Area

?

What is the difference between a teaching area and an independent work area in a structured work system? Why is the differentiation important?

Transition Area

What is a transition area?

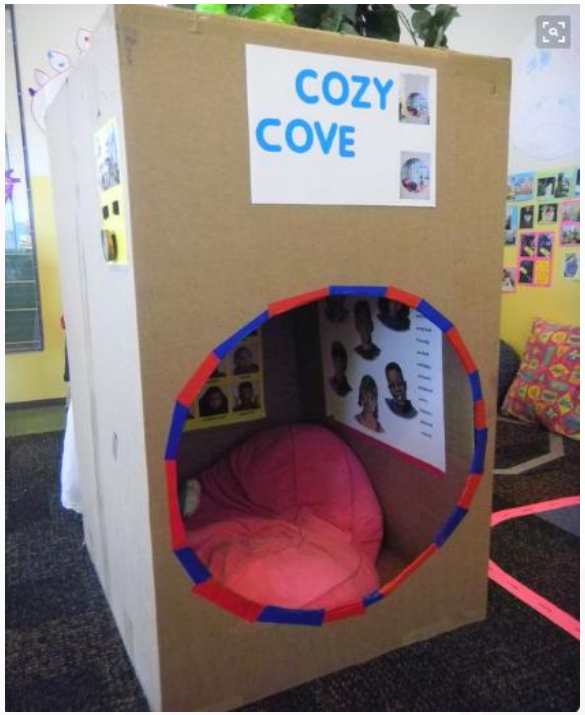
Why should you have one?

What things might you find there?

Other Areas

Play Area

Play/Leisure Area



Play Area

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Outside Play Area

Eating Area

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2. Schedules

Schedule

Tells **WHERE** to go,

not WHAT to do

Visual Daily Schedule

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- Visually represents what activities will occur and in what sequence
- Tells What Happens Next and Where
- Tells the individual the concept of discrete events and the difference between activities
- Decreases "Power Struggles"
- Teaches the individual how to anticipate events

Types of Daily Schedules

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- Object-to-object sequence
- Single photos
- Part-day pictures or photos
- All day picture/photo
- All day picture cards and written list
- All day written and written lists
- Left to right or top to bottom

Individualization

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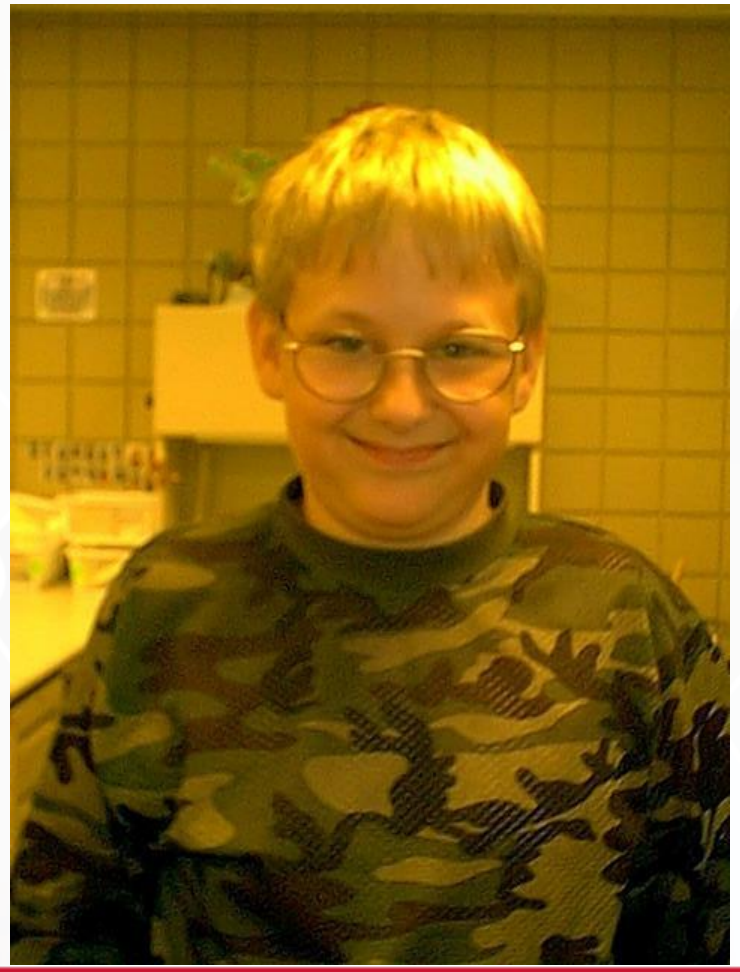
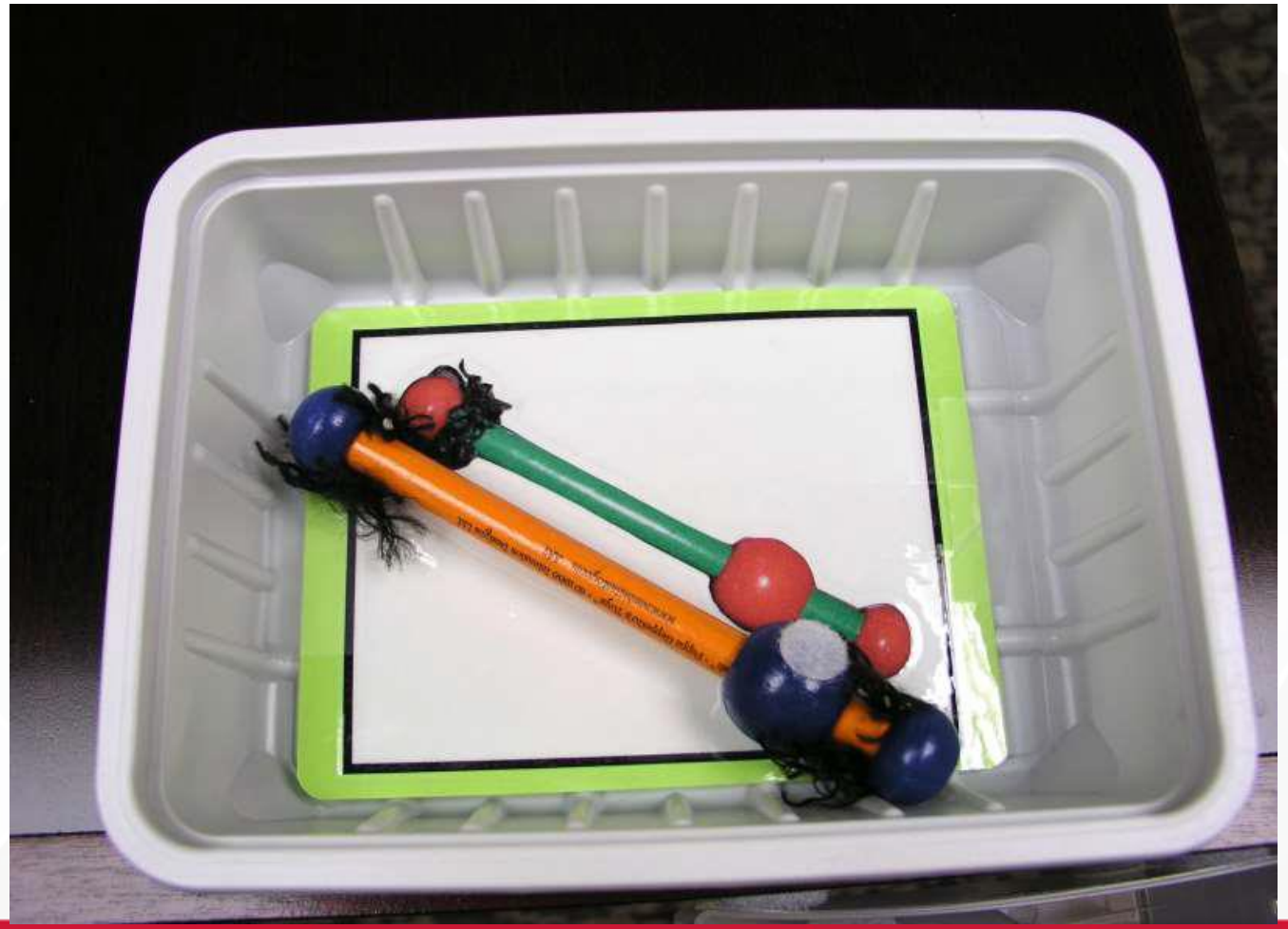
- Must assess
- Type of visual cue
  - Object, photo/label, picture symbol, word
- Length of Schedule
  - Single, partial, half day, whole day
- Arrangement of Schedule
  - Left to Right/Top to Bottom
- How manipulated/where located/travel

Individualize!!



Object Schedule



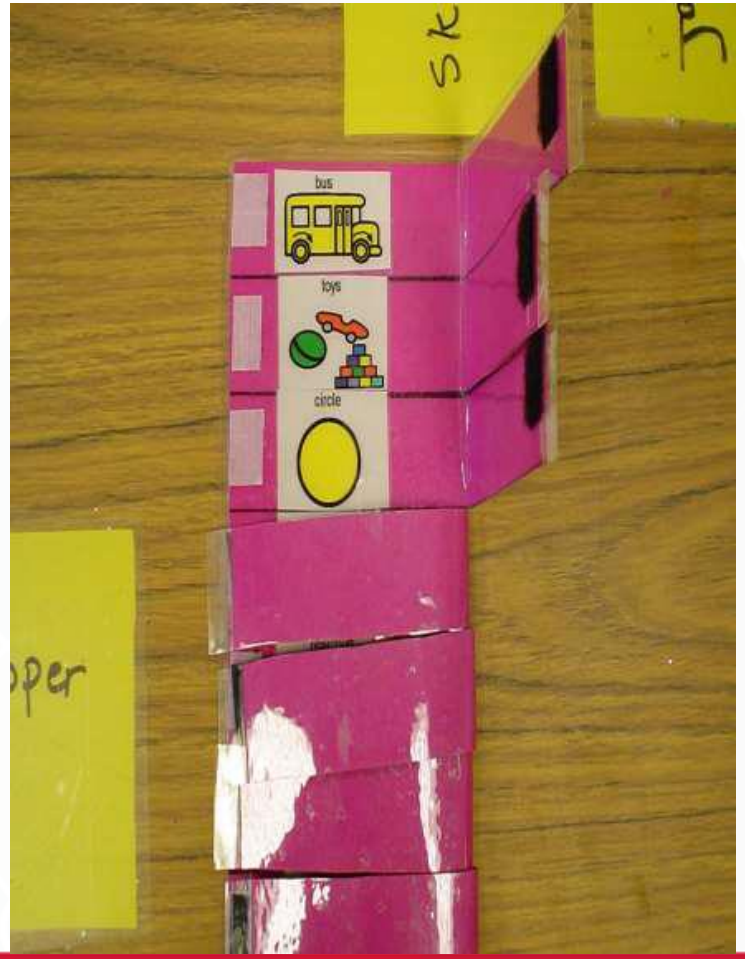
Top to Bottom Object Schedule

Left to Right Object Schedule

Photo Schedule

Full Day Photo Schedule

Picture Symbol Schedule



"Check Schedule" Card

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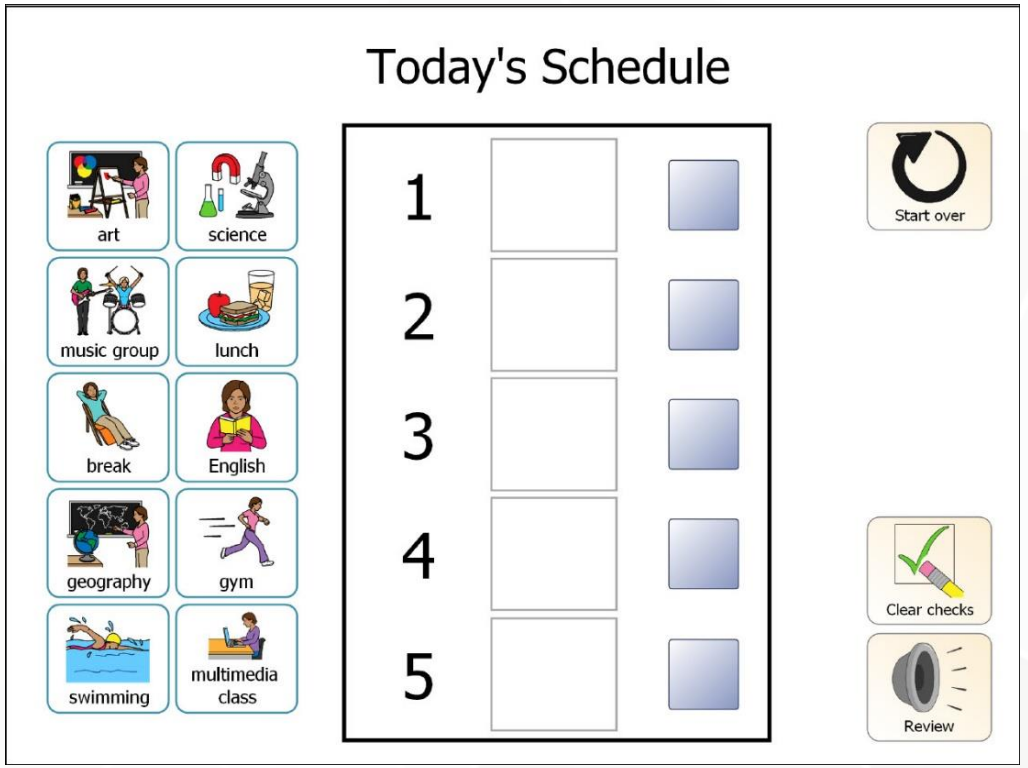
- Visual support to direct individual TO their schedule or transition area to receive information about where they are going to go next (next thing on their schedule)
- This can be a card with their name on it. A piece of construction paper. A chip. Anything that is a token for getting them TO their schedule.
- https://www.iidc.indiana.edu/pages/transition-time-helping-individuals-on-the-autism-spectrum-move-successfully-from-one-activity-to-another

Picture Symbol Schedule

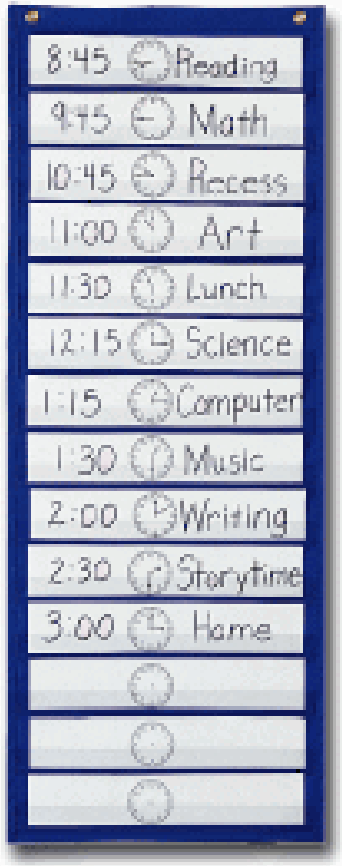
The check schedule card in this photo is a T-shirt shaped icon with the child's name on it.

Part Day
Picture and Single Word



Top to Bottom Word/Symbol Schedule

Written Schedule



Written Schedule-Part Day

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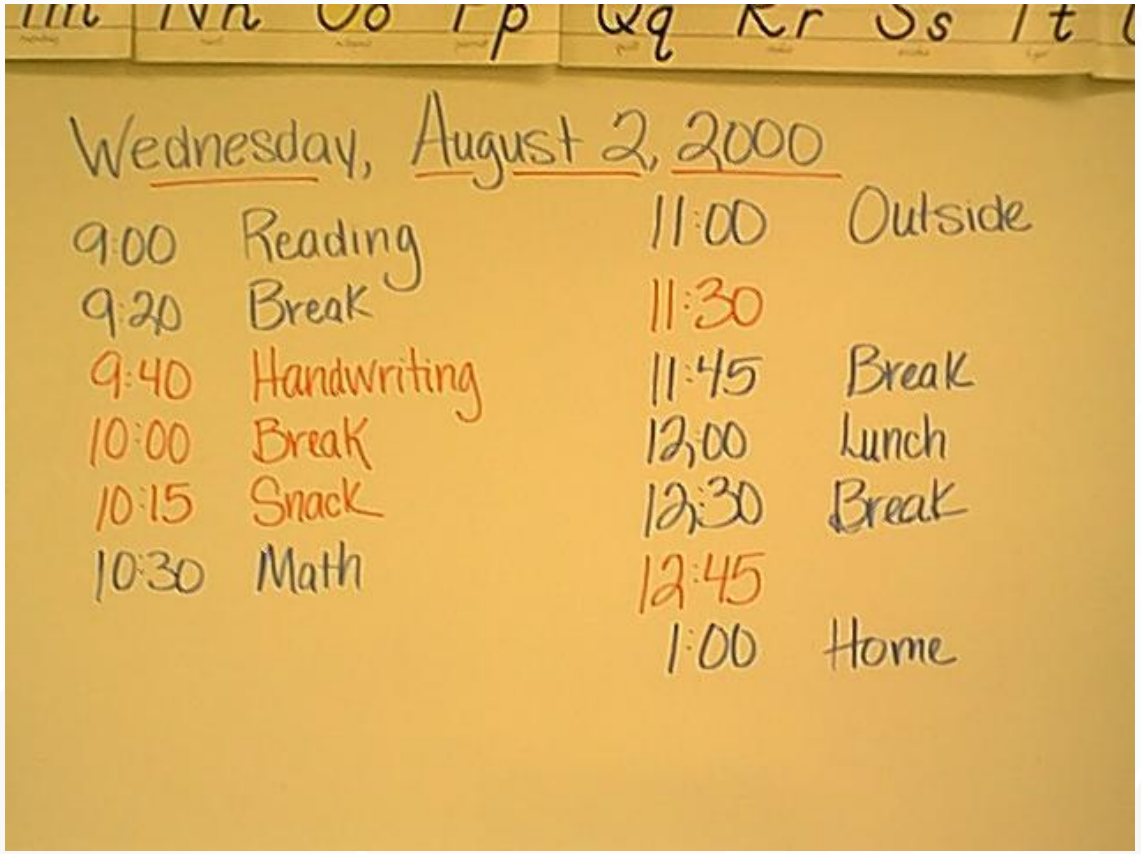
- 9:00 Math(mini-schedule) Done _____
- 9:45 Reading Done _____
- 10:30 Choice Done _____
- 10:45 Spelling(mini-schedule) Done _____
- 11:15 Lunch Done _____
- 11:45 Choice Done _____
- 12:00 Social Studies Done _____

Full Day Written List

Traveling Written Schedule

Written Schedule on Board



Routines

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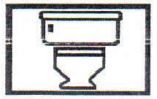
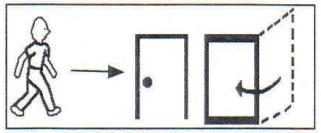
- Routines are used in combination with visual schedules and are sometimes called mini-schedules.
- They create a plan for activities that occur within a student's schedule, for example, routines in a certain class, circle time, recess, heading a paper, or toileting.
- Once a student knows the basic routine, the teacher may change specific content of the task.
- Predictable routines decrease anxiety and increase independence.

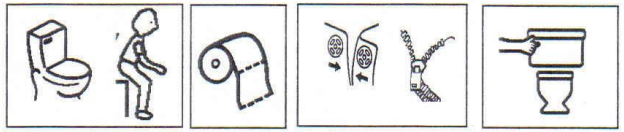
Example of a Routine



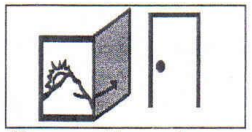
Bathroom



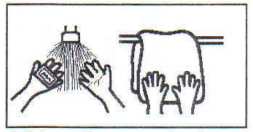
Walk in the bathroom stall, close the door.



Use the toilet, wipe, button and zip your pants, flush



Open the door.



Wash and dry your hands.

Visual Routine – hand washing

https://youtu.be/unuVQMp-ELs

Example of a Routine

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Assignments
Top Right Corner of the Paper

- Write your name Done _____
- Write the assignment Done _____
- Write the date Done _____
- Do the assignment Done _____
- Give assignment to teacher Done _____

Example of a Routine Dishwasher

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- Scrape the food off the dishes. Done _____
- Rinse off the dishes. Done _____
- Put the dishes in the dishwasher. Done _____
- Ask mom if there are more chores. ☺ Done _____

Schedule in a preschool

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https://youtu.be/-tUlF19dNsA

3. Work Systems

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Work System

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Answers four questions:

1. What work?
2. How much work?
3. When am I done?
4. What's next? (reinforcement, naturally "better" opportunity)

Work Systems

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- A systematic way for individuals to receive and understand information
- Helps the individual understand the concept of finished
- Teaches cause and effect
- Has a built-in motivational system
- Increases productivity
- Allows for independence!

Work Systems tells the individual four things…..

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- What Work?
- How much work?
- When am I done?
- What to do next?

Types of Work Systems

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- Left to Right - Finished Box
- Matching colors/shapes - Sequencing
- Matching symbols - Alphabet or numbers
- Written System
- Combined Written Schedule and Work System

L-R Finish Basket

Left to Right Work System

https://youtu.be/MEEr8GmzDcA

Matching

Matching Work System

https://youtu.be/MwBHCPbo5C8

Left to Right Color Match

Shape Match

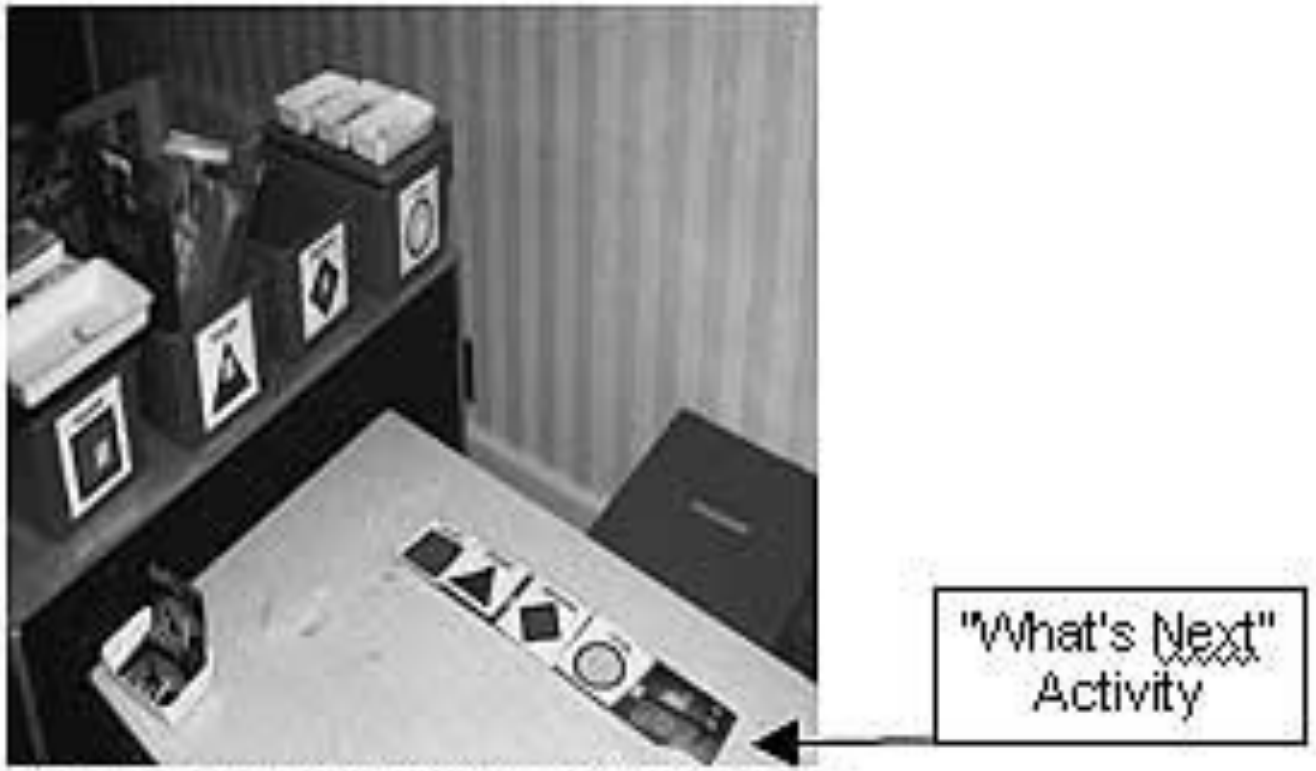
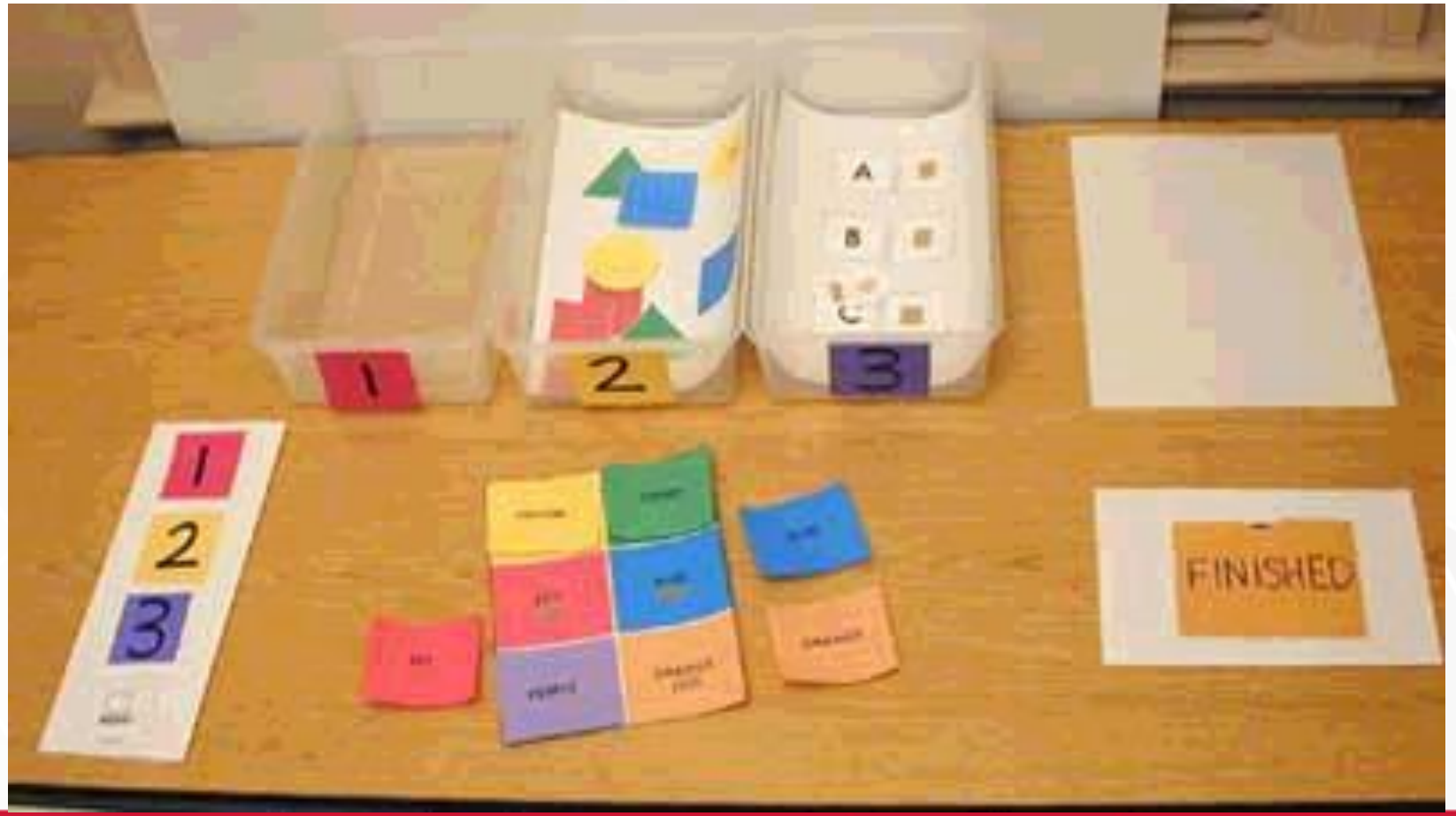
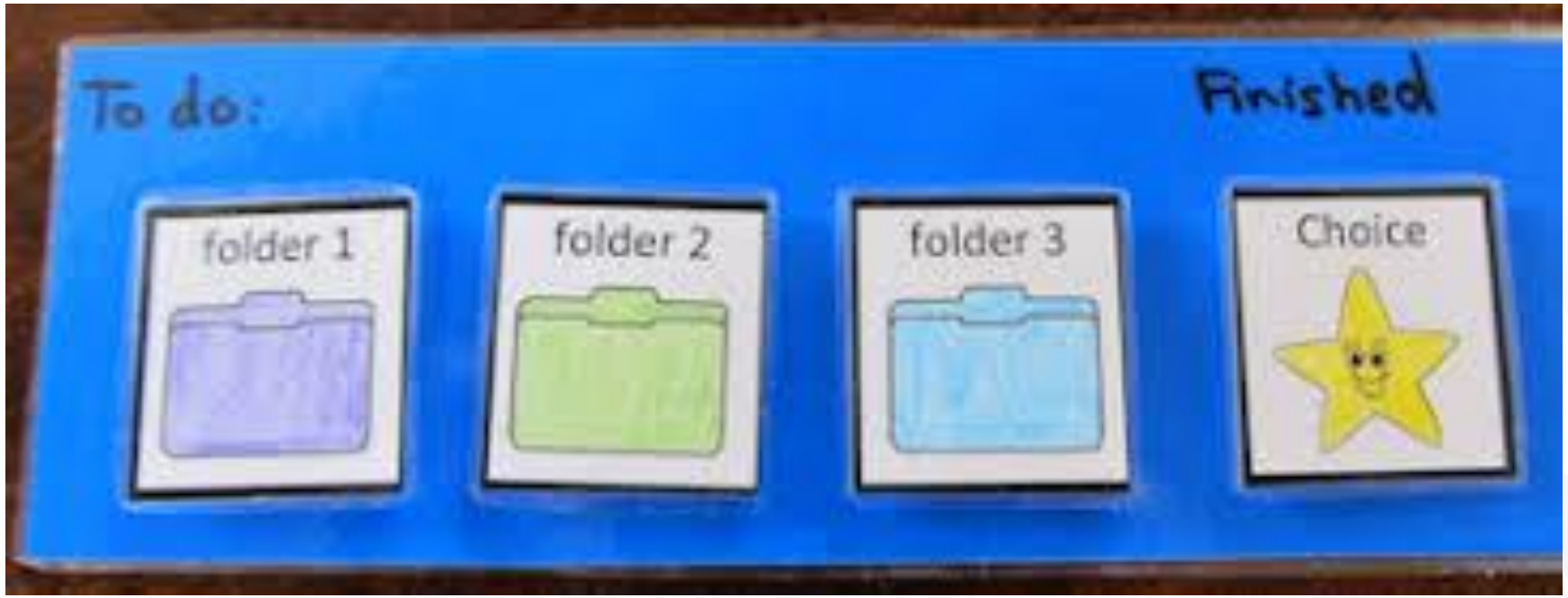


Photo 2- Matching Picture Work System

Matching System



Sequence, simple words with pictures



Written Work System

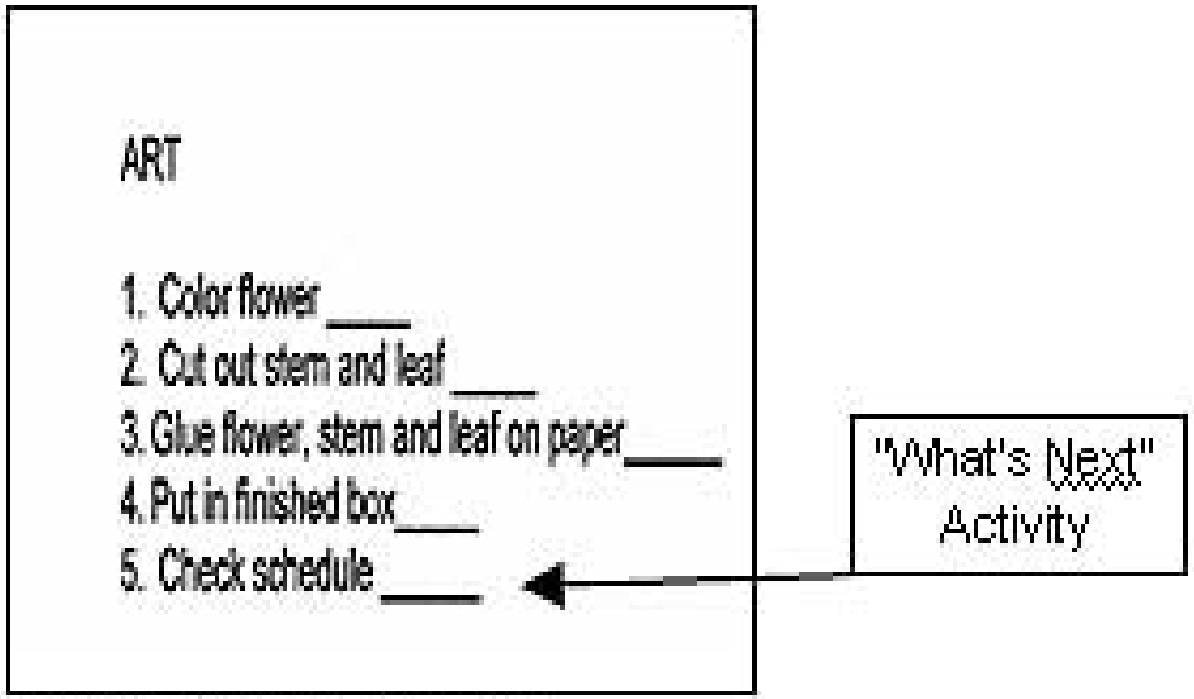
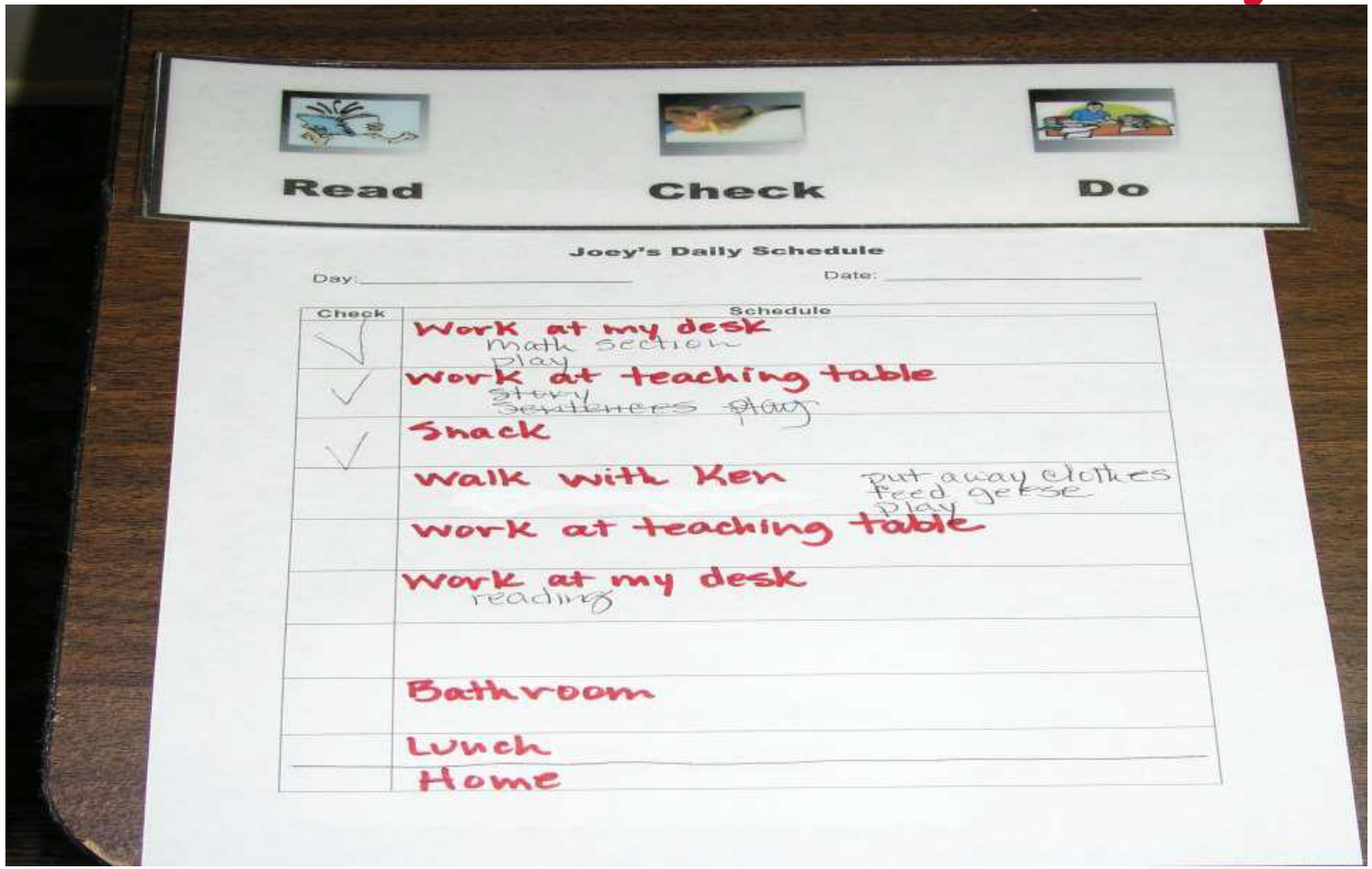


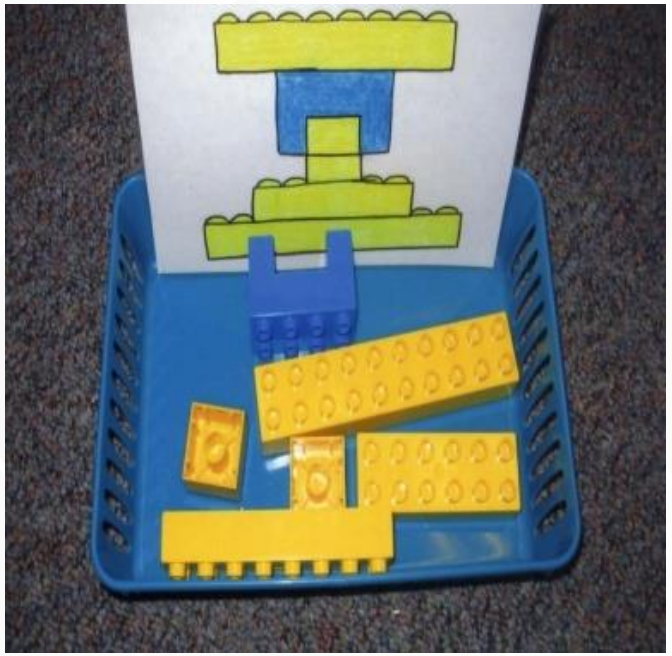
Photo 4- Written work system

Combined Schedule/Work System



4. Visual Structure of Tasks

- Visual Clarity
- Visual Instruction
- Visual Organization



Visual Structure of Tasks

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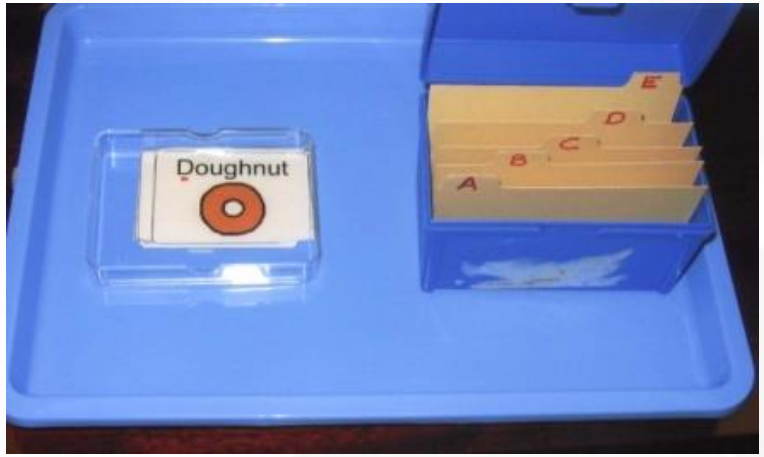
- Teach individuals using visual methods to:
  - capitalize on visual strengths and aptitude.
  - minimize their deficits of auditory processing.
    - Visual Instruction
    - Visual Clarity
    - Visual Organization



Visual Instruction

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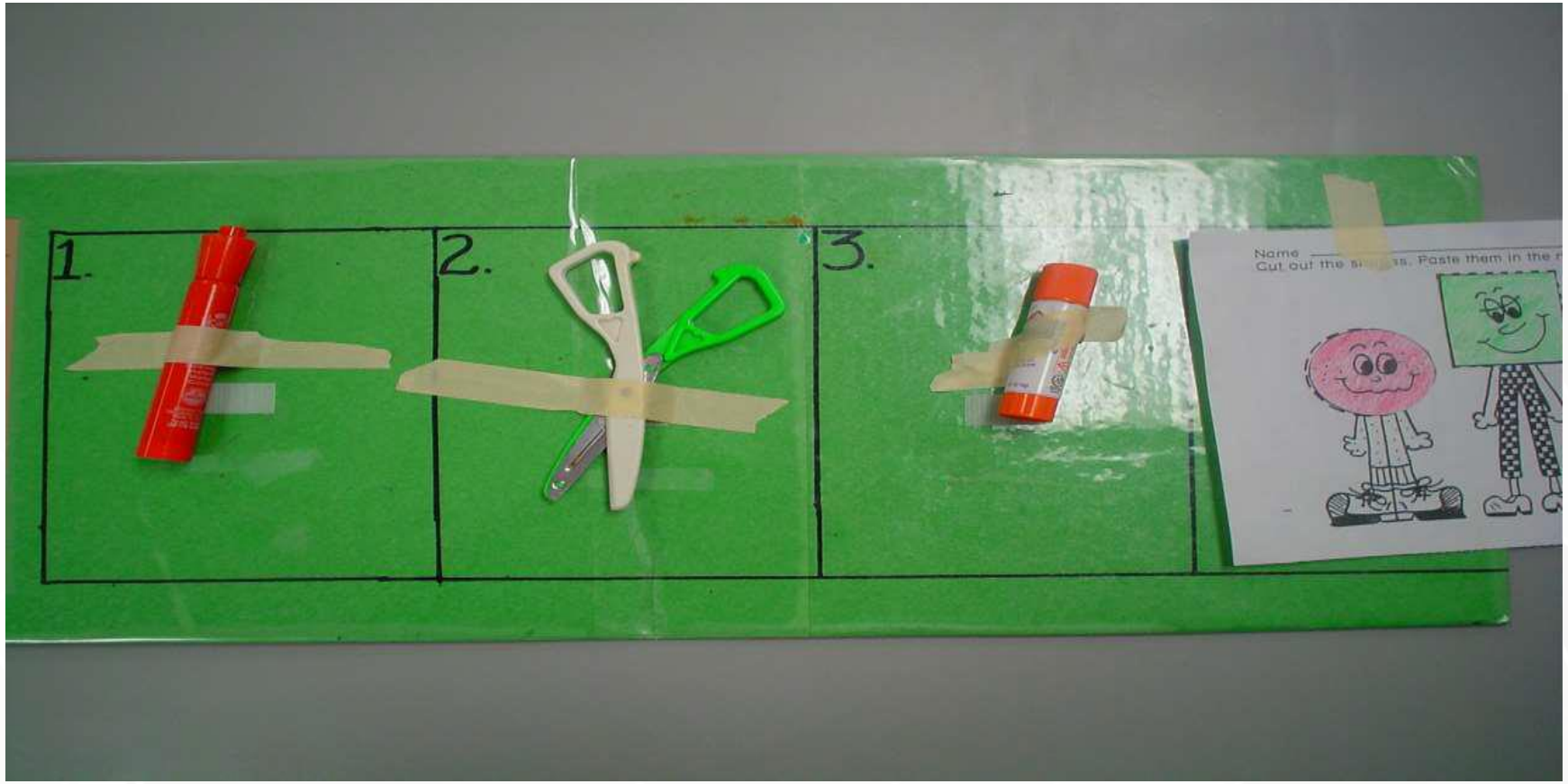
- Tells order & sequence of a task
- Helps the individual combine and organize a series of steps to obtain a desired outcome
- Provides an overall method for teaching the individual a way to approach an activity or task
- Use to teach flexibility and generalization

Visual Instruction Object Level



Visual Instructions at Centers

Visual Instructions for Home Routines

Visual Clarity

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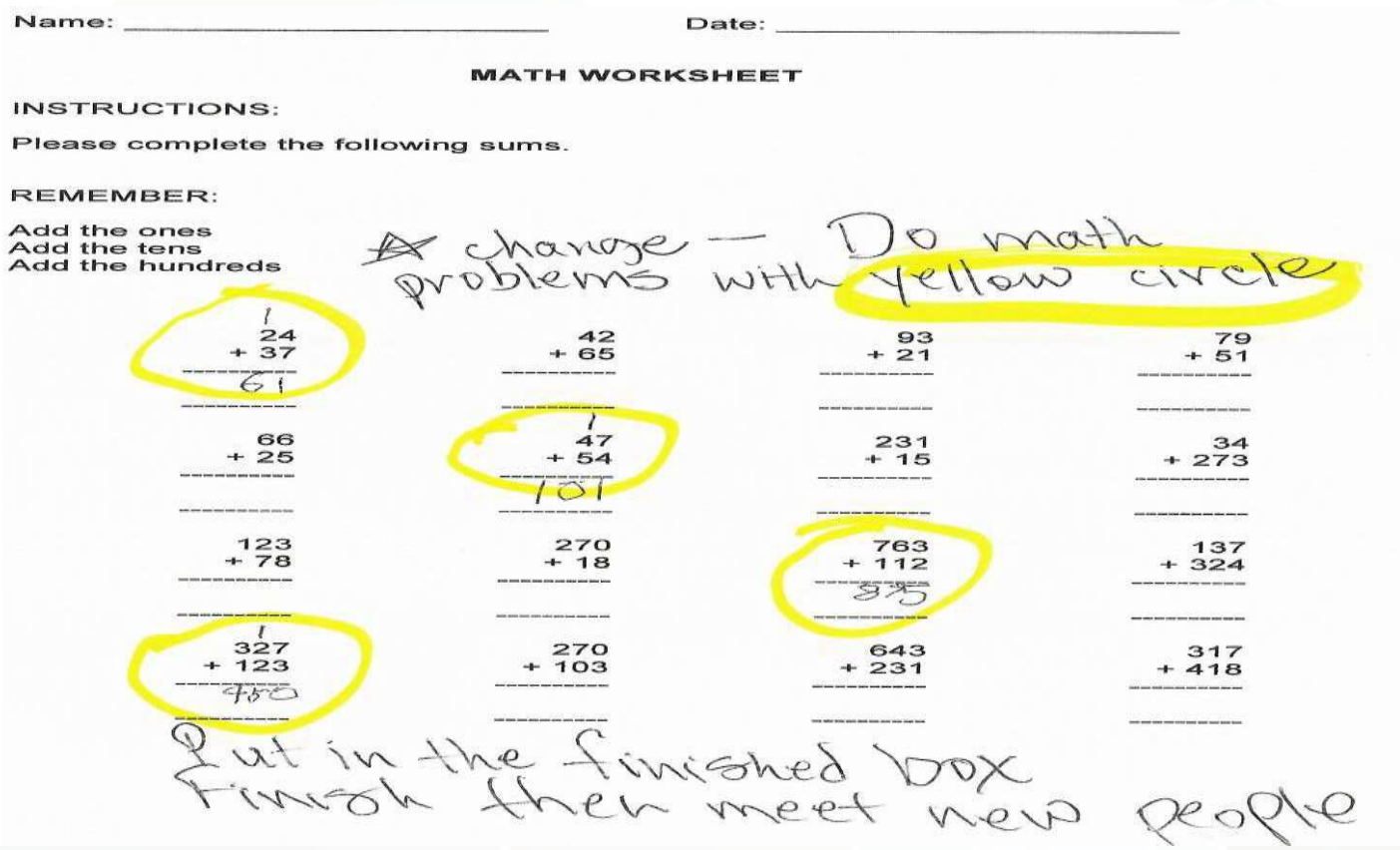
- Highlight the important information
- Visually clarify the relevant concepts
- Emphasize specific parts of instruction

Visual Clarity-Highlighting



Name: _____ Date: _____

MATH WORKSHEET

INSTRUCTIONS:

Please complete the following sums.

REMEMBER:

Add the ones
Add the tens
Add the hundreds

★ change — Do math problems with yellow circle

1 24 + 37 61	42 + 65	93 + 21	79 + 51
66 + 25	1 47 + 54 101	231 + 15	34 + 273
123 + 78	270 + 18	763 + 112 875	137 + 324
1 327 + 123 450	270 + 103	643 + 231	317 + 418

Put in the finished box
Finish then meet new people

Sweeping

Visual Clarity

Visual Organization

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- Organizing materials and space teaches organization and sequencing
- Container Organization
- Limiting the area
  - As relates to regulating sensory information

Snack

Toy Visual Organization

Locker Organization

Supplies

Visual Organization: Organizing and Limiting Materials

Readiness Color - Concepts

Color sort into soap containers

Package colored fish

Package colored chips

Package colored clothespins

File pictures behind corresponding color tabs

Match clothing by color

18

X
A B C D E F G H
J K L M N O P Q
S T U V W X Y

little/small
cold
is the opposite of
hot
night
is the opposite of
quiet
is the opposite of
big/large
opposite of

Strategies

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- Picture Sample
- Color Coding
- Labeling
- Picture Top to Bottom/Left to Right
- Picture Dictionary
- Written Instructions
- Product Sample

What goes INTO a Work System?

Early Learning Activities & Visual Supports | Family Implemented TEACCH for Toddlers (unc.edu)

Based off assessment and skills that are at the mastery level i.e. “independent tasks”

Instructional Activities Ideas

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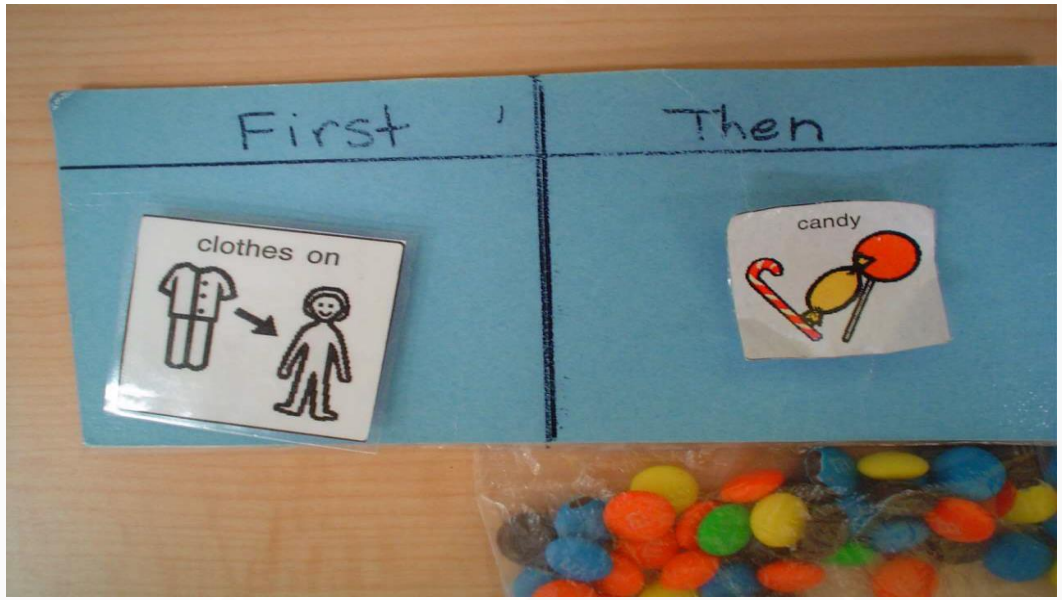
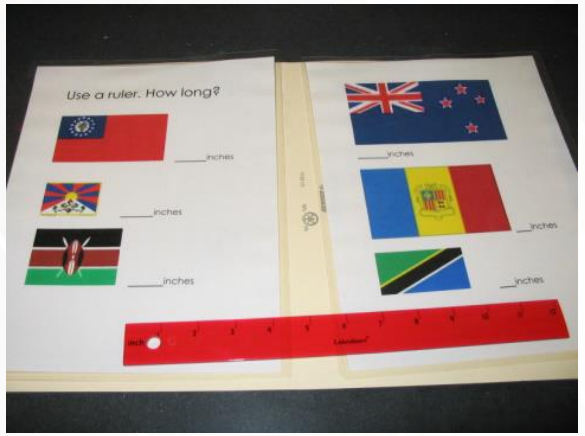
Get Engaged: Designing Instructional Activities to Help Students Stay On-Task: Articles: Indiana Resource Center for Autism: Indiana University Bloomington

First - Then



Incorporate Interests

Use student interests to increase visual attention and motivation.



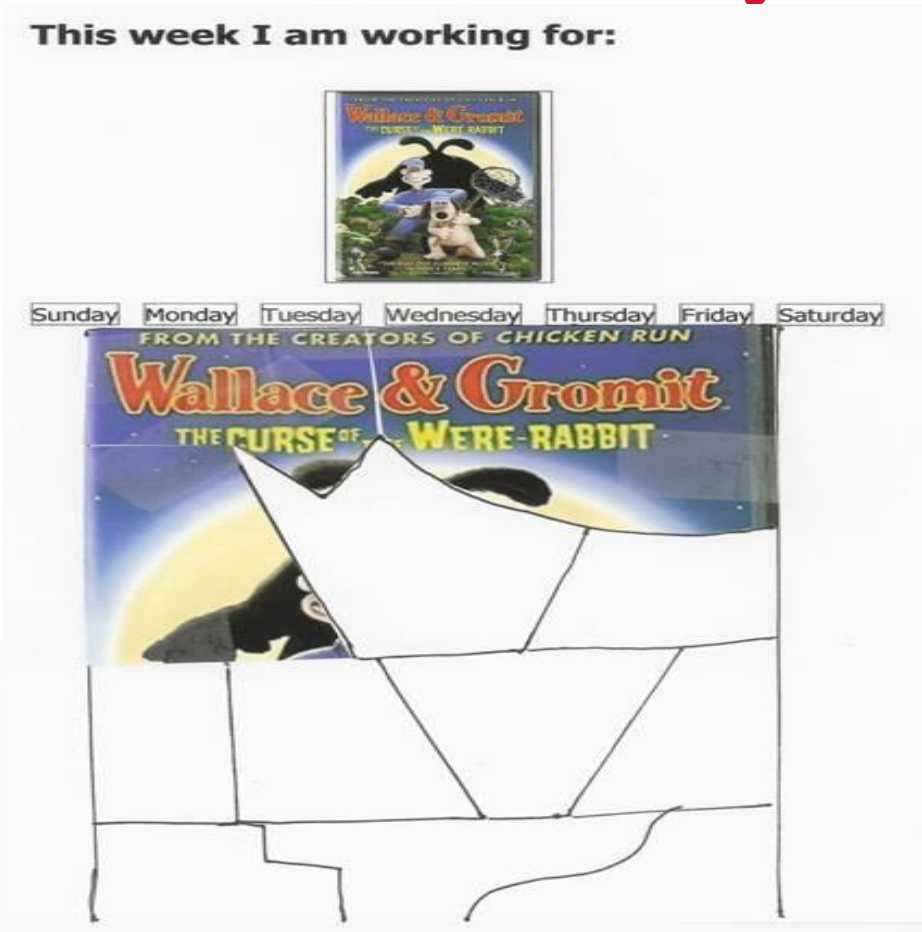
Photos from Article 4: https://www.iidc.indiana.edu/pages/Structured-Teaching-Strategies-A-Series

Visual Calendars

Choice Board

Written Aids

Visual Reward System



Looking Towards the Future:

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- Teach using clear, structured visual tasks
- Teach the process of following the direction and looking for visual cues
- Transfer the visual system to other environments….. Generalize; Blend.
- Teach the individual to look for visual information in different environments

Dangerous Assumptions:

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1. He knows the routine; he doesn't need the structure.
2. But she's verbal; we don't want her to be dependent.
3. He knows what to do; he is choosing to be noncompliant.
4. She's choosing not to pay attention.

NEVER FADE THE STRUCTURE….

Blend IT!!!!!

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Review: Elements of Structure

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- Physical Structure :
  - organizing the environment and physical space
- Daily Schedule:
  - tells where activities will occur and in what sequence
- Work Systems:
  - tells what work, how much work, when finished, and what next

Review: Visual Structure Considerations

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- Helps the individual know how to approach a task and look for relevant information through:
  - Visual Instruction
  - Visual Clarity
  - Visual Organization

Considerations for Work Tasks

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- Relevant to student's needs, goals, skills
- Functional
- Independent
- Change frequently
- Beware of meaningless tasks

Remember

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- Structured teaching methods:
  - Can be applied at all developmental levels and do not restrict the curriculum.
  - Use a concrete, visually-based instructional approach to emphasize individual strengths.
  - Help individuals develop a level of independence needed for success across settings and into adult life.

Just because you build it…….

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Must teach and reinforce what you provide to the learner:

Schedule
Work System
Reinforcement
Visual Supports

References

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- Heflin, J. & Alberto, P. (2001). Establishing a behavioral context for learning for students with autism. Focus on Autism and Other Developmental Disabilities, 16, 93-102.
- Hurth, J., Shaw, E., Izeman, S., Whaley, K., & Rogers, S. (1999). Areas of agreement about effective practices among programs serving young children with autism spectrum disorders. Infants and Young Children, 12, 17-26.
- Garretson, H., Fein, D., & Waterhouse, L. (1990). Sustained attention in children with autism. Journal of Autism and Developmental Disorders, 20, 101-114.
- Green, G. (2001). Behavior analytic instruction for learners with autism: Advances in stimulus control technology. Focus on Autism and Other Developmental Disabilities, 16, 72-85.
- Mesibov, G., Shea, V., & Schopler, E. (2005). The TEACCH approach to autism spectrum disorders. New York: Plenum Press.
- Mesibov, G., & Shea, V., (2009). The TEACCH program in the era of evidence-based practice. Journal of Autism and Developmental Disorders. Online: Springer.
- Quill, K. (1997). Instructional considerations for young children with autism: The rationale for visually cued instruction. Journal of Autism and Developmental Disorders, 27, 697-714.

Quick Links

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- USD Center for Disabilities:
  - http://www.usd.edu/medicine/center-for-disabilities/autism-spectrum-disorder/resources
- Written by Susan Stokes under a contract with CESA 7 and funded by a discretionary grant from the Wisconsin Department of Public Instruction:
  - https://www.cesa7.org/sped/autism/structure/str10.htm
- Indiana Resource Center for Autism/ Indiana Institute on Disability and Community:
  - https://www.iidc.indiana.edu/pages/articles-educational-programming
  - https://www.iidc.indiana.edu/pages/Structured-Teaching-Strategies-A-Series
  - https://www.iidc.indiana.edu/pages/autism-house
- From a high school special education teacher:
  - https://adventuresinspeducation.wordpress.com/2014/10/07/classroom-environment-for-students-with-autism-and-other-low-incidence-disabilities/
- Pinterest:
  - https://www.pinterest.com
-

One More Link

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- For a good review of what we are covering this week, go to www.autisminternetmodules.org
- This site is free and offers pre- and post- tests for several different topics related to autism. Two of the topics are listed below:
- Carnahan, C. (2008). Structured work systems and activity organization: Online training module (Cincinnati: University of Cincinnati, College of Education, Criminal Justice, and Human Services). In Ohio Center for Autism and Low Incidence (OCALI), Autism Internet Modules, www.autisminternetmodules.org. Columbus, OH: OCALI.
- Carnahan, C. (2009). Structured teaching: Online training module (Columbus, OH: OCALI). In Ohio Center for Autism and Low Incidence (OCALI), Autism Internet Modules, www.autisminternetmodules.org. Columbus, OH: OCALI.

Assessment

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- Interests, preferences, dislikes
- Sensory needs
- Reactions to change
- Communication system
- Level of independence in various situations
- Learning strengths and deficits
- Gaps in understanding and use of language

Assessment (continued)

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- Understanding of and use of social skills/rules
- Ability to focus on pertinent details
- Ability to manage anxiety/relax

Informal Assessment of Skills

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- Choose assessment area (see handout)
  - Play and pre-academic (for today)
- Collect information
  - Present materials to the individual
  - Presentation rate is the structure
  - Take data

What to look for:

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- Emerging Skills
- Strengths
- Weaknesses
- Interest Level
- Work Habits
  - organization, distractibility, attention span, independence, motivation, sensory

Assessment Forms

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Informal Assessment of Play			
Area	**Interest**	**Skill**	**Notes**
EXAMPLE ***Math:*** *Matching analog to digital clocks* *2 -digit addition with carrying* *Counting by 20's to 100*	 *H M L* *H M L* *H M L*	 *Pass Emerge Fail* *Pass Emerge Fail* *Pass Emerge Fail*	 *60% accuracy* *Did not carry, doesn't have facts* *Error at 80 to 100*
Arts and Crafts	H M L H M L H M L H M L	Pass Emerge Fail Pass Emerge Fail Pass Emerge Fail Pass Emerge Fail	
Puzzles	H M L H M L H M L H M L	Pass Emerge Fail Pass Emerge Fail Pass Emerge Fail Pass Emerge Fail	

Do I have time for this?

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Time it takes my students to learn without structure

Time to make and set up the structure

Time needed to work through a challenging behaviors

Time needed to lead students through things without structure

Criteria for selecting objectives:

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- Developmentally appropriate?
- Functional?
- Independent?
- Coordination with family priorities?

Be teachable yourself

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- Collaboration is key
- What is important to us, may not be seen as important to family
- Look at the big picture of the person's life, what will they need to succeed

A word about Velcro……

Building wide – decide what side of the Velcro will be on the item carried/transported and what side will be on the schedule or work system.

Work Time!

Materials

Tag board, Construction Paper, Velcro, Laminator, computer, printer, objects, containers,

Ideas

Schedule, work system, assessment basket(s), meeting time to determine when, where, who, how

This is where so much happens

https://youtu.be/aISXCw0Pi94

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Evaluation Form

https://southdakota.sjc1.qualtrics.com/jfe/form/SV_9NsimIz4JGi1FHg

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