

ASD Strategies in Action

Many Faces of Autism Course 1.5 Hours

A free course that will introduce you to characteristics of autism spectrum disorder (ASD) and dispel common misconceptions through the experiences and perspectives of individuals on the autism spectrum. Whether you are a parent, grandparent, neighbor, co-worker, teacher, bus driver, or librarian, you will find valuable insights and information in this 90-minute course.

Many Faces of Autism

An Introduction to Characteristics and Simple Strategies
90 Minutes

Module Description:

This introductory module presents information about unique characteristics of autism spectrum disorder (ASD), including social-communication, restricted interests and patterns of behavior, sensory, cognition and information processing, and emotional regulation. Five simple strategies are introduced that may be used anytime, anywhere with young children, students, and adults with ASD.

Learning Objectives:

- Provide an understanding of the spectrum of skills that characterize autism spectrum disorder, or ASD.
- Dispel common misconceptions about ASD.
- Provide simple strategies that may be helpful for individuals with ASD.

Chapter 1: Social Communication

Chapter 2: Restricted Interests and Patterns of Behavior

Chapter 3: Sensory

Chapter 4: Cognition and Information Processing

Chapter 5: Emotional Regulation

Chapter 6: Simple Strategies

ASD Strategies in Action

Toddler and Preschool Age Course 12 Hours

Early childhood is an important time to help young children with ASD to develop critical language and learning skills. With video examples in homes and preschool classrooms, this course will introduce you to evidence-based strategies that can be used in natural environments during typical routines and activities of toddlers and preschoolers.

Many Faces of Autism

An Introduction to Characteristics and Simple Strategies
90 Minutes

Module Description:

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Learning Objectives:

- Provide an understanding of the spectrum of skills that characterize autism spectrum disorder, or ASD.
- Dispel common misconceptions about ASD.
- Provide simple strategies that may be helpful for individuals with ASD.

Chapter 1: Social Communication

Chapter 2: Restricted Interests and Patterns of Behavior

Chapter 3: Sensory

Chapter 4: Cognition and Information Processing

Chapter 5: Emotional Regulation

Chapter 6: Simple Strategies

Essential Elements

Supporting Young Children on the Autism Spectrum
60 minutes

Module Description:

This module is designed for those involved in the life of a young child on the autism spectrum and presents the elements that are essential in the role of direct service provider.

Learning Objectives:

Learn the fundamentals of the direct service provider role:

- Presume competence
- Develop relationships
- Build independence.
- Demonstrate professionalism.

Chapter 1: Presume Competence

Chapter 2: Develop a Relationship

Chapter 3: Build Independence

Chapter 4: Demonstrate Professionalism

Tell Me, Show Me, Share with Me

Joint Attention Strategies
60 minutes

Module Description:

Attending to the interests and actions of other people in order to share experiences is called joint attention. Joint attention can be difficult for children with ASD. Using strategies that help young children improve their joint attention skills is an important part of fostering early communication and learning. In this module, you will learn more about joint attention skills and how to teach those skills to children with ASD.

Learning Objectives:

- Define joint attention and why it is important.
- Identify and observe common types of joint attention gestures.
- Set joint attention goals and recognize teaching strategies.
- Build on current skills and evaluate progress.

Chapter 1: Definition

Chapter 2: Identify and Observe Common Types of Joint Attention Gestures

Chapter 3: Setting Goals and Recognizing Strategies

Chapter 4: Building on Current Skills and Evaluating Progress

Involved and Engaged

Shared Control Strategies

60 minutes

Module Description:

As parents and providers, we want the young children in our lives to participate in their daily routines and learning opportunities. We also want them to learn to make decisions and gain independence. Using strategies that promote shared control will ensure that young children have the opportunity to participate through making choices, taking turns and expanding their language and engagement. This module will help you understand and use strategies that promote shared control.

Learning Objectives:

- Define shared control and understand why strategies that promote shared control are important.
- Describe strategies that promote shared control.
- Understand how to use strategies that promote shared control.

Chapter 1: Definition

Chapter 2: Strategies That Promote Shared Control

Chapter 3: More Strategies That Promote Share Control

Chapter 4: How To Use Shared Control

Guiding Young Children Toward Independence

Prompting

75 minutes

Module Description:

Sometimes the young children in our lives need some hints, or assistance, to help them successfully participate and learn. Those hints are called prompts. How do we provide those prompts? How do we know what kind of prompts to provide? How do we know when not to provide prompts so a child can be independent? After completing this module, you will understand how to use different types of prompts and how to know if the prompts you are using are effective and appropriate.

Learning Objectives:

- Define prompting and identify common types of prompts.
- Consider how to select and use prompts.
- Measure the effectiveness of prompting.

Chapter 1: Definition and Types of Prompts (Part 1)

Chapter 2: Definition and Types of Prompts (Part 2)

Chapter 3: Selecting and Using Prompts

Chapter 4: Considerations and Measuring Effectiveness

Chapter 5: Putting it All Together

Let's Do It Again!

Reinforcement

75 minutes

Module Description:

We all participate in activities and learn new things because there is something that we enjoy about them. We are motivated by what will follow the things we do, whether it's cooking dinner, going to work, or getting a tissue after we sneeze. Over time, doing these "behaviors" has been reinforced by something—maybe it's eating the food after cooking, or maybe it's the praise from others who eat the food we make; It could be the paycheck we get after working or interactions with our co-workers when we're there; maybe using a tissue is reinforced by having a clean nose after wiping or maybe it's the feeling of the tissue on your nose. In this module, you will learn about different types of reinforcers and how to use reinforcement techniques to motivate children with ASD to participate in routines and activities.

Learning Objectives:

- Define reinforcement and understand how reinforcement increases participation and learning for young children.
- Identify common types of reinforcers.
- Create a menu of reinforcer options for a young child.

Chapter 1: Definition

Chapter 2: Natural, Special Interest, Tangible, and Edible Reinforcers

Chapter 3: Activity and Social Reinforcers

Chapter 4: Finding What Works

Keeping Motivation High and Increasing Learning

Reinforcement

60 minutes

Module Description:

Do you know when and how you use reinforcement with young children? Structured reinforcement systems provide an organized way to keep young children engaged in learning. In this module you will learn about the importance of intentionally using reinforcement within children's daily routines measuring the effectiveness of the reinforcers you are using.

Learning Objectives:

- Know when and how to use reinforcement.
- Implement a structured reinforcement system.
- Use token reinforcement.
- And measure the impact of reinforcement.

Chapter 1: When and How

Chapter 2: How it Works

Chapter 3: Token Economies

Chapter 4: Understanding the Impact of Reinforcement

What's Next? Preparing for Upcoming Activities

Priming
60 minutes

Module Description:

Before going to a meeting, we look through the agenda. Before heading to new hotel, we get online to look at the pool and see if they have continental breakfast. We like to know what's coming next and what to expect. Children with ASD are no different. Preparing for what's coming next is called priming. In this module, you will learn more about what priming is and how it can be used with young children on the autism spectrum.

Learning Objectives:

- Define priming.
- Understand why priming is important for young children with ASD.
- Understand that priming is specific to the child and to the situation.
- Observe and learn from priming in action.

Chapter 1: Definition

Chapter 2: Why it's Important

Chapter 3: How it Works

Chapter 4: Putting It All Together

Recognizing and Managing Emotions

Emotional Regulation
90 minutes

Module Description:

Emotional regulation is the ability to recognize how you feel, match your emotion to the event, and know how to calm yourself. Emotional regulation is difficult for many young children, but it can be especially difficult for children with ASD. This module, will help you understand more about emotional regulation and learn emotional regulation strategies to use with children on the autism spectrum.

Learning Objectives:

- Define emotional regulation and understand why it might be difficult for children with ASD.
- Understand the Rage Cycle and its signs.
- Describe strategies to help young children with ASD regulate emotions.

Chapter 1: Definition

Chapter 2: The Rage Cycle and its Signs

Chapter 3: Tools for Understanding Emotions

Chapter 4: Finding What Works

Who, What, When, Where, Why?

Collecting Data and Measuring Outcomes

90 minutes

Module Description:

Data are a critical part of understanding what a child is learning. While it may seem like “just one more thing to do”, data can be extremely helpful. Maybe you just aren’t sure where to start. Whether or not you like data, this module will increase your understanding of how to collect and use data to be sure that you are using strategies that keep young children making progress.

Learning Objectives:

- Define data collection and understand why it is important.
- Understand definitions of target behaviors.
- Understand how to measure behaviors.
- Know how to record and understand data.

Chapter 1: Definition

Chapter 2: Target Behaviors

Chapter 3: How to Measure Behaviors

Chapter 4: Recording and Understanding Data

ASD Strategies in Action

School Age Course 12 Hours

During the elementary and middle school years, school-aged individuals with ASD are developing skills in many areas that will impact their futures. This course presents evidence-based strategies in action in home, school and community environments.

Many Faces of Autism

An Introduction to Characteristics and Simple Strategies
90 Minutes

Module Description:

This introductory module presents information about unique characteristics of autism spectrum disorder (ASD), including social-communication, restricted interests and patterns of behavior, sensory, cognition and information processing, and emotional regulation. Five simple strategies are introduced that may be used anytime, anywhere with young children, students, and adults with ASD.

Learning Objectives:

- Provide an understanding of the spectrum of skills that characterize autism spectrum disorder, or ASD.
- Dispel common misconceptions about ASD.
- Provide simple strategies that may be helpful for individuals with ASD.

Chapter 1: Social Communication

Chapter 2: Restricted Interests and Patterns of Behavior

Chapter 3: Sensory

Chapter 4: Cognition and Information Processing

Chapter 5: Emotional Regulation

Chapter 6: Simple Strategies

Essential Elements

Supporting Individuals on the Autism Spectrum
60 minutes

Module Description:

This module is designed for those involved in the life of students on the autism spectrum and presents the elements that are essential in the role of direct service provider.

Learning Objectives:

Learn the fundamentals of the direct service provider role:

- Presume competence
- Develop relationships
- Build independence.
- Demonstrate professionalism.

Chapter 1: Presume Competence

Chapter 2: Develop a Relationship

Chapter 3: Build Independence

Chapter 4: Demonstrate Professionalism

A Strategy to Help Skills and Behaviors Occur Again

Reinforcement
60 minutes

Module Description:

We all participate in activities and learn new things because there is something that we get out of them. We are motivated by what will follow the things we do, whether it's cooking dinner, going to work, or getting a tissue after we sneeze. Over time, doing these "behaviors" has been reinforced by something—maybe it's eating the food after cooking, or maybe it's the praise from others who eat the food we make; It could be the paycheck we get after working, or interactions with our co-workers when we're there; maybe using a tissue is reinforced by having a clean nose after wiping or maybe it's the feeling of the tissue on your nose. In this module, you will learn about different types of reinforcers, how to use structured reinforcement systems to motivate students with ASD, and how to measure the impact of the reinforcers you are using.

Learning Objectives:

- Define reinforcement and understand why it is an important strategy for students with ASD.
- Identify the various types of reinforcers.
- Create a menu of reinforcer options.
- Implement a structured reinforcement system.
- Measure the impact of reinforcement.

Chapter 1: Definition

Chapter 2: Edible, Tangible, and Activity Reinforcers

Chapter 3: Special Interest, Social, and Natural Reinforcers

Chapter 4: Creating a Menu of Options

Cashing it in and Putting it All Together

Reinforcement

60 minutes

Module Description:

Do you know when and how you use reinforcement with students on the autism spectrum? Structuring reinforcement is important to ensuring that it is being delivered consistently and appropriately. This module focuses on applying the information you learned about reinforcers in the first module to understand how to take a structured approach as you use reinforcement.

Learning Objectives:

- Understand Token Economies.
- Implement a structured reinforcement system.
- And measure the impact of reinforcement.

Chapter 1: Token Economies

Chapter 2: How it Works

Chapter 3: Measuring Impact

Guiding Toward Independence

Prompting

75 minutes

Module Description:

Sometimes individuals in our lives need hints or assistance to help them fully and successfully participate. Those hints are called prompts. How do we provide prompts? How do we know what kind of prompts to provide? How do we know when not to provide prompts so an individual can be more independent? After completing this module, you will understand how to use different types of prompts and know if the prompts you are using are effective and appropriate.

Learning Objectives:

- Define prompting and identify common types of prompts.
- Consider how to select and use prompts.
- Measure the effectiveness of prompting.

Chapter 1: Definition and Types of Prompts (Part 1)

Chapter 2: Definition and Types of Prompts (Part 2)

Chapter 3: Selecting and Using Prompts

Chapter 4: Considerations and Measuring Effectiveness

Chapter 5: Putting it All Together

What's Next? Preparing for Upcoming Activities

Priming
60 minutes

Module Description:

Before going to a meeting, we look through the agenda. Before heading to new hotel, we get online to look at the pool and see if they have continental breakfast. We like to know what's coming next and what to expect. Students with ASD are no different. Preparing an individual for what's coming next is called priming. In this module, you will learn more about what priming is and how it can be used with individuals on the autism spectrum.

Learning Objectives:

- Define priming.
- Understand why priming is important for individuals with ASD.
- Understand that priming is specific to the individual and to the situation.
- Observe and learn from priming in action.

Chapter 1: Definition

Chapter 2: Why it's Important

Chapter 3: Finding What Works

Chapter 4: Putting It All Together

Write it Out, Draw it Out

Social Narratives
60 minutes

Module Description:

Social interactions are often difficult for individuals with ASD. Visual stories that describe social situations and socially appropriate responses, behaviors or expectations are called social narratives. In this module, you will learn more about how to create and use social narratives to support a student with ASD.

Learning Objectives:

- Define social narratives and understand why they are important for students with ASD.
- Understand common types of social narratives.
- Identify key elements of various social narratives.

Chapter 1: Definition

Chapter 2: Descriptive Stories and Special Interests

Chapter 3: Conversation Starters, Games, and Scripts

Chapter 4: Cartoons and T-Charts

Recognizing and Managing Emotions

Emotional Regulation

90 minutes

Module Description:

Emotional regulation is the ability to recognize how you feel, match your emotion to the event, and know how to calm yourself. Emotional regulation can be especially difficult for individuals on the autism spectrum. This module, will help you understand more about emotional regulation and learn emotional regulation strategies to use with students on the autism spectrum.

Learning Objectives:

- Define emotional regulation and understand why it might be difficult for individuals with ASD.
- Understand the Rage Cycle and its signs.
- Describe strategies to help individuals with ASD regulate emotions.

Chapter 1: Definition

Chapter 2: The Rage Cycle and its Signs

Chapter 3: Tools for Understanding Emotions

Chapter 4: Finding What Works

Chapter 5: Special Considerations

Overcoming Obstacles to Learning

Modifying Tasks

75 minutes

Module Description:

Many experiences, new and routine, involve multiple steps or demands. For example, the seemingly simple act of getting a glass of water requires opening the cupboard, taking out the glass, closing the cupboard, turning on the faucet, recognizing when the glass is full, and turning off the faucet before the glass overflows. Consider how many steps are involved in things like completing a task at work, going bowling with friends, or getting ready for bed. As a parent or provider, you want the individual with ASD to participate in as many routines and learning opportunities as possible, but you know that specific parts of the activity may be difficult. In this module, we will explore ways to identify and overcome social, emotional, motor, executive functioning, and sensory obstacles so that students with ASD can successfully participate in routines and activities throughout the day.

Learning Objectives:

- Recognize how a single task presents multiple demands.
- Understand the importance of creating balance between the demands of a task and an student's skills.
- Identify common obstacles for individuals with ASD that upset the balance between demands and skills
- Describe a range of strategies for overcoming these obstacles.

Chapter 1: Definition

Chapter 2: Types of Obstacles

Chapter 3: How it Works: Overcoming Social-Communication and Executive Functioning Obstacles

Chapter 4: How it Works: Overcoming Sensory, Motor, and Emotional Regulation Obstacles

Chapter 5: Putting it All Together

Who, What, When, Where, Why?

Collecting Data and Measuring Outcomes

90 minutes

Module Description:

Data help us understand how an individual is learning and performing. While it may seem like “just one more thing to do”, data can be extremely helpful. Maybe you just aren’t sure where to start. Whether or not you like data, this module will increase your understanding of how to collect and use data to be sure that you are using strategies that keep students with ASD making progress.

Learning Objectives:

- Define data collection and understand why it is important.
- Understand definitions of target behaviors.
- Understand how to measure behaviors.
- Know how to record and understand data.

Chapter 1: Definition

Chapter 2: Target Behaviors

Chapter 3: How to Measure Behaviors

Chapter 4: Recording and Understanding Data

ASD Strategies in Action

Transition Age Course 12 Hours

Adolescents and young adults with ASD need many critical skills as they prepare for transitioning from high school into their own, unique adult lives. This course will show you how to use evidence-based strategies to support individuals who are transition-aged and young adults through video examples at home, school, work, and in the community.

Many Faces of Autism

An Introduction to Characteristics and Simple Strategies
90 Minutes

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Learning Objectives:

- Provide an understanding of the spectrum of skills that characterize autism spectrum disorder, or ASD.
- Dispel common misconceptions about ASD.
- Provide simple strategies that may be helpful for individuals with ASD.

Chapter 1: Social Communication

Chapter 2: Restricted Interests and Patterns of Behavior

Chapter 3: Sensory

Chapter 4: Cognition and Information Processing

Chapter 5: Emotional Regulation

Chapter 6: Simple Strategies

Essential Elements

Supporting Young Adults on the Autism Spectrum
60 minutes

Module Description:

This module is designed for those involved in the life of a young adult on the autism spectrum and presents the elements that are essential in the role of direct service provider.

Learning Objectives:

Learn the fundamentals of the direct service provider role:

- Presume competence
- Develop relationships
- Build independence.
- Demonstrate professionalism.

Chapter 1: Presume Competence

Chapter 2: Develop a Relationship

Chapter 3: Build Independence

Chapter 4: Demonstrate Professionalism

A Strategy to Help Skills and Behaviors Occur Again

Reinforcement
105 minutes

Module Description:

We all participate in activities and learn new things because there is something that we get out of them. We are motivated by what will follow the things we do, whether it's cooking dinner, going to work, or getting a tissue after we sneeze. Over time, doing these "behaviors" has been reinforced by something—maybe it's eating the food after cooking, or maybe it's the praise from others who eat the food we make; it could be the paycheck we get after working, or interactions with our co-workers when we're there; maybe using a tissue is reinforced by having a clean nose after wiping or maybe it's the feeling of the tissue on your nose. In this module, you will learn about different types of reinforcers, how to use structured reinforcement systems to motivate individuals with ASD, and how to measure the impact of the reinforcers you are using.

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- Define reinforcement and understand why it is an important strategy for students with ASD.
- Identify the various types of reinforcers.
- Create a menu of reinforcer options.
- Implement a structured reinforcement system.
- Measure the impact of reinforcement.

Chapter 1: Definition

Chapter 2: Edible, Tangible, and Activity Reinforcers

Chapter 3: Special Interest, Social, and Natural Reinforcers

Chapter 4: Creating a Menu of Options

Chapter 5: How it Works

Chapter 6: Measuring Impact

Guiding Young Adults Toward Independence

Prompting
75 minutes

Module Description:

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Chapter 1: Definition and Types of Prompts (Part 1)

Chapter 2: Definition and Types of Prompts (Part 2)

Chapter 3: Selecting and Using Prompts

Chapter 4: Measuring Effectiveness

Chapter 5: Putting it All Together

What's Next? Preparing for Upcoming Activities

Priming
45 minutes

Module Description:

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Learning Objectives:

- Define priming.
- Understand why priming is important for individuals with ASD.
- Understand that priming is specific to the individual and to the situation.
- Observe and learn from priming in action.

Chapter 1: Definition

Chapter 2: Why it's Important

Chapter 3: Finding What Works

Chapter 4: Putting It All Together

Write it Out, Draw it Out

Social Narratives

75 minutes

Module Description:

Social interactions are often difficult for individuals with ASD. Visual stories that describe social situations and socially appropriate responses, behaviors or expectations are called social narratives. In this module, you will learn more about how to create and use social narratives to support an individual with ASD.

Learning Objectives:

- Define social narratives and understand why they are important for individuals with ASD.
- Understand common types of social narratives.
- Identify key elements of various social narratives.

Chapter 1: Definition

Chapter 2: Descriptive Stories and Special Interests

Chapter 3: Scripts and Conversation Starters

Chapter 4: Cartoons and T-Charts

Recognizing and Managing Emotions

Emotional Regulation

75 minutes

Module Description:

Emotional regulation is the ability to recognize how you feel, match your emotion to the event, and know how to calm yourself. Emotional regulation can be especially difficult for individuals on the autism spectrum. This module, will help you understand more about emotional regulation and learn emotional regulation strategies to use with young adults on the autism spectrum.

Learning Objectives:

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- Understand the Rage Cycle and its signs.
- Describe strategies to help individuals with ASD regulate emotions.

Chapter 1: Definition

Chapter 2: The Rage Cycle and its Signs

Chapter 3: Tools for Understanding Emotions

Chapter 4: Finding What Works

Overcoming Obstacles to Learning

Modifying Tasks

90 minutes

Module Description:

Many experiences, new and routine, involve multiple steps or demands. For example, the seemingly simple act of getting a glass of water requires opening the cupboard, taking out the glass, closing the cupboard, turning on the faucet, recognizing when the glass is full, and turning off the faucet before the glass overflows. Consider how many steps are involved in things like completing a task at work, going bowling with friends, or getting ready for bed. As a parent or provider, you want the individual with ASD to participate in as many routines and learning opportunities as possible, but you know that specific parts of the activity may be difficult. In this module, we will explore ways to identify and overcome social, emotional, motor, executive functioning, and sensory obstacles so that individuals with ASD can successfully participate in routines and activities throughout the day.

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Chapter 2: Types of Obstacles

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Chapter 4: How it Works: Overcoming Sensory, Motor, and Emotional Regulation Obstacles

Chapter 5: Putting it All Together

Who, What, When Where, Why?

Collecting Data and Measuring Outcomes

90 minutes

Module Description:

Data help us understand how an individual is learning and performing. While it may seem like "just one more thing to do", data can be extremely helpful. Maybe you just aren't sure where to start. Whether or not you like data, this module will increase your understanding of how to collect and use data to be sure that you are using strategies that keep individuals with ASD making progress.

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- Understand definitions of target behaviors.
- Understand how to measure behaviors.
- Know how to record and understand data.

Chapter 1: Definition

Chapter 2: Target Behaviors

Chapter 3: How to Measure Behaviors

Chapter 4: Recording and Understanding Data