

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