



Autism Spectrum Disorder Professional Learning Series Part 2

Created and Presented by: MSCS Health Services Program Advisors
Shanel Carson, LaTasha Jones, Michaela Myers, Veronica Roberts, Timika Sholar, and Nicole Hilliard

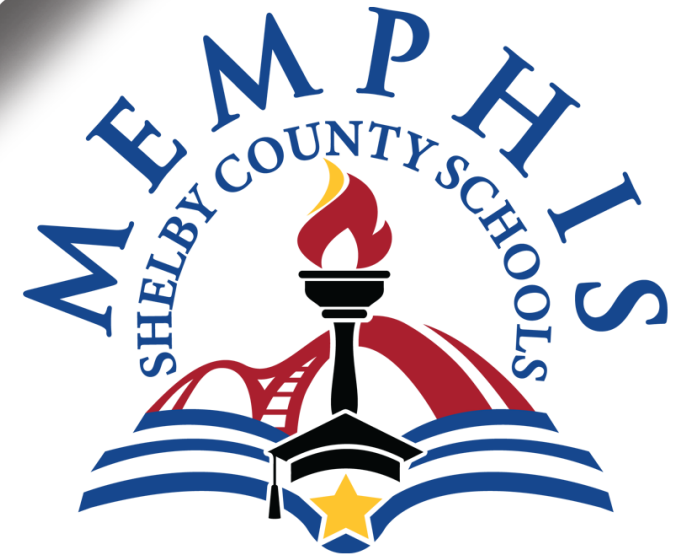




LEARNING OBJECTIVES



- ❖ Know the meaning of Autism
- ❖ Know strategies to use to support students with Autism
- ❖ Understand how to support children with Autism

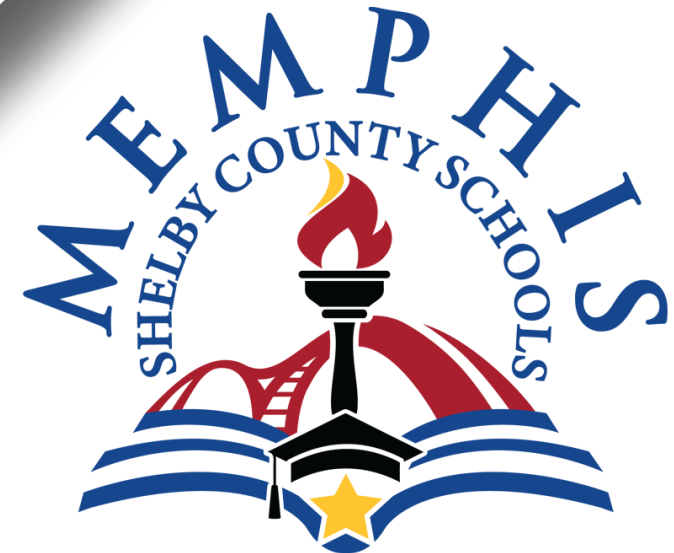


What is Autism?



- ❖ Autism is a bio-neurological developmental disability that generally appears before the age of 3
- ❖ Autism impacts the normal development of the brain in the areas of social interaction, communication skills, and cognitive function.
- ❖ Individuals with autism typically have difficulties in verbal and non-verbal communication, social interactions, and leisure or play activities
- ❖ Individuals with autism often suffer from numerous co-morbid medical conditions which may include: allergies, asthma, epilepsy, digestive disorders, persistent viral infections, feeding disorders, sensory integration dysfunction, sleeping disorders, and more
- ❖ Autism greatly varies from person to person (no two people with autism are alike)
- ❖ Children with autism do progress – early intervention is key
- ❖ Autism is treatable, not a hopeless condition

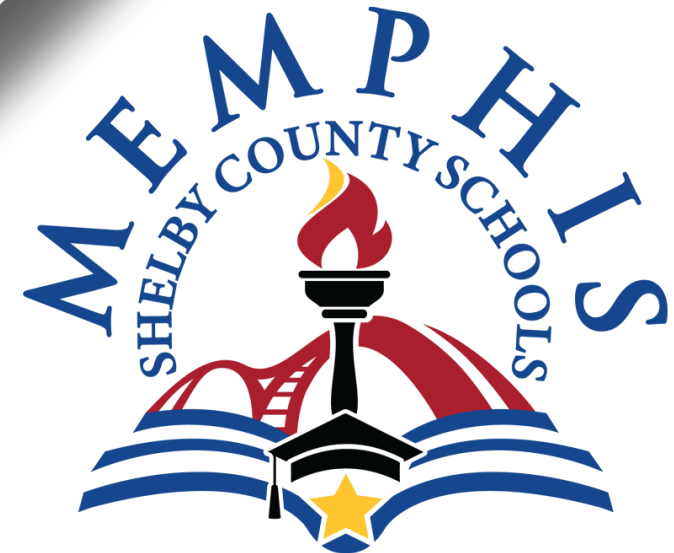
<https://nationalautismassociation.org/>



Helping Children with Autism Spectrum Disorder



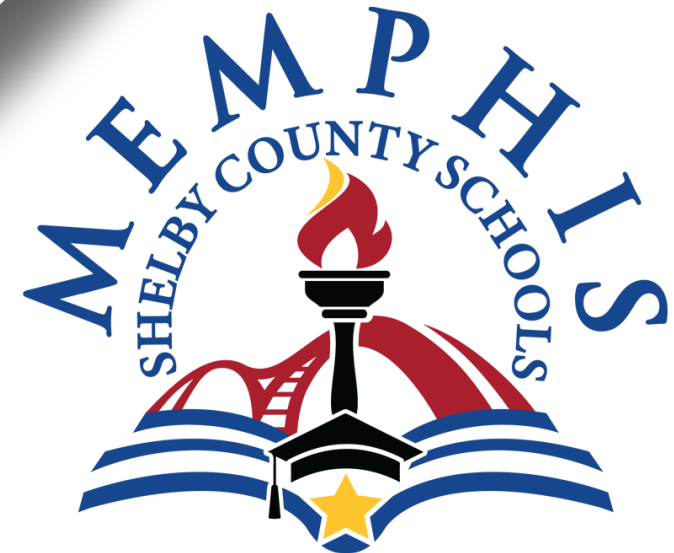
- ❖ Consistency is Important
- ❖ Maintain Structure and Routines
- ❖ Reward Good Behavior
- ❖ Create a Comfortable Space
- ❖ Find Nonverbal Ways to Communicate
- ❖ Look for Nonverbal Cues
- ❖ Determine the Motivation Behind the Tantrum
- ❖ Make Time for FUN
- ❖ Pay Attention to Sensory Sensitivities
- ❖ Decrease Stress



Consistency is Important



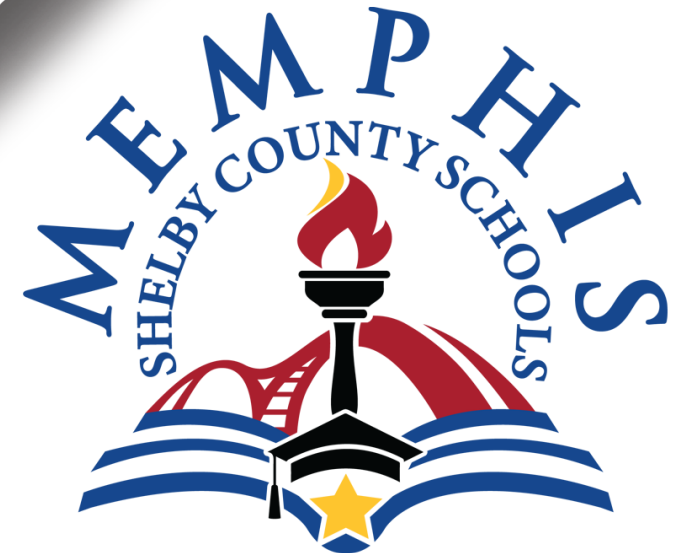
- ❖ Children with ASD have difficulty generalizing what they have learned from one situation to the next.
- ❖ Consistency is the best way to reinforce learning.
- ❖ Stick to the class schedule and routines.

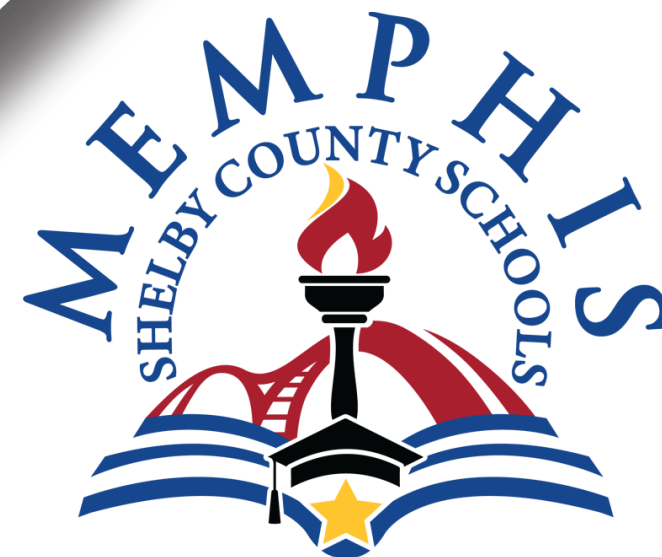
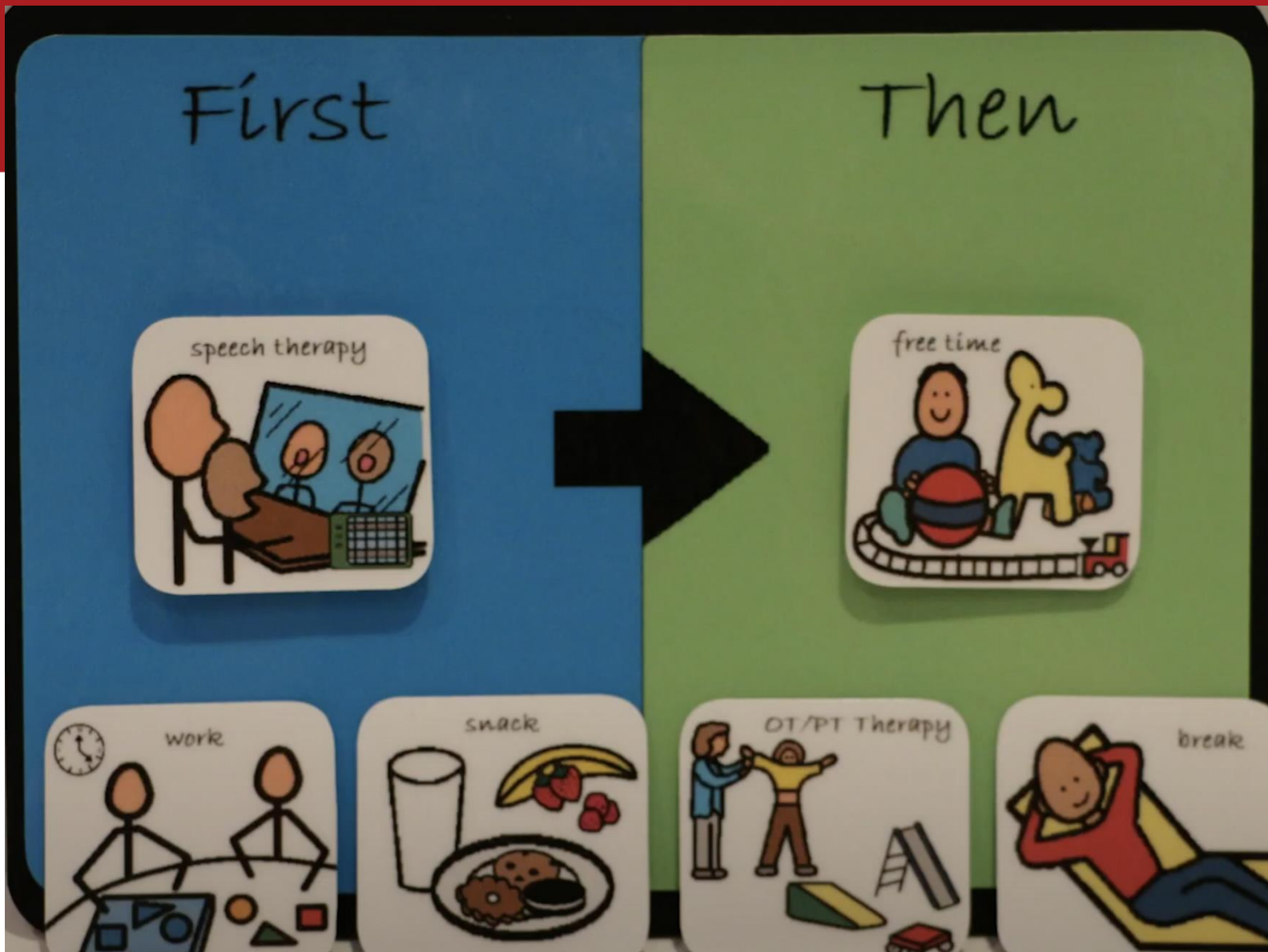


Maintain Structure and Routines



- ❖ Children with ASD typically do best with highly structured schedules and routines.
- ❖ Set up a schedule with regular times.
- ❖ Try to keep disruptions to the schedule to a minimum.
- ❖ If there are unavoidable changes to the schedule, prepare the student in advance.
 - Use First, Then statements and picture charts

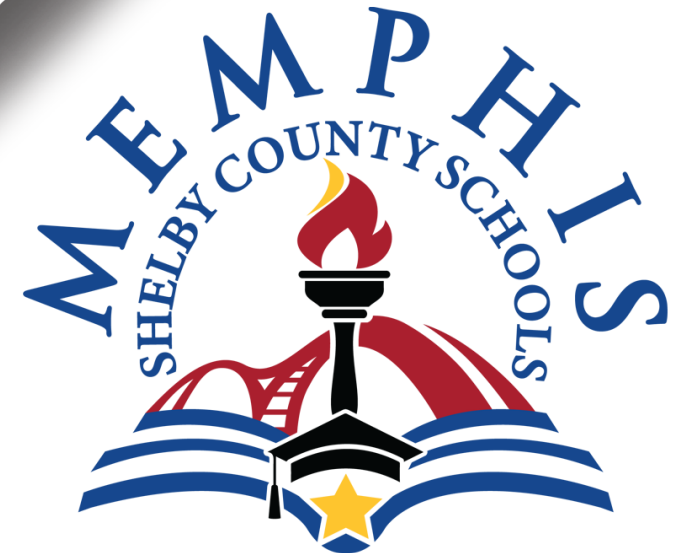




Reward Good Behavior



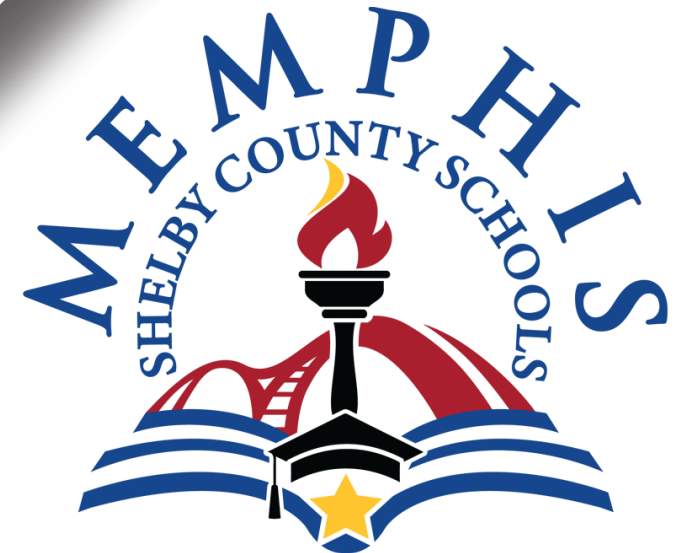
- ❖ Positive reinforcement of desired behaviors can help improve learning.
- ❖ Rewards can include praise for appropriate behaviors or learning a new skill.
- ❖ It is important to be specific about the behavior that is desired.
- ❖ Make the reward relevant for the student.
- ❖ Rewards can include things such as stickers, playtime, or engaging in a favorite activity.



Create A Comfortable Space



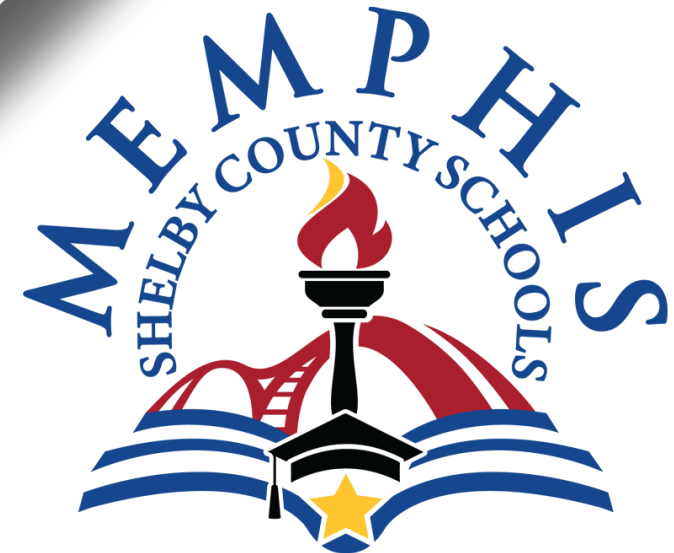
- ❖ Create a space where the student can feel relaxed and secure.
- ❖ Visual cues such as taping off an area or labeling items can help with setting boundaries.
- ❖ Set up a sensory basket/bin with items that soothes the student.
- ❖ Be mindful that many students with ASD do not like to be touched and may need a separate space.



Find Nonverbal Ways to Communicate



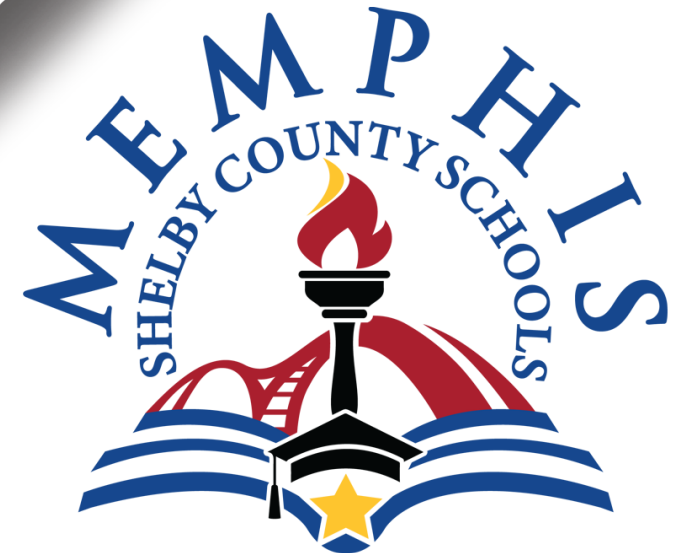
- ❖ Children with ASD often have difficulty with communication and sometimes do not want to be touched.
- ❖ Look for ways to communicate through tone of voice or body language that communicates affection and facilitates bonding.
- ❖ Use picture cards to communicate with students.



Look for Nonverbal Cues



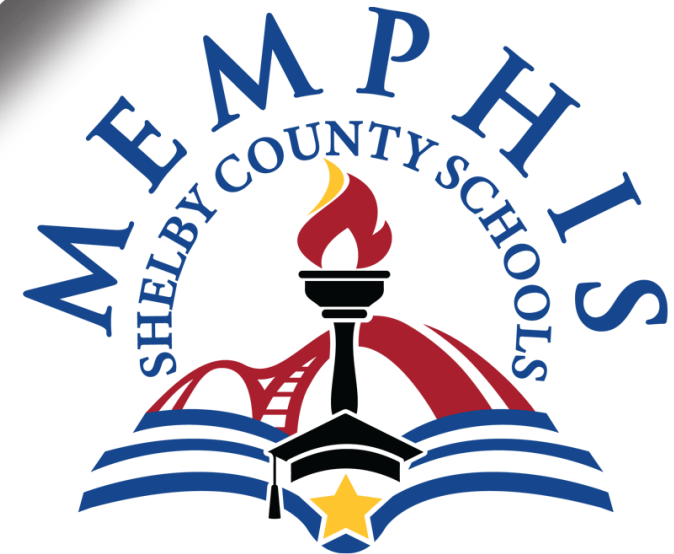
- ❖ Pay attention to the kinds of sounds they make, their facial expressions, and gestures they use when they're tired, hungry, or want something.
- ❖ The following behaviors may be signs the student has energy that is building up.
 - Jumping up and down intensely
 - Tensing part of their bodies
 - Bang any part of their body more vigorously with either their own hand or object
 - Run around with increased energy
 - Yell sounds louder and longer than usual
 - Becoming more intense and faster in reciting things
 - Get into a contrary pattern



Determine the Motivation Behind the Tantrum



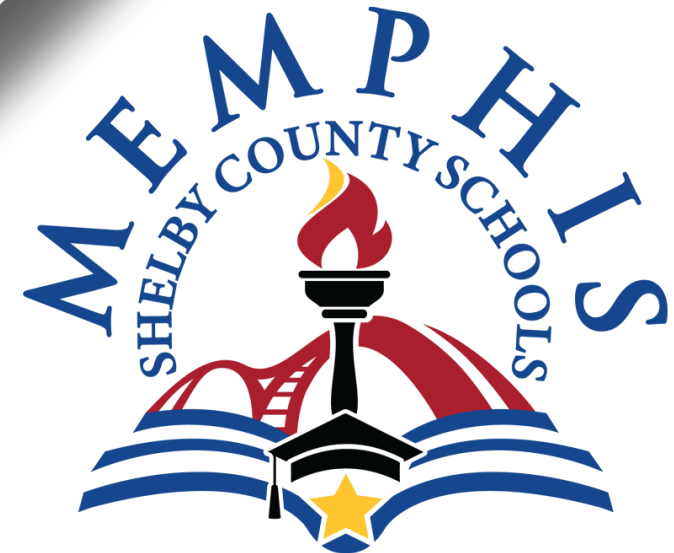
- ❖ It is normal to feel upset when we are misunderstood or ignored.
- ❖ When children with ASD display tantrums, it is often because they have no other way to communicate, or their nonverbal cues are ignored.



Pay Attention to Sensory Sensitivities



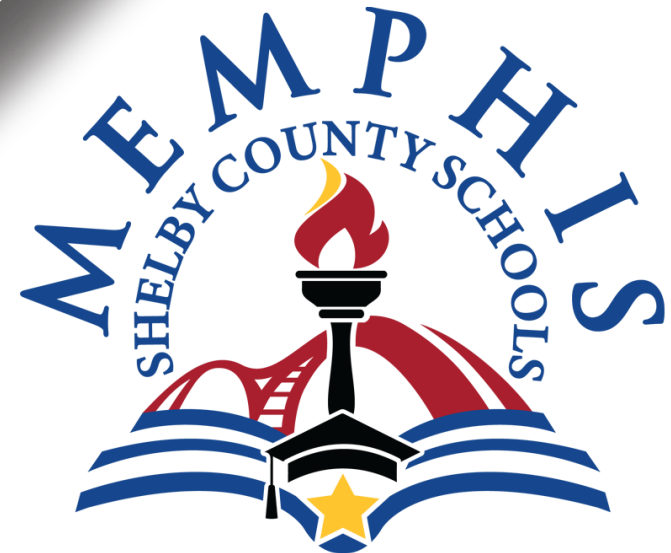
- ❖ Many children with ASD have sensitivities to
 - Light
 - Touch
 - Sound
 - Taste
 - Smell
 - Balance
 - Awareness of body position and movement
 - Awareness of internal body cues and sensations
- ❖ Determine which sensations trigger difficult reactions.



Hyposensitivity vs Hypersensitivity



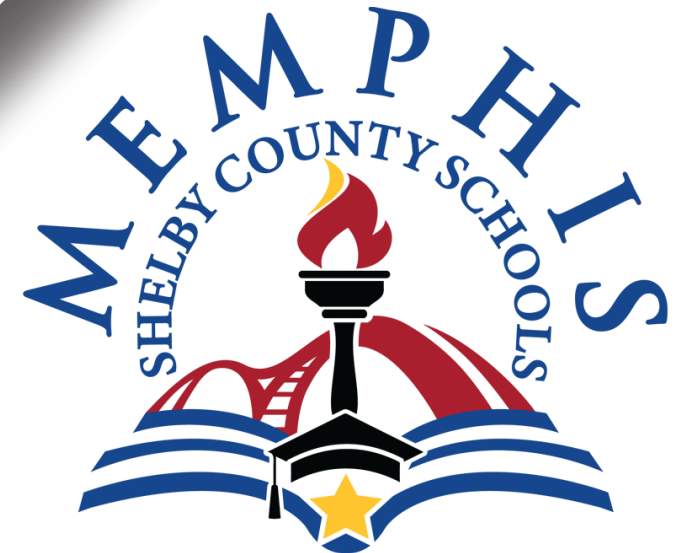
- Autistic people can experience both **hypersensitivity** (over-responsiveness) and **hyposensitivity** (under-responsiveness) to a wide range of stimuli. Most people have a combination of both.
- Many autistic people experience **hypersensitivity** to bright lights or certain light wavelengths (e.g., LED or fluorescent lights). Certain sounds, smells, textures and tastes can also be overwhelming. This can result in [sensory avoidance](#) – trying to get away from stimuli that most people can easily tune out. Sensory avoidance can look like pulling away from physical touch, covering the ears to avoid loud or unpredictable sounds, or avoiding certain kinds of clothing.
- **Hyposensitivity** is also common. This can look like a constant need for movement; difficulty recognizing sensations like hunger, illness or pain; or attraction to loud noises, bright lights and vibrant colors. People who are hyposensitive may engage in [sensory seeking](#) to get more sensory input from the environment. For example, people with autism may stimulate their senses by making loud noises, touching people or objects, or rocking back and forth.



What Do Sensory Issues Look Like?



- Increased movement, such as jumping, spinning or crashing into things
- Increased stimming, such as hand flapping, making repetitive noises or rocking back and forth
- Talking faster and louder, or not talking at all
- Covering ears or eyes
- Difficulty recognizing internal sensations like hunger, pain or the need to use the bathroom
- Refusing or insisting on certain foods or clothing items
- Frequent chewing on non-food items
- Frequent touching of others or playing rough
- Difficulty communicating or responding as the brain shifts resources to deal with sensory input (**shutdown**)
- Escalating, overwhelming emotions or need to escape a situation (**meltdown**)

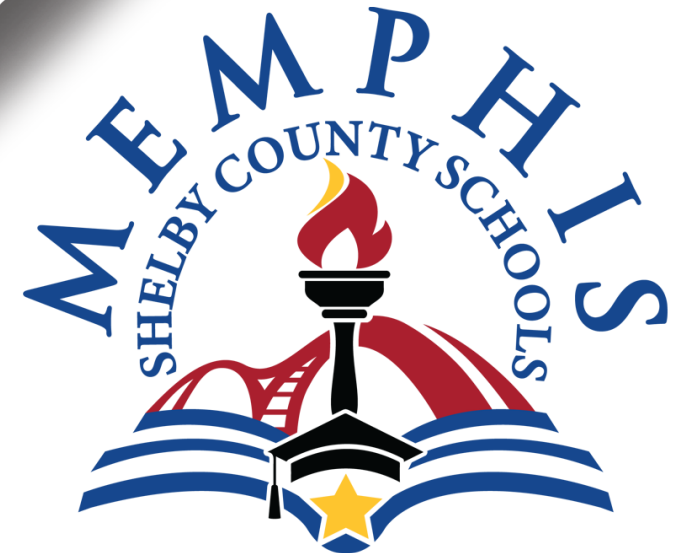


Examples of Accommodations for Hypersensitivity



- Using light covers, sunglasses or a hat under fluorescent lights
- Wearing ear plugs or headphones in noisy environments
- Working in spaces with a closed door or high walls
- Avoiding strongly scented products
- Choosing foods that avoid aversions to textures, temperatures or spices
- Wearing soft, comfortable clothing
- Adjusting schedules to avoid crowds

What are some things you do in your classroom to help with Hypersensitivity?

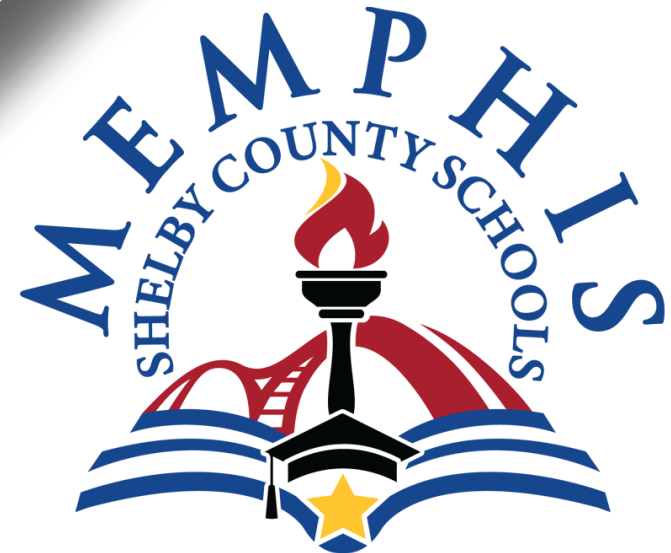


Examples of Accommodations for Hyposensitivity

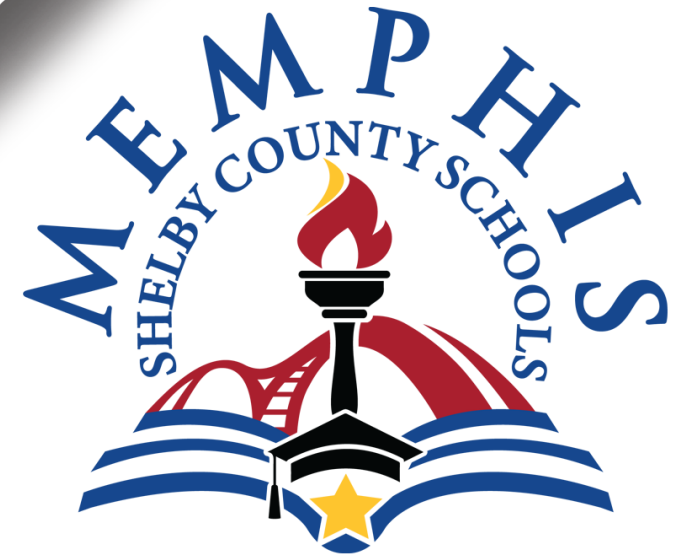


- [Visual supports](#) for those who have difficulty processing spoken information
- Using fidget toys, chewies and other sensory tools
- Arranging furniture to provide safe, open spaces
- Taking frequent movement breaks throughout the day
- Eating foods with strong flavors or mixed textures
- Weighted blankets, lap pads or clothing that provides deep pressure

What are some things you do in your classroom to help with Hyposensitivity?



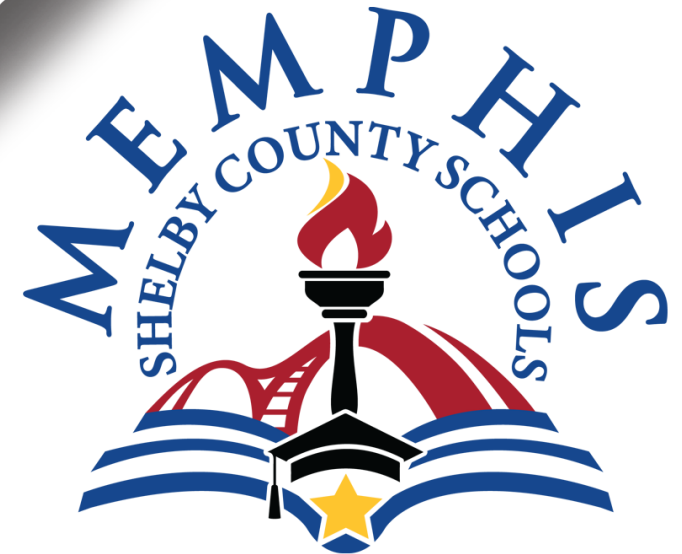
Visual Schedules



Decrease Stress



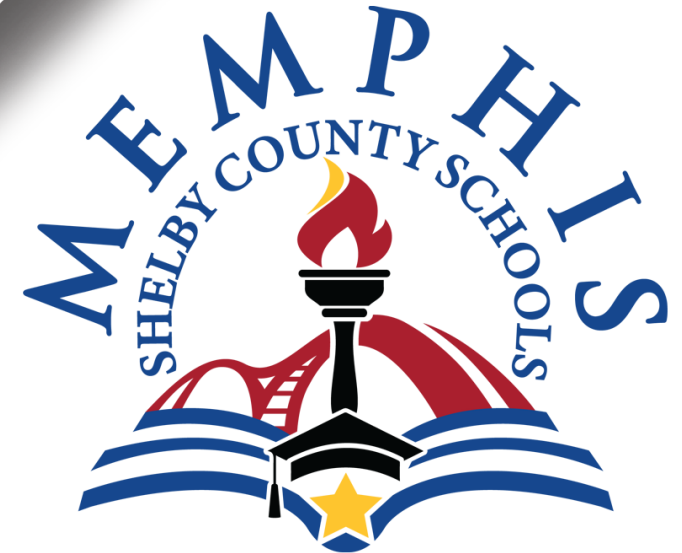
- ❖ Some sensory stimuli might induce calming or comfort.
- ❖ It is important to understand what affects the student in order to avoid difficult situations and to create successful experiences.



Make Time for FUN



- ❖ Find ways to have fun with the student by thinking about things that make them laugh or smile.
- ❖ Play is an essential part of learning for all students.



Resources



- ❖ Autism Speaks Website

<https://www.autismspeaks.org/>

- ❖ Autism Speaks: Guide to Challenging Behaviors

<https://www.autismspeaks.org/sites/default/files/2018-08/Challenging%20Behaviors%20Tool%20Kit.pdf>

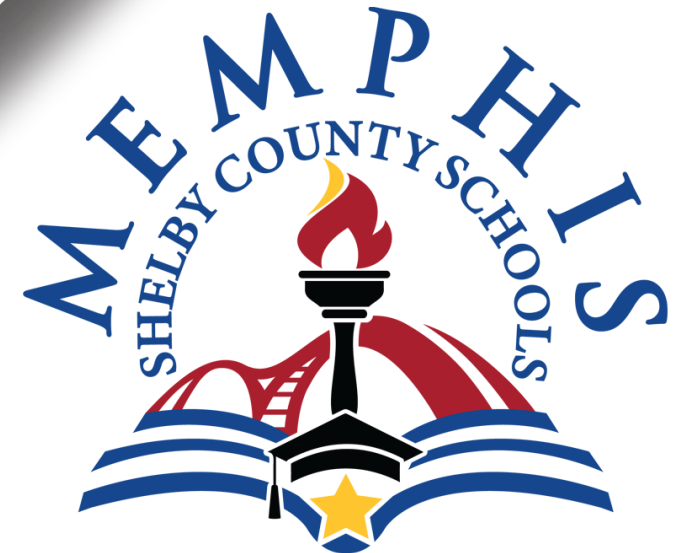
- ❖ National Autism Association

<https://nationalautismassociation.org/>

- ❖ Chuck E. Cheese Sensory Sunday

First Sunday of each month from 9:00 AM to 11:00 AM

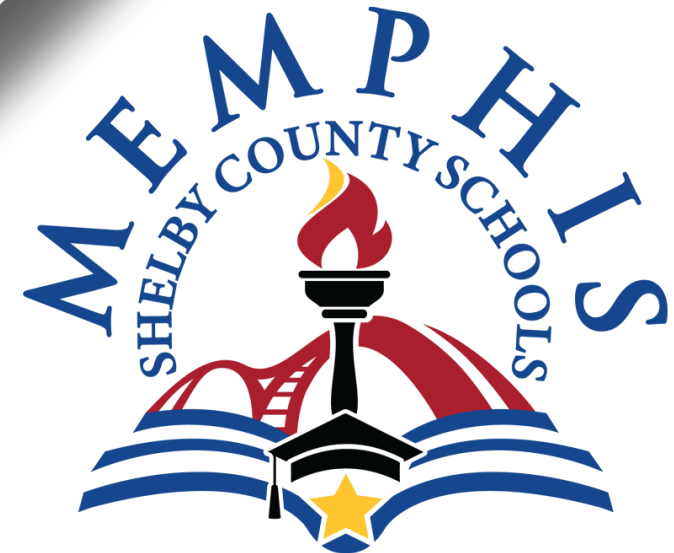
- ❖ Sensory World: Store with items to help with sensory needs



Community Resources

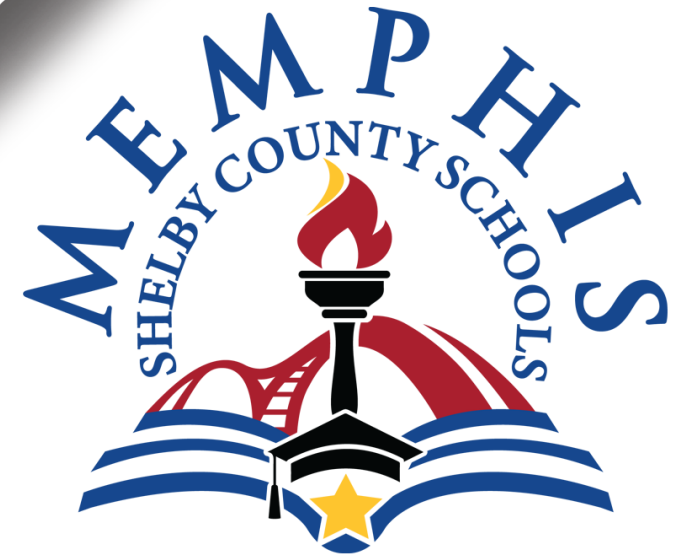


- ❖ ABA Development
- ❖ Transformations Autism Treatment Center
- ❖ Janna Hacker and Associates
- ❖ Specialized Learning Center
- ❖ Lebonheur
- ❖ UT Boling Center
- ❖ Wholistic HC
- ❖ Behavioral Science Consulting
- ❖ Knowles M.D. Neurodevelopmental Center
- ❖ Behavioral Health & Assessment
- ❖ University of Memphis Psychological Services
- ❖ Christian Psychological Center
- ❖ Germantown Psychological Associates
- ❖ Vogelfanger & Struble Clinic
- ❖ Katherine Powers, Ph. D., BCBA-D





Assisted by Behavior Specialists:
Debany Corralozaeta and Capria Tyson



HEALTH SERVICES ADVISORS' CONTACTS



Shanel Carson, HSA: carsons@scsk12.org

Shalah Pate, BS: pates@scsk12.org

Nicole Hilliard, HSA: hilliardn2@scsk12.org

Capria Tyson, BS: tysoncm@scsk12.org

Michaela Myers, HSA: myersmd1@scsk12.org

Maya Smith, BS: smithm12@scsk12.org

Veronica Roberts, HSA: robertsv@scsk12.org

Pamela Boyce, BS: boycepc@scsk12.org

Timika Sholar, HSA: sholarts@scsk12.org

Debany Corral, BS: corralozaetad@scsk12.org

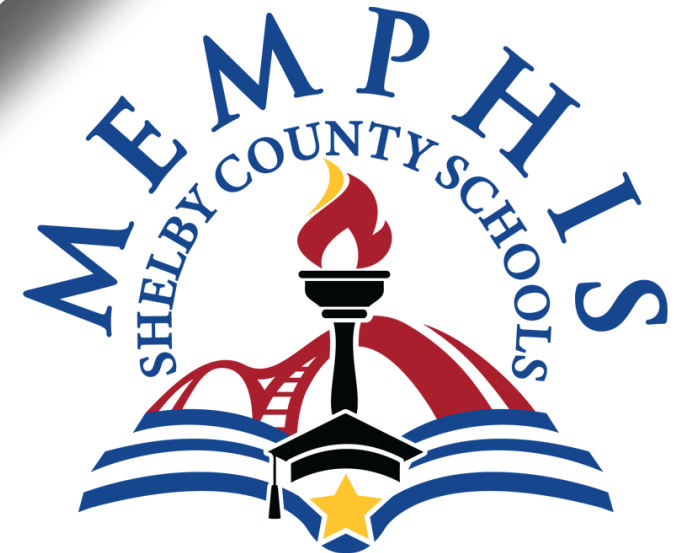
Latasha Smith, HSA: bentonjonesle@scsk12.org

Keva Smith, BS: smithky@scsk12.org

- Divalyn Gordon, Executive Director

- Detris Crane, Ed.D. Head Start Director

- Tujuana Wallace, Comprehensive Services/ERSEA Manager



Thanks for Attending!!



Attendance Link

Feedback Link

bit.ly/16febatt

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