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| Behavior InterventionOften autistic students require a strict behavior regime to facilitate their social and academic learning. These programs (ex. FBA or ABA) are very systematic. In general, these programs follow 6 steps:1. **Gather information on the behavior.**

Remember that these behaviors can vary from student to student**,** and information should be from a variety of sources.1. **Form a hypothesis as to why the behavior occurs.**

Ex. Anxiety, depression, overstimulation, sensory or language processing deficit, excess energy.1. **Choose a few antecedent strategies to address the behavior.**

These are strategies used to prevent negative behavior before it happens. (Ex. Using visual aids, role playing, advanced warning of transitions)1. **Choose reinforcement tools.**

Rewards are unique to each individual and appeal to what they enjoy most. Examples include, learning contract, tangible rewards, points system, verbal praise, etc.1. **Develop consequences for undesirable behavior.**

Includes loss of pleasurable activity, time-out, vocal reprimands, but not physical punishment. 1. **Evaluate program for effectiveness.**
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| ResourcesAbout Autism. (2014). Retrieved June 2, 2015, from http://www.autismsocietyalberta.org/about-autism Autistic Spectrum Disorders: A Guide to Classroom Practice. (n.d.). Retrieved June 2, 2015 from http://www.deni.gov.uk/asd\_classroom\_practice.pdf.Bryan Kolb and Ian Whishaw. An Introduction to Brain and Behavior.3rd ed. Nyork: Worth Publishers, 2011.Myths and facts. (2015). Retrieved June 2, 2015, from http://www.autism.org.uk/about-autism/myths-facts-and-statistics/myths-and-facts.aspx. What Is Autism? (2011). Retrieved June 2, 2015, from http://www.autismcanada.org/aboutautism/index.html. |
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|  |  | Autism: the struggle to find a voiceJill, Chantal, Lindsay, & Stephanie |

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| **What is Autism?**Autism is a spectrum disorder, which means that the symptoms range in severity. Some of these symptoms include:**Impaired Social Interaction*** Prefer to be to be alone
* Unresponsive when spoken to
* Withdrawn and not overly active
* Bizarre or narrow range of interests
* Poor motor skills

**Impaired Language Abilities** * from non-verbal to slow development
* Obsess over one word or phrase
* Talk in sounds

**Varying Degree of Behaviors*** Trouble sitting still
* Fixed and/or repetitive movements
* Possibly aggressive or self-injurious
* An obsessive need for routine

Generally, autism is more common in males than females, and while symptoms may arise at birth, it is more commonly diagnosed between the ages of 1-4. |  |  | **The myths of Autism****MYTH**: Autistic People have no emotion. ***FACT****: Autistic individuals experience all emotions; however, they may experience them with different intensities and exhibit them in different forms.**“Autism is hard. It’s like being in a room with the stereo on full blast. It feels like my legs are on fire and over a million ants are crawling up my arms.”**Carly Fleischmann***MYTH**: Autism is a rare developmental disorder.***FACT****: Autism is the third most common developmental disorder - more common than Down Syndrome.***MYTH**: Autism is the result of poor parenting.***FACT****: NO! Fifty years ago the common belief was that cold-hearted parenting caused ASD. The phrase "refrigerator parent" was often used. ASD research has come a long way and we know that it is not caused by something the parents do or did not do.*  |  |  | Picture from: carlysvoice.comMYTH: Non-verbal people with autism are severely mentally impaired ***FACT****: Some people with autism may have an associated learning difficulty while others can have average/above average intelligence.***Tips for Teachers of Autistic Students:*** Emphasize routine and structure.
* Cut down on the amount of language used. Keep instructions clear and concise.
* Use lots of visuals, both as a learning tool and as a means to communicate (ex. Comic strip conversation).
* Teach social skills as they often do not come naturally to students with autism.
* Give the child an opportunity to explain a situation from his point of view.
* Establish regular communication between home and school.
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