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| Behavior Intervention Often 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.** |  |  | |  | | --- | | Resources About 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. | | |  |  |  | | --- | --- | --- | |  |  | Autism: the struggle to find a voice  Jill, Chantal, Lindsay, & Stephanie | | |  |  | |  | | --- | |  | |  | | Autism: the struggle to find a voice | | Jill, Cantal, 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these symptoms include:  **Impaired Social Interaction**   * Prefer to be to be alone * Unresponsive when spoken to * Withdrawn and not overly active * Bizarre or narrow range of interests * Poor motor skills   **Impaired Language Abilities**   * from non-verbal to slow development *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.com  MYTH: 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. |