

# Supporting Students with Autism

February 2024

Presenters:

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# Welcome!

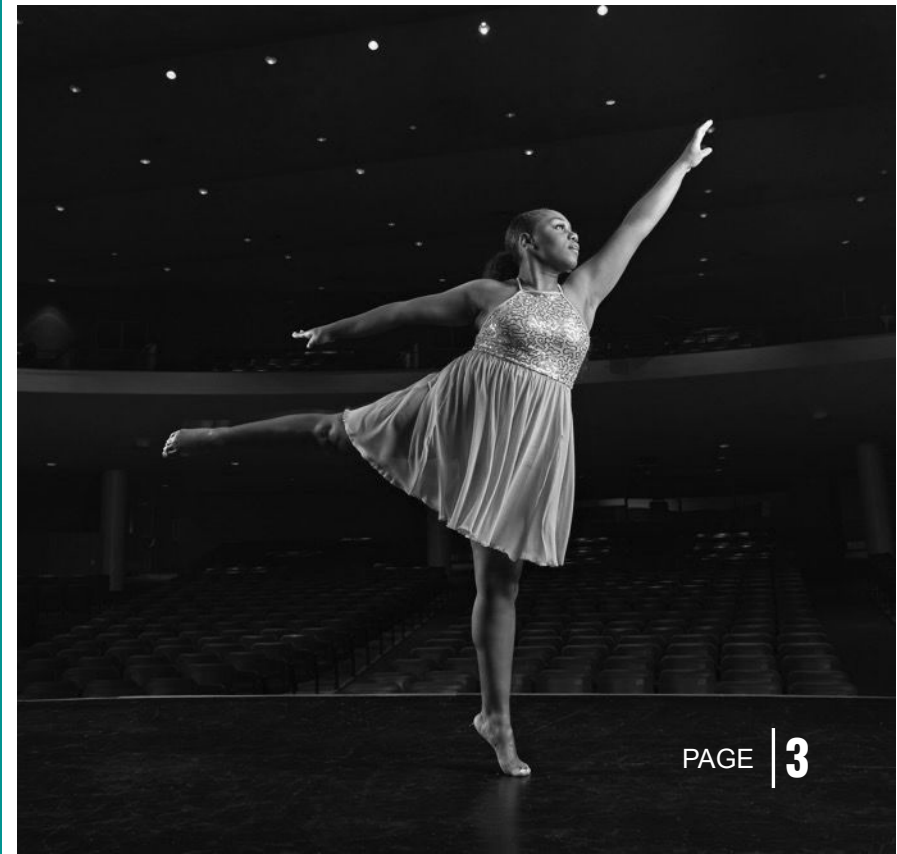
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# Welcome Activity

What word(s) or characteristic(s) come to mind when you think of autism?





# Agenda

- *Identification of Autism*
- *Behavioral Manifestations*
- *Behavioral Recommendations*

# Autism Defined

The 'triad of impairments' refers to **communication, social interaction and repetitive or obsessive behavior**. Autism may affect communication which can either be verbal or non-verbal, replacing non-verbal gestures and body languages with noises or using pictures to identify wants and needs.



# Identification of Autism

Code Table ID	Name	Date Issued	Date Updated
C053	DISABILITY-CODE	04/10/89	08/15/11

Code	Translation
00	No Disability
01	Orthopedic Impairment
02	Other Health Impairment
03	Auditory Impairment
04	Visual Impairment
05	Deaf-Blind
06	Intellectual Disability
07	Emotional Disturbance
08	Learning Disability
09	Speech Impairment
10	Autism
12	Developmental Delay
13	Traumatic Brain Injury
14	Noncategorical Early Childhood

# Incidence of Autism

Surveillance Year	Birth Year	Number of ADDM Sites Reporting	Combined Prevalence per 1,000 Children (Range Across ADDM Sites)	This is about 1 in X children
2020	2012	11	27.6 (23.1-44.9)	1 in 36
2018	2010	11	23.0 (16.5-38.9)	1 in 44
2016	2008	11	18.5 (18.0-19.1)	1 in 54
2014	2006	11	16.8 (13.1-29.3)	1 in 59
2012	2004	11	14.5 (8.2-24.6)	1 in 69
2010	2002	11	14.7 (5.7-21.9)	1 in 68
2008	2000	14	11.3 (4.8-21.2)	1 in 88
2006	1998	11	9.0 (4.2-12.1)	1 in 110
2004	1996	8	8.0 (4.6-9.8)	1 in 125
2002	1994	14	6.6 (3.3-10.6)	1 in 150
2000	1992	6	6.7 (4.5-9.9)	1 in 150



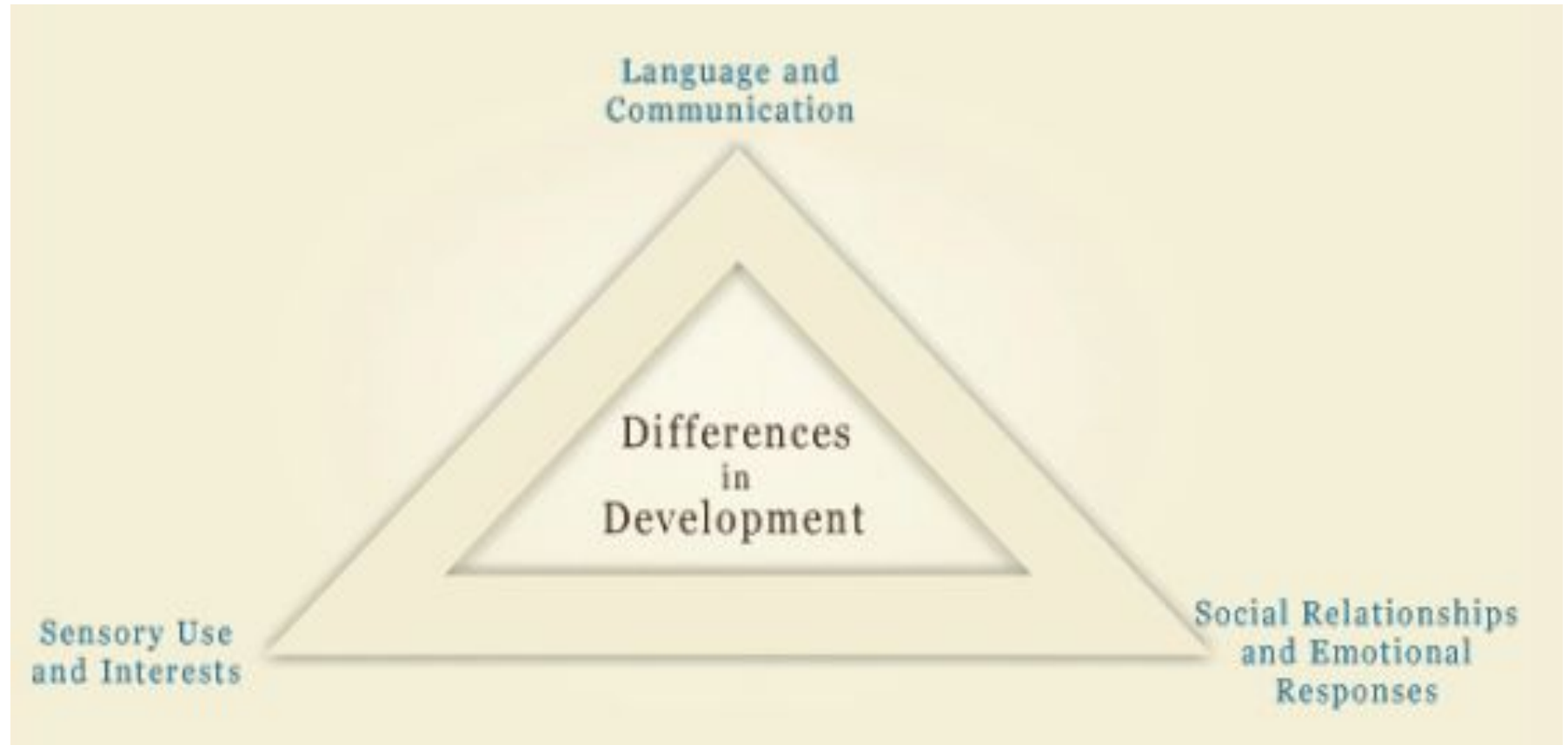


# Avenues to Identification

- Child Find
- Student Support Teams



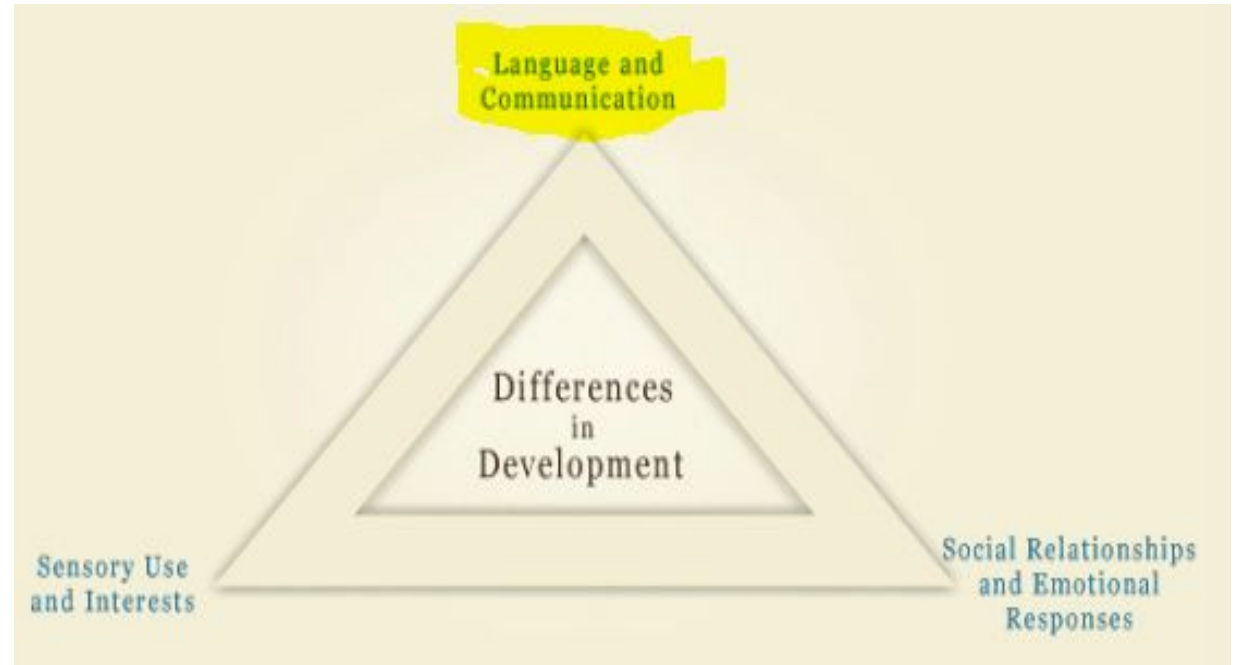
# Behavioral Characteristics



The Descriptive Triangle by Marilyn Monteiro, PhD taken from her book *Autism Conversations: Evaluating Children on the Autism Spectrum through Authentic Conversations* (2010: Western Psychological Services, publisher) [www.marilynmonteiro.com](http://www.marilynmonteiro.com)

# Language and Communication

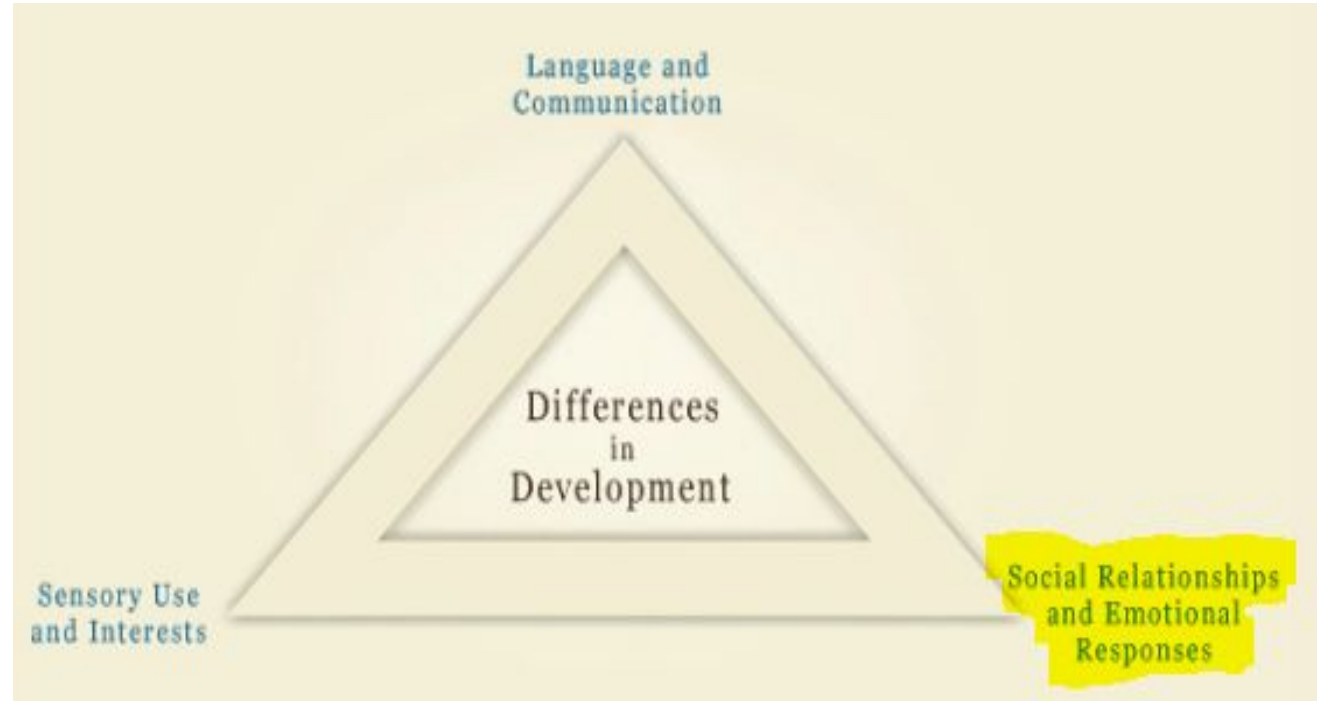
- absent language
- unintelligible speech
- tonal differences
- differences in volume
- language not directed to listener
- poorly coordinated eye gaze
- formal speech
- immature speech
- reduced use of gestures
- difficulty reading gestures of others
- pronoun reversals
- immediate and delayed echoed speech
- lilting speech
- one-sided speech
- limited function of speech (i.e., only to get needs met)



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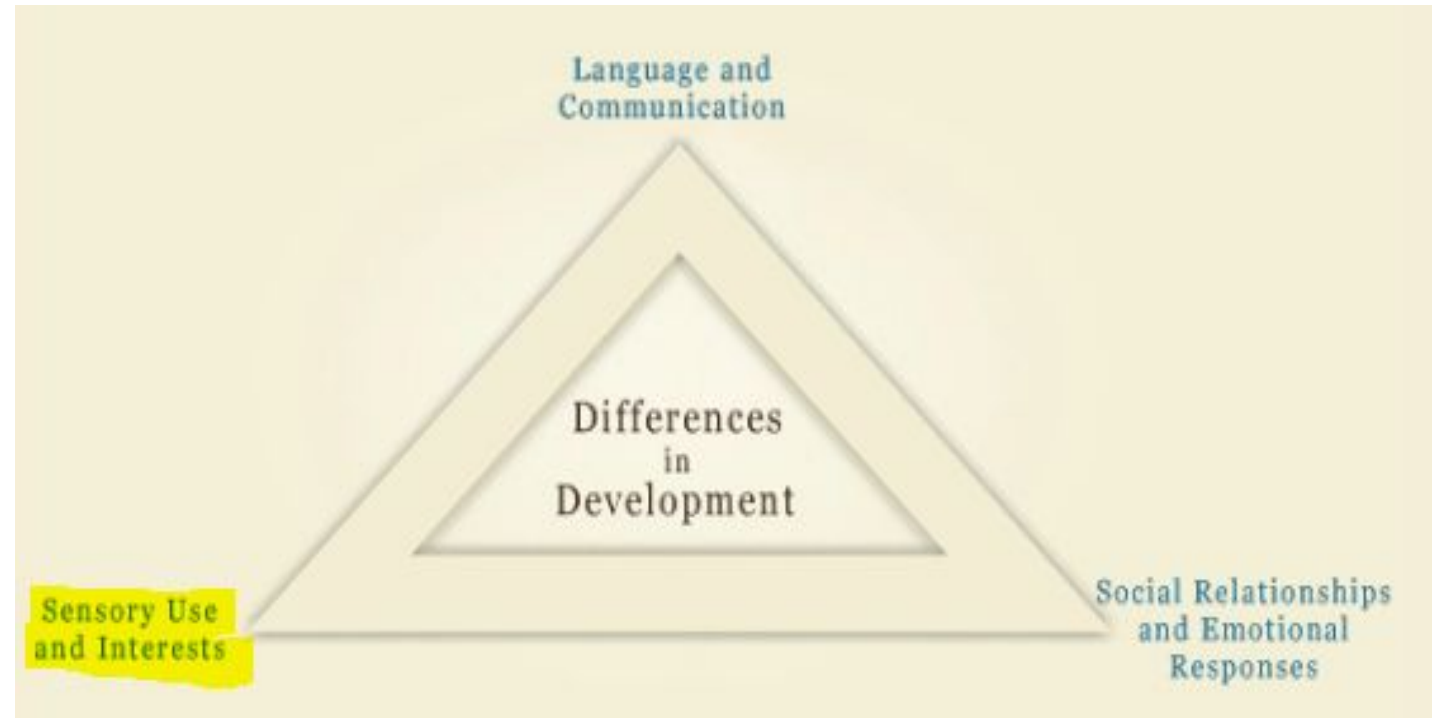
# Social Relationships and Emotional Responses

- emotional regulation
- eye gaze coordination with other actions like smiles or words
- showing or sharing objects or interests
- verbal responses limited to prompts from others
- difficulty adapting to new situations, people
- disorganized attention
- work needed (by others) to gain attention
- self-advocacy
- interactions with others



# Sensory Use and Interests

- distinct motor movements
- toe walking
- hand flapping
- wringing of hands, bringing hands together
- swinging legs
- hiding face
- closing eyes
- sitting unusually in chair
- fingers in mouth







# What can autism look like in my child?

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difficulty following directives

language delays or unusual language

ignoring what you say

behavior rigidity

withdrawal from others



# Things to know about an Identification of Autism

behaviors typically seen  
between ages 3-5

BUT behaviors may be  
masked until demands  
exceed a threshold,  
grades 3-5

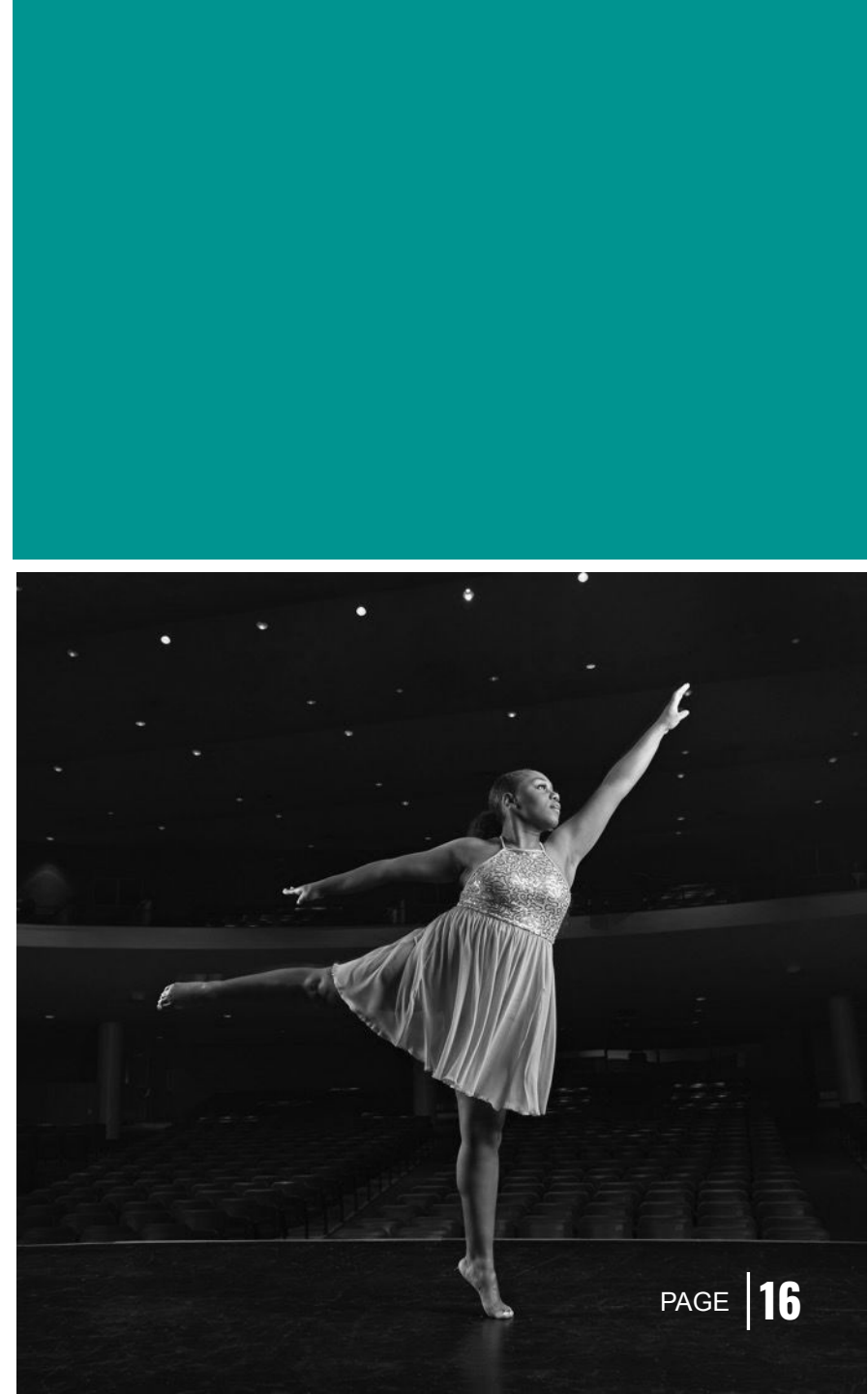
behaviors interpreted as  
other difference





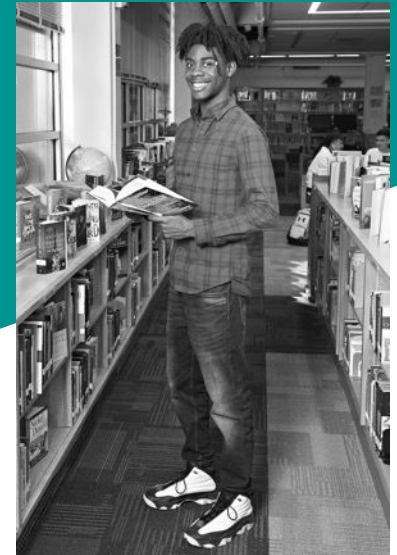
# What to Expect with an Identification of Autism

- relief
- grief
- answers
- support
- hope



# stages of grief

- denial.
- anger.
- bargaining.
- depression.
- acceptance.







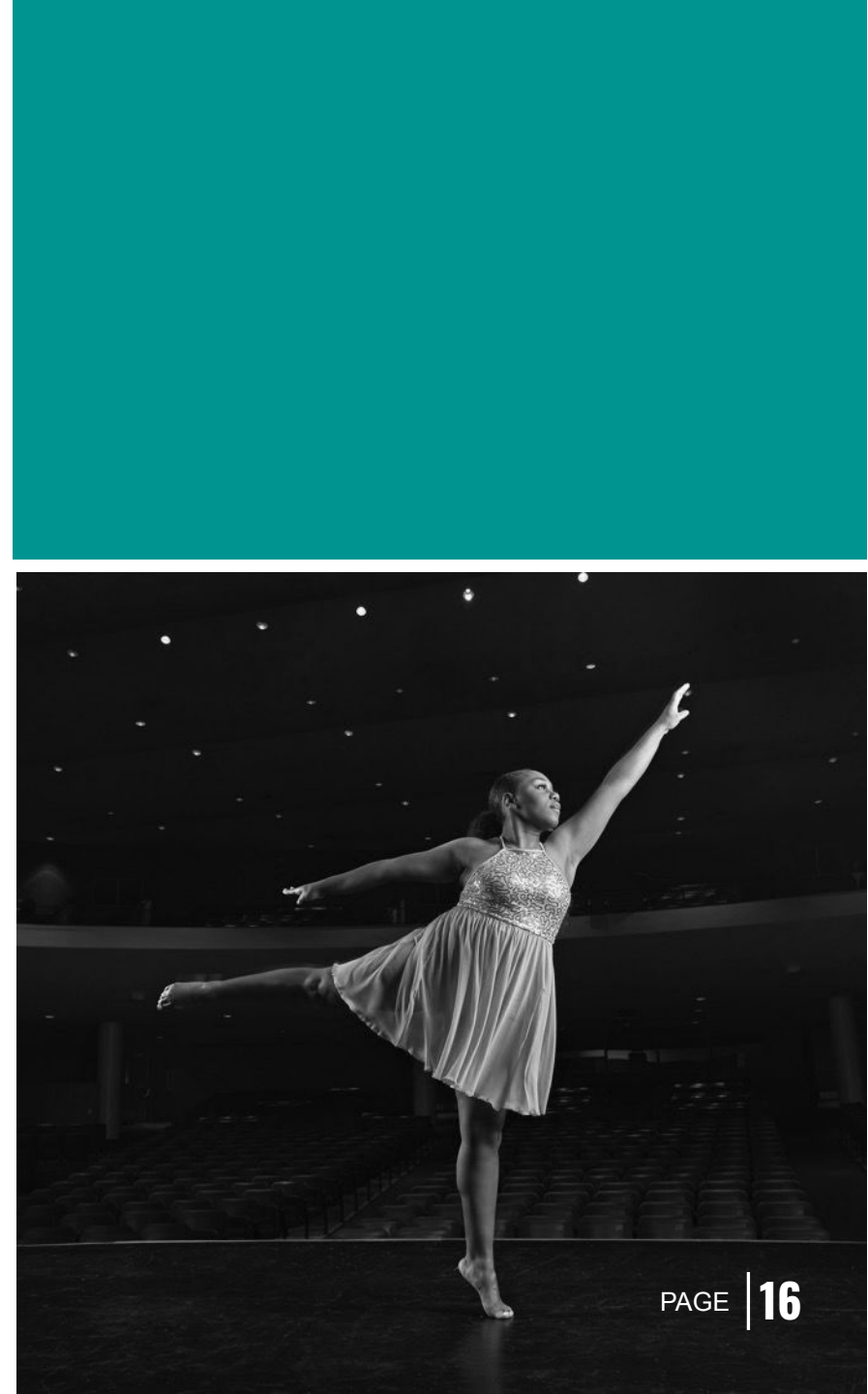
**what grief may  
sound like**

**you did not  
spend enough  
time with my her**

**She does not  
always do that**

**He talks at home**

**My only concern  
is speech**

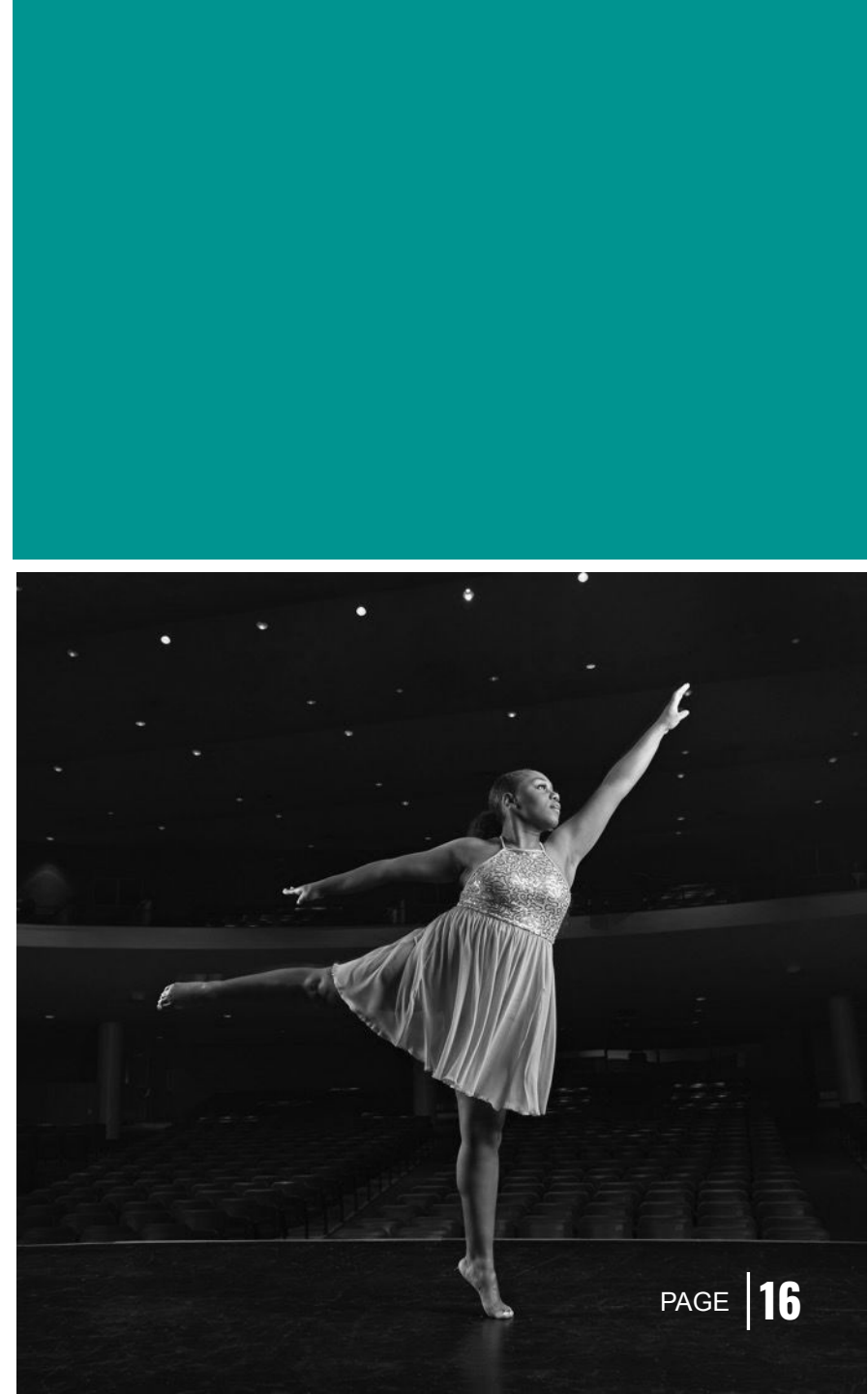






**What to do about  
that**

**recognize and  
respect the  
difficulty  
attending to  
language**







# Resistance to Change

prepare for change

give verbal warnings

set timers

reward when they accept change

**reflect the feeling when change provokes distress**

“You wish this didn’t happen”

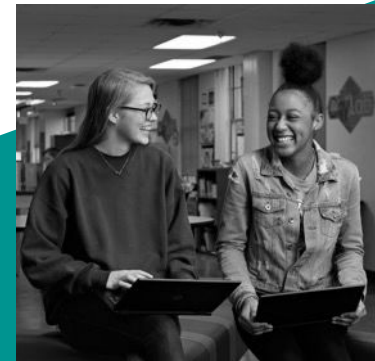




## Modify the delivery

- slow processing time
- difficulty organizing a verbal response
- need for movement
- inherent in the disability: anxiety and adverse reactions to the unexpected

# Behavior: homework completion





## resistance to bathing or other evening jobs

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## trip to the store

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announce beforehand what you will be buying at the store



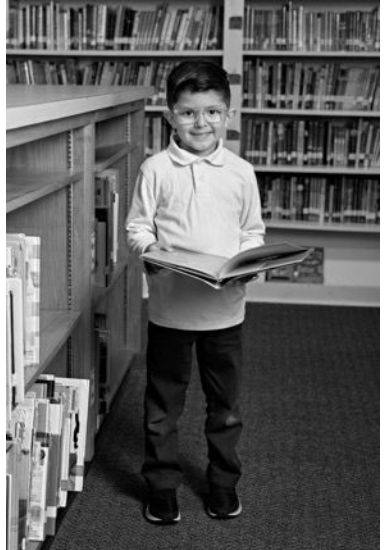
# difficulty adapting to new situations

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- prepare for new situations
- provide pictures of where you are going
- walk child through the change



# behavior: homework completion



- create a list of tasks or break down each task
- set a time to record time on task
- provide a break to include large movement
- adjust the delivery of homework if it is complex



## Proprioceptive Input

This is the sense of knowing where you are in space

# Making sense of the brain

## OUR FIVE SENSES

Hearing - Auditory

Sight - Visual

Smell - Olfactory

Taste - Gustatory

Touch - Tactile

## INTERCEPTION

This is the sense that alerts us of our internal body sensations and needs.

## Vestibular input

This is the sense of balance and movement.



# resistance to attending school

- reflect the feeling, i.e., “You wish you could stay home?” or “What would you do if you could stay home all day?”







## Recommendations

Children would benefit from accommodations within the classroom and home



Visual Schedules: Children with autism are best able to participate when they can predict what is going to happen next. They would benefit from a schedule of the activities for the day or evening and would benefit from specific schedules of expectations when transitioning between activities.

§ Visual Timer: Transitions between activities, even small ones, are especially difficult. Students needs a little extra time and support to understand that a transition or change is upcoming and how to prepare for it. She would benefit from visual cues that a transition is impending. A verbal warning a few minutes before the transition will be more effective if accompanied by a visual timer or visual cue to remind that only a few minutes remain before that task is over.

§ Visual Information: Break tasks down visually or give visual responses for responding.

§ Increasing Motivation for Difficult Tasks: Students will be more motivated to complete assignments or activities that are related to specific areas of interest for him.

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§ Positive Reinforcement: Techniques like, "First, Then" contingency in which the child is asked to complete a task "first" in order to access a preferred activity second, like playing with a small toy in the classroom or doing something she prefers.

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# Putting it all together

- Just In Time Parenting through CDC: <https://jitp.info/> Positive Parenting tips through CDC: <https://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/index.html> o The following books may also be helpful to your family:
  - An Early Start for Your Child with Autism: Using Everyday Activities to Help Kids Connect, Communicate, and Learn by Sally J. Rogers, Geraldine Dawson, and Laurie A. Vismara
  - Overcoming Autism: Finding the Answers, Strategies, and Hope That Can Transform a Child's Life by Lynn Kern Koegel

- The Verbal Behavior Approach by Dr. Mary Lynch Barbera
- No More Meltdowns: Positive Strategies for Managing and Preventing Out-Of-Control Behavior by Jed Baker

# THANK YOU

We appreciate your feedback:

[Supporting Students with Autism within the School Setting](#)



# THANK YOU

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Questions?