IPA 2

2nd MODULE

ASD Students' needs

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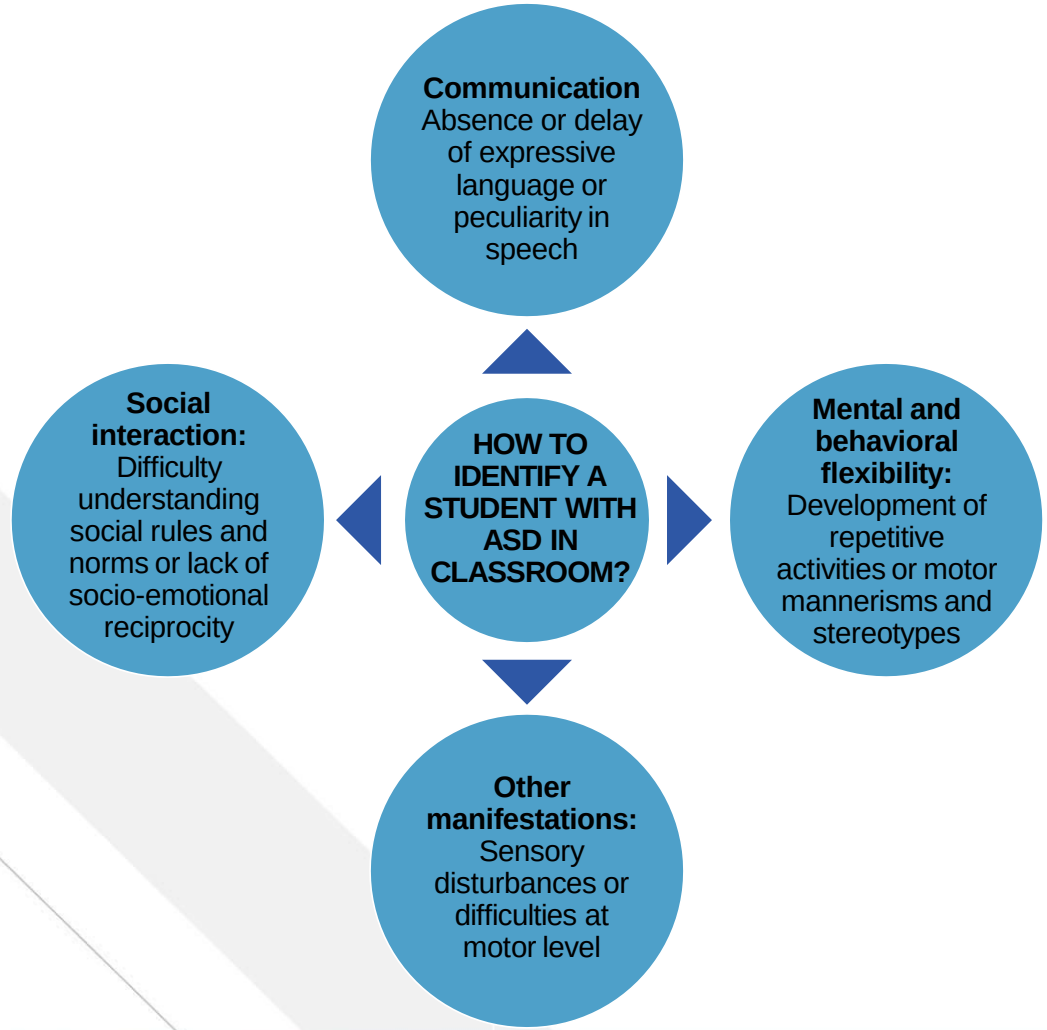
1.
How to identify students with ASD in the classroom?



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2. Support proposals related to:

CLASSROOM

Structuring of spaces, times and activities
TEACCH method
(Treatment and Education of Autistic and Related Communication Handicapped Children)

OBJECTIVE

To achieve the maximum degree of autonomy of the students

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TEACCH

2. Support proposals related to:

PHYSICAL STRUCTURE OF THE CLASSROOM

To organize the classroom, we must take into account a series of premises:

THE CLASSROOM MUST BE DIVIDED INTO SPECIFIC AREAS OR CORNERS
Reading corners, individual work corner, computer corner, etc

THE CORNERS SHOULD BE VISUALLY HIGHLIGHTED
Generating spaces with clear limits

THE CLASSROOM HAS TO BE ADAPTED TO THE NEEDS AND COGNITIVE CHARACTERISTICS
Also emotional characteristics

ADAPTED MATERIALS THAT INDICATE WHAT TO DO
When the activity is finished or where the material is kept

Organized environment

Visual information

Reading corner

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TEACCH

2. Support proposals related to:

AGENDAS

Daily agendas offer students a lot of clarity and predictability in their day-to-day life since they know what they have to do at all times. They offer them visual information about where they are going to be, what activities they are going to do and in what order.

There are many **types of them:**

Transition object

Sequence of objects

Unique photo/drawing

Photo sequence for part of the day

Sequence of drawings

Written list

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TEACCH

2. Support proposals related to:

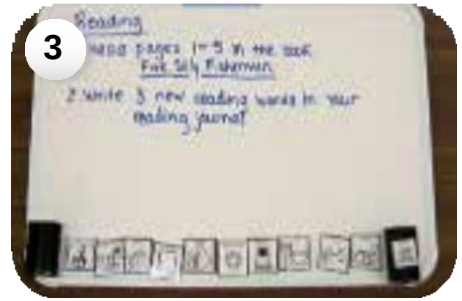
WORK SYSTEMS

Work systems help them organize each of the activities that they have to carry out throughout the day.
The purpose of work systems is to organize activities and provide meaningful and organized ways to perform specific activities.
There are t**hree types:**

From left to right, with "finished" container

Pairing (colors, shapes, letters, etc)

Writings



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TEACCH

2. Support proposals related to:

VISUAL INFORMATION

Each task that they carry out has to be clearly structured and must be very visual to increase understanding. There are three components to consider:

1. VISUAL CLARITY	2. VISUAL ORGANIZATION	3. VISUAL INSTRUCTIONS
a) Specifying the components of a task b) Highlighting the relevant aspects of the task through labels, highlighters, etc.	a) The distribution and stability of the materials used to perform the tasks. b) Divide tasks into simpler parts.	Visual aids to understand what to do.

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2. Support proposals related to:

TASK ORGANIZATION

GUIDELINES

avoid

ANXIETY

PERFORM WORK IN A SAFE WAY

Write the assignments with the indications of the same in a specific place

Have a place that can be established in the classroom to drop the homework or arrange for them to be picked up a certain time of the day

Give the homework at the same time every day

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2. Support proposals related to:

EVALUATION TYPES AND FORMATS

ANTICIPATION
It is very important to anticipate in advance when the exam will be.

Exams in all subjects in **a similar way.**

OBJECTIVE TESTS
Multiple choice (true false, choose options, etc)
Underline or surround options
Join with arrows
Question answer

Assess the **ORAL EXAMS**

Provide a script before taking the exams

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2. Support proposals related to:

EXAMPLE OF A SCRIPT FOR AN EXAM

The exams will consist of five questions:
•**Two of them are questions to develop** (minimum 4 lines - maximum 10 lines).
The approximate time to answer each of these questions will be 15 minutes.
The maximum score per question is 3 points out of 10.
• **Two other questions will be definitions.**
The definitions will be answered in two and three lines. They will be expected to be accompanied by at least one
example in which its correct use is shown.
Each of the definitions will be valued at 1 point out of 10.
The approximate time to complete each definition will be 4 minutes.
• **The last question will consist of a parsing of a sentence.**
The correct order for the analysis implies:
1. Determine the type of prayer.
2.Analyze first the noun phrase and then the verb phrase, adjective phrase, without adverbial tag, prepositional phrase.
3. Analyze the complements that appear in the sentence.
4.Syntactic functions of each of the words that make up the sentence.
The time to analyze the sentence is approximately 10 minutes.
The value of this question is a maximum of 2 points.

If you have plenty of time, use it to review, check that you have written the entire exam correctly and that you have done the exercises well.

Script adapted exams. Page 42. Autism Federation Castilla y León, 2018. **Guide for teachers and educators of students with autism.**

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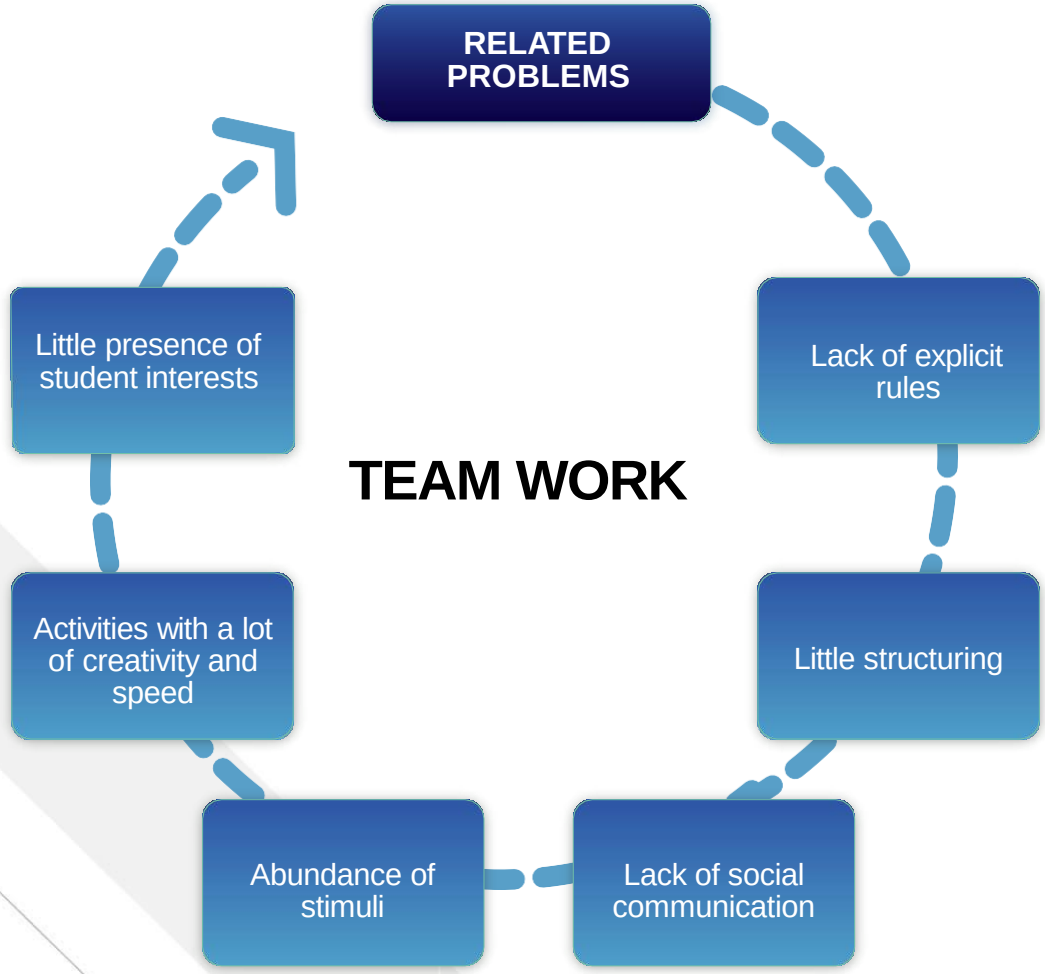
2. Support proposals related to:

TEAM WORK



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2. Support proposals related to:

GUIDELINES

- Groupings according to the students most related to the student with ASD.
- Provide explicit information and written job requirements.
- Extend presentation times, different formats, etc.
- Scripts that facilitate the development of creative activities.
- Temporal and spatial structuring strategies.
- Self-assess the activity together with the student with ASD
- Closely supervise the group.

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2. Support proposals related to:

SUBJECT SUPPORT

Students with ASD may have trouble with a specific subject due to:

Difficulty planning and solving problems, problems understanding and difficulty understanding abstract concepts.

Focusing on insignificant details, not capturing the main ideas of the tasks.
Appear distracted and have more specific attention time on tasks not chosen (Merino M., García R. 2011 p. 46)

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2. Support proposals related to:

Anticipation	• Use visual cues • Establish routines • Monitor the school agenda
Motivation and attention	• Explanations in sequence • Provide exams and notes in advance • Use color coding or visual cues for important concepts
Exams	• Visual calendars in the classroom • Clear and simple language • Written listing of everything you need
Rules	• Explain explicitly • Social scripts • Establish conduct contracts
Rest and relaxation	• Allow them to leave the classroom in advance or at specific times

Supports in the subjects. Page 47. Merino M., Gómez R. 2011. **Intervention guide for students with autism**

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2. Support proposals related to:

MOTIVATION

Howard Garner's theory of multiple intelligences

Verbal - linguistics
Logical - mathematical
Corporal - kinesthetic
Visual - spatial
Intrapersonal
Interpersonal
Musical
Naturalist

Gardner sees intelligence as the grouping of different specific abilities and defends intelligence as a skill

We must find what really motivates them to work around it in the classroom.

An example of this is if the student with ASD has a highly developed naturalistic intelligence, we have to try to develop their centers of interest in the classroom through this intelligence so that the student feels motivated and has the desire to learn.

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2. Support proposals related to:

ACTIVITIES

PUBLIC PRESENTATIONS

Students with ASD have problems expressing things that require public presentations due to their communication problems and relationship problems with the rest of their classmates. Therefore, it is important to work on various aspects such as: **memory, problem solving, language, motivation and sequences.**

PHYSICAL EDUCATION

It is very likely that students with ASD do not feel comfortable in the physical education subject due to their high degree of relationship with the rest of their classmates, this is because they may encounter a series of barriers.

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2. Support proposals related to:

ACTIVITIES

PUBLIC PRESENTATIONS

MEMORY	• Provide visual materials. • Group the elements so that they are meaningful. • Work sequences of scenes or symbols
PROBLEM SOLVING	•Provide alternative answers and teach that different situations may require different approaches. •Reflect on the process by which you have arrived at the solution.
LANGUAGE	•Use the communication signed while the student is presenting so that he / she progresses gradually. • Sit next to the person, in front of a mirror to rehearse.
MOTIVATION	•Actively encourage them to explore new situations through tangible rewards. •Introduce self-reward systems ranking the preferred activities of students.
SEQUENCES	• Reflect on new sequences in a meaningful context • Predict the elements of a sequence

Needs related to the learning of ASD students. Adapted from Jordan and Powel (1992). Page 159-160. Cuesta J.L and Cols, 2016. Autism spectrum disorder: educational intervention and training throughout life. **Psychology, Society & Education, Vol. 8 (2)**

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2. Support proposals related to:

RECESS

PHYSICAL EDUCATION

Develop leisure alternatives such as guided games.

Establish the rotating figure of a game mediator between the peer group and the students with ASD, so that they act as supports to develop the activities.

Organize games and review the rules with all the students.

Develop routines through scripts to promote communication and interaction with classmates at recess.

- What is your favorite food?
- What is your favorite television series?
- What have you done this weekend?
- How did the exam go?

Teach explicitly to respond to unwanted jokes and social behavior.

Needs related to the learning of ASD students. Adapted from Jordan and Powel (1992). Page 159-160. Cuesta J.L and Cols, 2016. Autism spectrum disorder: educational intervention and training throughout life. Psychology, Society & Education, Vol. 8 (2)

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2. Support proposals related to:

ORGANIZATION OF RECESS AND TIMES WITH LESS STRUCTURE

Students with ASD have to have everything that is done in the day-to-day totally clear and integrated even when they have not foreseen any change since any change that is made, even very small, can increase their anxiety.

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2. Support proposals related to:

NOTIFY THE CHANGES

SOCIAL STORIES
(prepared by Carol Gray in 2000).

Short stories, like a script accompanied by images that explain the information of a specific context, inform about why it happens, with whom they are going to interact and how the protagonist should act.

For example, in the following image we can see how they tell the student with ASD how to act when angry

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2. Support proposals related to:

VISUAL SCHEMES

VISUAL SCHEMES

That incorporate the activities this helps us to introduce specific changes at certain times.
In the image below you can see an example of how a routine change schedule has been developed

.

DAILY SCHEDULE
Today is Monday, May 22, 2019

Arrival	8:15
Math	8:20 - 9:00
Reading	9:00 - 10:00
Spell	10:00 - 10:15
Write	10:15 - 10:45
"Assembly"	10:45 - 11:30
Lunch	11:30 - 12:15
Music	12:30 - 1:15
Science	1:15 - 1:50
Reading aloud	1:50 - 2:20
Prepare to leave	2:20 - 2:25
Bell	2:30

*** Sometimes the schedule can change**

Example of schedule. Page 13. Smith B and Cols (s.f.). **Simple strategies that work. Helpful tips for all student educators include Asperger's Syndrome, High-Functioning Autism, and Related Disabilities.**

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2. Support proposals related to:

RECESS, ENTRIES, EXITS AND TRANSITS

RECESS

- Badly structured situation
- Much weight in verbal exchanges
- They don't have many relational skills
- Restricted and focused interests

ENTRIES, EXITS AND TRANSITS

- Issues related to frequent class changes and the speed with which they are made
- Agglomerations on the move
- Accidental frequency of physical contact
- Poor interpretation of other people's behaviors in case they are accidental or intentional

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2. Support proposals related to:

RECESS

Develop leisure alternatives such as guided games.

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Strategies.. Pág 68-71. Romero A and Cols, 2019. **Students with ASD. Guidelines for planning the educational response. Educational proposals to intervene in infant, primary and secondary school.**

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2. Support proposals related to:

ENTRIES, EXITS AND TRANSITS

Allow the student to leave class a few minutes before or after the rest of his classmates.

Promote tutoring activities among classmates using rotation.

Create signs and make explicit the rules to favor movement.

Adapt the acoustic signals to the characteristics of the student.

Teach to interpret explicitly to interpret the behaviors of their classmates.

Strategies. Pág 68-71. Romero A and Cols, 2019. Students with ASD. Guidelines for planning the educational response. Educational proposals to intervene in infant, primary and secondary school.

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2. Support proposals related to:

SENSORY CONTROL AND SELF-REGULATION

Students with ASD have sensory needs, this is because their sensory system is impaired because *"The nervous system is not able to properly interpret and organize the information captured by the various sensory organs of the body."* (Bellefeuille, 2006, p.201).

Apart from sensory problems, they can also have behavior problems due to socio-communicative alterations, stereotyped behaviors, restricted interests and sensory alterations

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2. Support proposals related to:

SENSORY STIMULATION

HYPERSENSITIVE

Exaggerated response to the demand of the environment

HYPOSENSITIVE

They lack reaction to environmental stimuli

For example, the noise at a concert is likely to cause some children considerable discomfort, while others are fascinated by the bright lights that routinely annoy the people around them.

To work it, it is necessary to attend to the different systems: **visual, auditory, olfactory, gustatory, tactile, proprioceptive and vestibular**

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2. Support proposals related to:

SENSORY STIMULATION

Systems	Strategies
VISUAL	• Games with mirrors and flashlights • Use luminous balls • Use a gadget that makes bubbles of different sizes • Playing with fluorescent paints
AUDITORY	• Songs • Imitate animal sounds • Musical games • Make objects that the student can take with them that make noise
OLFACTORY	• Make fragrant boxes (in each box you can add a different smell) • Use scented candles and incense. • Game that consists of smelling food and guess what it is about. • Associate smells with places or associate smells with seasons of the year.
GUSTATORY	• Make a guessing game with different flavors (sour, sweet, salty, sour)
TACTILE	• Create touch panels with different textures • Play with food textures • Walking through different textures barefoot
PROPIOCEPTIVE	• Create bags with different weights to put on top of the body. • Play with weights. • Push the wall with your hands • Jump rope • Roll on the floor
VESTIBULAR	• Roll with balls • Jumping or bouncing activities (sitting, kneeling or standing) • Slide down slides

Sensory stimulation. Isep Clinic, 2016. Recovered from: https://isepclinic.es/blog/estimulacion-sensorial-tea/

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2. Support proposals related to:

SELF-REGULATION

DIFFICULT → Understand or misinterpret actions → Behavior problems

Behavior problems can be generated since in students with ASD cognitive empathy is normally altered "Ability to understand the thoughts that lead other people to certain emotions" (Hervás A., Rueda I., 2018) and more conserved emotional empathy , which is "The ability to emotionally tune into the emotions of other people" (Hervás A., Rueda I., 2018)

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2. Support proposals related to:

ENVIRONMENTAL ADAPTATIONS	We must remove the stimuli that cause hyperstimulation, create motivating activities and a space where students with ASD can relax.
CHANGE YOUR EMOTIONAL STATE	Carry out activities that change your emotional state favoring positive self-regulation.
USE STRUCTURE, ROUTINES AND VISUAL AIDS	The structure helps them to understand the environment, the routines to anticipate sequences and the images can be used as reminders or transitions.
USE POSITIVE PROACTIVE INSTRUCTIONS	If they are blocked, use activities that are pleasant and that are of interest to them and then try again.

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3. Guidelines to promote communication

GUIDELINES TO ENCOURAGE COMMUNICATION

Sometimes they don't understand what is being said to them or; in some cases they do not have eye contact and their attention is poor. Therefore, it is very important to have strategies to **communicate** with students with ASD.

Apart from communicating with students as well, it is very important to maintain f**luid communication with parents** in order to observe the changes, needs and evolutions of their children.

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3. Guidelines to promote communication

BASIC ADAPTATIONS IN COMMUNICATION WITH STUDENTS

Comprehension related problems such as:

Not understanding the messages that are transmitted orally or

Difficulty integrating words into the sentence or context.

Therefore, to help students it is important to have a series of **strategies.**

- **Speak with clear style**
- **Avoid sarcasm, irony or double meanings**
- **Make some concepts explicit, especially those related to social relationships**
- **You have to give them time to process the information**
- **Provide context for works to make it easier for them to understand**
- **Help them with images to communicate**

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3. Guidelines to promote communication

BASIC ADAPTATIONS IN COMMUNICATION WITH STUDENTS

Family-centered model:

- Conceiving the family as a social support system.
- Recognize the importance of the family context in the development of students
- Believe that families can develop their strengths and increase their feelings of ability.
- Invite family members as active participants in any planning process
- Empower and empower the family so that it can function effectively in its environment.
- Guide the family based on their concerns.

Family centered model. Page 84. Romero A and Cols, 2019. **Students with ASD. Guidelines for planning the educational response. Educational proposals to intervene in infant, primary and secondary school.**

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3. Guidelines to promote communication

HOW TO MANAGE THE SOCIAL INFORMATION WITH THE FAMILY?

it is very important that there is a **climate of trust** and that there is a continuous climate of **dialogue and communication**.

DIMENSIONS	
Communication	It is very important to pay attention to what the family has to say, as well as, professionals have to act assertively by putting themselves in the opposite place.
Confidence	In order to give the information, it is vital that a climate of security and trust be provided with the family.
Family training	Families must be helped to acquire information so that they are able to get what their children need.
Respect	We must show respect for opinions and points of view towards families.
Equity in decisions	We must involve them in their children's decisions at school.

IFamily centered model. Page 84. Romero A and Cols, 2019. Students with ASD. Guidelines for planning the educational response. Educational proposals to intervene in infant, primary and secondary school.

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