



IPA 2

MODULE 3

Intervention Strategies in ASD

Skills needed to be addressed in preventing school failure and absenteeism



INDEX

Educational strategies

Social area. How to prevent bullying?

Emotional regulation strategies

Informal and formal sexual education

Focus on strengths

Self determination (sd)
and self advocate (sa)

EDUCATIONAL STRATEGIES:

Main needs to be addressed with ASD students to prevent school failure

Teaching strategies with ASD has its own basis in the education principle of learning from success.

Backward chaining: Is a technique for teaching useful skills. It comes in handy when multi-step tasks are too difficult to master all at once.

Token economy: System in which targeted behaviours are reinforced with tokens (secondary reinforcer) and later exchanged for rewards (primary reinforcers).

Extinction: A procedure in which pairing of stimulus events is discontinued, either by presenting the conditioned stimulus alone or by presenting the conditioned stimulus and the unconditioned stimulus independently of one another.



EDUCATIONAL STRATEGIES:

Main needs to be addressed with ASD students to prevent school failure

Teaching strategies with ASD has its own basis in the education principle of learning from success.

Reinforcements: Consequence that follows an operant response that increase (or attempts to increase) the likelihood of that response occurring in the future.

Success from learning: Errorless teaching is a strategy that minimizes the possibility of errors by using prompts and prompt fading procedure so that the child will be successful.

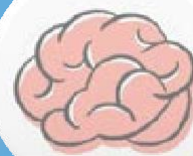
Visual aids: Illustrations, maps, diagrams, photographs, diagrams, charts, formats, drawings... that can help students tolerant in a better way, memory thing easily...



EDUCATIONAL STRATEGIES:

Main needs to be addressed with ASD students to prevent school failure

STRUCTURING



Structured Teaching is a set of teaching techniques developed by Division TEACCH



Structured teaching strategies can be implemented across settings and across curriculum area, as they serve as a vehicle to teach skills, and/or as a framework for a classroom setting.



EDUCATIONAL STRATEGIES:

Main needs to be addressed with ASD students to prevent school failure

STRUCTURING



Structured the physical spaces



Agenda and organization of school materials



Organization of the distribution of students



Support in the sequential structuring

MAIN NEEDS TO BE
ADDRESSED WITH ASD
STUDENTS TO PREVENT
SCHOOL FAILURE
CURRICULUM
ACCESSIBILITY
**EDUCATIONAL
STRATEGIES**



Distribution space



Adapt exams

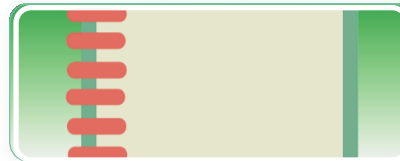


Time extension

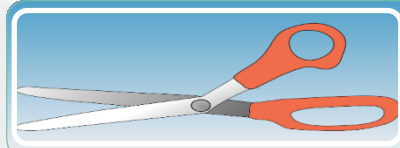


Visual aids

MAIN NEEDS TO BE
ADDRESSED WITH ASD
STUDENTS TO PREVENT
SCHOOL FAILURE
CURRICULUM
ACCESSIBILITY
**EDUCATIONAL
STRATEGIES**



Facilitation of notes



Course splitting



Coordination with the environment



Support in relevant aspects

EDUCATIONAL STRATEGIES:

Main needs to be addressed with ASD students to prevent school failure

Adapt exams



Distribution space



Support in relevant aspects



Coordination with the environment



CURRICULUM ACCESSIBILITY



Time extension



Visual aids



Facilitation of notes



Course splitting



IPA 2



Co-funded by the
Erasmus+ Programme
of the European Union

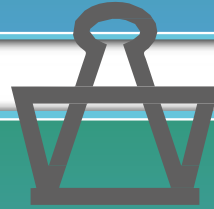
Take into account



INTERACTING



PROCESSING
INFORMATION



SENSORY
PROCESSING



COMMUNICATION

EDUCATIONAL STRATEGIES:
Specific effective strategies for students with ASD

EDUCATIONAL STRATEGIES:
Specific effective strategies for students with ASD

SPECIFIC STRATEGIES



Social scripts and social stories



Teach basic rules to the student with ASD



Guidelines to help in standard setting

SOCIAL AREA
HOW TO PREVENT BULLYING

Click on the different steps to know more



TYPES OF BULLYING

BULLYING IN ASD



RED FLAGS

PREVENTION



ACTION

SOCIAL AREA

HOW TO PREVENT BULLYING

TYPES OF BULLYING

Physical bullying

•Physical bullying includes hitting, kicking, tripping, pinching and pushing or damaging property. Physical bullying causes both short term and long term damage.

Verbal bullying

•Verbal bullying includes name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse. While verbal bullying can start off harmless, it can escalate to levels which start affecting the individual target.

Social bullying

- Lying and spreading rumours. Demanding someone's social reputation or social acceptance
- Negative facial or physical gestures, menacing or contemptuous looks. Mimicking unkindly.
- Playing nasty jokes to embarrass and humiliate. Encouraging others to socially exclude someone

Cyber bullying

- Abusive or hurtful texts, emails or posts, images or videos
- Deliberately excluding others online
- Nasty gossip or rumours
- Imitating others online or using their log-in.

SOCIAL AREA

**HOW TO PREVENT
BULLYING**

**TYPES OF
BULLYING**

BULLYING IN ASD



The guidelines by someone is vulnerable are multiple and are always relative to the group



Structured teaching strategies can be implemented across settings and across curriculum area, as they serve as a vehicle to teach skills, and/or as a framework for a classroom setting.



IPA 2



Co-funded by the
Erasmus+ Programme
of the European Union

Risk factors

SOCIAL AREA

HOW TO PREVENT BULLYING

TYPES OF BULLYING

| | | | | | | | |
|-----------------------------------------------|---------------------------------|--------------|-----------------------------------------|----------------------------------|------------------------------------------|-------------------------------------|------------------------------|
| Interperson al and group involvement | Special Educational Needs | Be different | Difficulties in communicat ion | Be les socially integrated | Presenting maladaptive behaviours. | Have fewer or les friendships | Lack of social support |
|-----------------------------------------------|---------------------------------|--------------|-----------------------------------------|----------------------------------|------------------------------------------|-------------------------------------|------------------------------|

SOCIAL AREA

**HOW TO PREVENT
BULLYING**

**TYPES OF
BULLYING**



Red Flags

- Unexplainable injuries
- Lost or destroyed clothing, books, electronics, or jewelry
- Frequent headaches or stomach aches, feeling sick or faking illness
- Changes in eating habits, like suddenly skipping meals or binge eating. Kids may come home from school hungry because they did not eat lunch.
- Difficulty sleeping or frequent nightmares
- Declining grades, loss of interest in schoolwork, or not wanting to go to school
- Sudden loss of friends or avoidance of social situations
- Feelings of helplessness or decreased self esteem
- Self-destructive behaviors such as running away from home, harming themselves, or talking about suicide

SOCIAL AREA
HOW TO PREVENT BULLYING



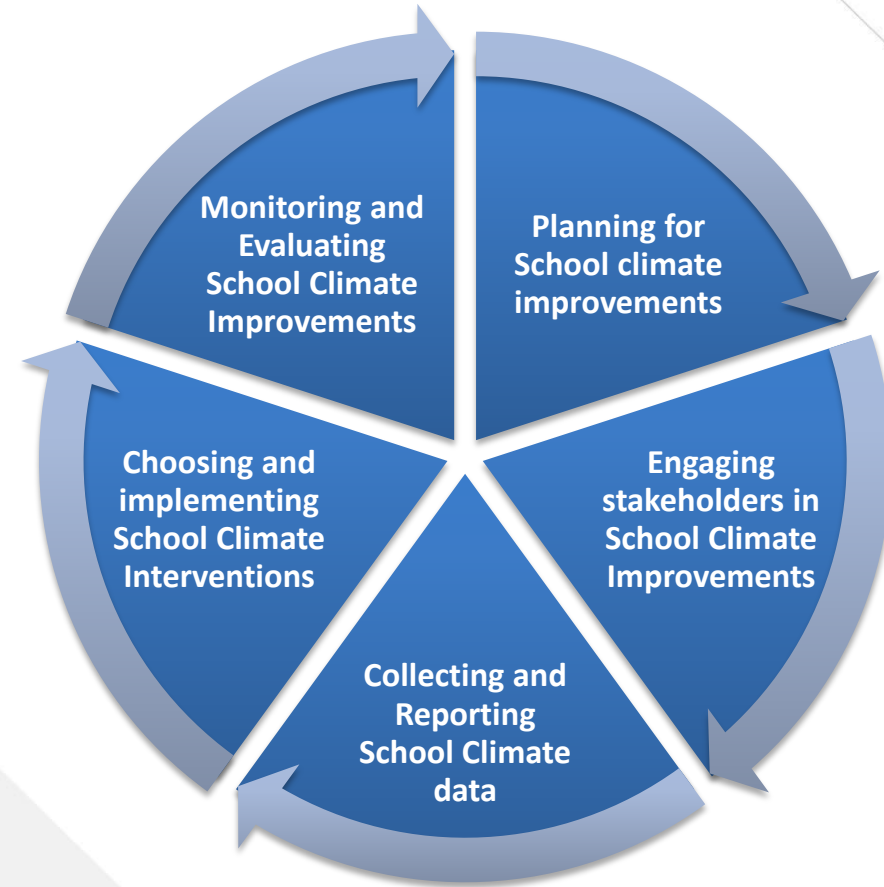
Help them to understand bullying, Talk about what bullying is and how to stand up to it safely.

Keep the lines of communication open

Encourage students to do what they love (activities, interests , and hobbies can boost confidence)

Model how to treat others with kindness and respect

SOCIAL AREA
HOW TO PREVENT BULLYING



EMOTIONAL REGULATION STRATEGIES

EMOTIONAL INTELLIGENCE

Emotional intelligence is the capability of individuals to recognize their own emotions and those of others, discern between different feelings and label them appropriately, use emotional information to guide thinking and behavior, and manage and/or adjust emotions to adapt to environments or achieve one's goal

COMPONENTS

Self awareness

Self management

Social skill

Empathy

Motivate



**EMOTIONAL
REGULATION
STRATEGIES
HELP TO REGULATE
YOURSELF
EMOTIONALLY**

**EMOTIONAL
LEVEL CHART**



Visual aid that
descrip different
levels of emotions

**EMOTIONAL
LEVELS**



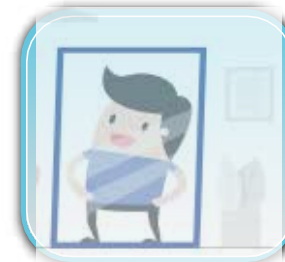
Teach to assign
emotional levels to
certain situations

**APPROPRIATE
REACTIONS**



Appropriate reactions
should be to
different sceneries

MODELING



Be a model and
they copy strategies

MINDFULNESS



Learning to accept
life as it is in
the moment

**EMOTIONAL
REGULATION
STRATEGIES
HELP TO REGULATE
YOURSELF
EMOTIONALLY**

**DISTRESS
SKILLS**



Explain techniques
for managing
frustration

**INTERPERSONAL
SKILLS**



Teach strategies
for healthy
relationships

**MIDDLE
PATH**



Teach to see
'the other side
of the history'

EMOTIONAL REGULATION STRATEGIES

CALMING STRATEGIES FOR STUDENTS WITH AUTISM

CALM BOTTLES



Helps them
regulate
themselves and
their emotions

ESCAPE PLAN



Like an
'emergency exit'

CALMING CORNER



Same space to
calm down

ROUTINES



Simple exercise
that calm them



IPA 2



Co-funded by the
Erasmus+ Programme
of the European Union

EMOTIONAL REGULATION STRATEGIES

CALMING STRATEGIES FOR STUDENTS WITH AUTISM

PRACTICE



5 minutes each day

REFLECTION ZONE



Writing or drawing
space to reflect on
their emotions

VOLCANO TECHNIQUE



Create an individual
material of things
that make him feel
anxious

**INFORMAL AND
FORMAL SEXUAL
EDUCATION**
Sexual education
topic in autism

It is necessary to explain and create a space in which the students feel confident so that they can ask questions.

Giving them information will give a sense of security to be able to talk with their peers

Teach resources to look up when they have doubts. It is important to work with them about circles of trust and intimacy

**INFORMAL AND
FORMAL SEXUAL
EDUCATION**
Sexual education
topic in autism

Ideas of materials to create in the general classroom

Glossary: Create a “dictionary” with slang and formal terms to use in sexual education

Proposal box: The students generate doubts with the objective to solve in class

Sexual biography: Let each person write their own ‘sexual biography’ with their interests, needs, desires, fantasies... choosing how to express that sexuality-

Ideas of topics to talk about in the general classroom

INFORMAL AND FORMAL SEXUAL EDUCATION

Sexual education
topic in autism

Sexual diversity

Sexual biological
development

Puberty

Self erotism/unspoken
rules

Pregnancy/Childbearing

Relationships

Ideas of topics to talk about in the general classroom

INFORMAL
AND FORMAL
SEXUAL
EDUCATION

Sexual education
topic in autism

Public/private
behaviour

Pornography

Birth
control/condom
use

Sexually
transmitted
infections

Prostitution

Abortion

FOCUS ON STRENGTHS

Remarkables strenghts
in asd students

Detail oriented



Focus



Good memory



Intelligence
special
interest



STRENGTHS



Unique
humor



Honest



Desire to
connect



Fair &
just



IPA 2



Co-funded by the
Erasmus+ Programme
of the European Union

It refers to each person ability to make choices and manage our own life. This ability plays an important role in psychological health and well-being. It allows people to feel that we have control over our choices and lives

**Self
Determination
(SD) and self
Advocate (SA)**
**SELF
DETERMINATION**

Competence
Feeling effective at
one's activity

Autonomy
Having a choice,
being able to be
yourself

Relatedness
Feeling conected to
others, sense of
belonging

**MOTIVATION AND
ENGAGEMENT**

**Enhanced
performance and
well being**

**Self
Determination
(SD) and self
Advocate (SA)**
**SELF
ADVOCACY**

Is the ability to speak-up for ourself and the things that are important to us. Self-advocacy means we are able to ask for what we need and want and tell people about our thoughts and feelings

When self-advocacy skills and self-determination capacities are developed, students have:

Self confidence

**Understand that
education and learning
are necessary**

Perseverance

Positive attitude

**Ability to manage
transitions**

**Belief to achieve
high-quality results**

SELF ADVOCACY

Speaking
up yourself



Asking
for help



Self
determi-
nation



Problem
solving



i

Staying
informed



Knowing
your
rights



Finding
support



IPA 2



Co-funded by the
Erasmus+ Programme
of the European Union

**Self
Determination
(SD) and self
Advocate (SA)**
**STRATEGIES TO
HELP STUDENTS TO
DEVELOPE SD/SA**

Learn more about the needs of students with disabilities

Work with other educators to identify out-of-school experiences that reinforce students's personalized learning plans

Participate in classroom behaviour observations and help measure students' progress visually

**Self
Determination
(SD) and self
Advocate (SA)**
**STRATEGIES TO
HELP STUDENTS TO
DEVELOPE SD/SA**

Practice how he/she can talk to teachers about his/her issues

Effective modeling of self-advocacy skills

Ensure that all students have access to information about career development

Involve the student in decisions about his/her learning

LINK AND RESOURCES

- 📄 Chamidah, A. N. & Jannah, S. (2017). Parents Perception About Sexual Education for Adolescence With Autism. 10.2991/icset-17.2017.15.
- 📄 Cosden, M., Koegel, L., Koegel, R., Greenwell, A. & Klein, E. (2006). Strength-Based Assessment for Children With Autism Spectrum Disorders. *Research and Practice for Persons with Severe Disabilities*. 31. 134-143. 10.1177/154079690603100206.
- 📄 Lehan Mackin, M.; Loew, N.; Gonzalez, A. Tykol, H. & Christensen, T. (2016). Parent Perceptions of Sexual Education Needs for Their Children With Autism. *Journal of pediatric nursing*. 31. 10.1016/j.pedn.2016.07.003.
- 📄 Mazefsky, C. A., & White, S. W. (2014). Emotion regulation: concepts & practice in autism spectrum disorder. *Child and adolescent psychiatric clinics of North America*, 23(1), 15–24. <https://doi.org/10.1016/j.chc.2013.07.002>
- 📄 Milley, A. & Machalicek, W. (2012). Decreasing Students' Reliance on Adults A Strategic Guide for Teachers of Students With Autism Spectrum Disorders. *Intervention in School and Clinic*. 48. 67-75. 10.1177/1053451212449739.
- 🌐 <https://www.stopbullying.gov/bullying/what-is-bullying#types>
- 🌐 <https://www.autism.org.uk/advice-and-guidance/topics/bullying/bullying/parents>
- 🌐 <https://thespectrum.org.au/autism-strategy/social-interaction/>

DISCLAIMER

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

PARTNERS

POLIBIENESTAR
UNIVERSITAT ID VALÈNCIA



FPDA - Federação Portuguesa de Autismo



Autismo Burgos
Federación Autismo Castilla y León



FONDACIJA HILJADU ŽELJA

socialIT
software & consulting

ae **Autism**
Europe